

**STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.**

**Why This Goal Is Important:** Performance of physical activities 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 a variety of motor skills and movement patterns.**

<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.1a</b> Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.	<b>19.A.2a</b> Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.	<b>19.A.3a</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.4a</b> Perform skills efficiently in a variety of leisure activities, sports, creative movement, and work-related activities.	<b>19.A.5a</b> Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities.
<b>19.A.1b</b> Participate daily in moderate to vigorous physical activity while performing basic movement patterns.	<b>19.A.2b</b> Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.	<b>19.A.3b</b> Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.	<b>19.A.4b</b> Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.	<b>19.A.5b</b> Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of 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.1a</b> Understand spatial awareness and relationships to objects and people.	<b>19.B.2a</b> Identify the principles of movement (e.g., absorption and application of force, equilibrium).	<b>19.B.3a</b> Compare and contrast efficient and inefficient movement patterns.	<b>19.B.4a</b> Analyze various movement patterns for efficiency and effectiveness.	<b>19.B.5a</b> Apply the principles of efficient movement to evaluate personal performance.
<b>19.B.1b</b> Understand how to execute basic movement patterns.	<b>19.B.2b</b> Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns.	<b>19.B.3b</b> Understand multiple movement patterns and their effects on the brain.	<b>19.B.4b</b> Analyze multiple movement patterns with additional combination movement patterns and their effects on the brain.	<b>19.B.5b</b> Develop and implement a variety of movement concepts to enhance brain function.

**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.1a</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 physical 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 and skill-related components of fitness, including endurance, strength, flexibility, cardiorespiratory fitness, body composition, balance, agility, spatial awareness, power, reaction time, coordination and speed. 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 and skill-related fitness as applied to learning and performance of 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>20.A.1a</b> Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance).	<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 and skill-related fitness.	<b>20.A.5a</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 and skill-related fitness.	<b>20.A.3b</b> Identify and participate in activities associated with the components of health-related and skill-related fitness.	<b>20.A.4b</b> Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.	<b>20.A.5b</b> Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications 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.1a</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).	<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, heart rate monitors), 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., FitnessGram) to corresponding components of fitness.	<b>20.B.3b</b> Evaluate the strengths and weaknesses contained in 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.
		<b>20.B.3c</b> Discuss and understand the importance of fitness as it relates to academic performance.	<b>20.B.4c</b> Understand and explain the importance of fitness as it relates to academic performance.	<b>20.B.5c</b> Analyze and explain the correlation between level of fitness and academic achievement.

**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.1a</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 individual profiles.
	<b>20.C.2b</b> Demonstrate the relationship between movement and health-related and skill-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> Analyze personal fitness data and academic performance and describe the correlation between the two.	<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> Evaluate physical fitness services, products, and advertising.	<b>20.C.5c</b> Use profile data to monitor an individual wellness/fitness plan.
			<b>20.C.4d</b> Design and implement a personal fitness program.	

**STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during 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 personal 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 one's 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.5a</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.1a</b> Work cooperatively with another to accomplish an assigned task.	<b>21.B.2a</b> Work cooperatively with a partner or small group to reach a shared goal during physical activity.	<b>21.B.3a</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.4a</b> Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	<b>21.B.5a</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 including how to access valid information, products, and services.**

<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 in health promotion, health care and injury prevention.	<b>22.A.4d</b> Research and report about a career 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.1a</b> Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	<b>22.B.2a</b> Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).	<b>22.B.3a</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.4a</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.5a</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.1a</b> Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	<b>22.C.2a</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.4a</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.5a</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.		

**D. Describe how to advocate for the health of individuals, families 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.D.1a</b> Identify positive health choices and demonstrate ways to communicate individual choices.	<b>22.D.2a</b> Express opinions about health issues and communicate individual health needs.	<b>22.D.3a</b> Identify and communicate with others within your school, family, and community regarding health issues.	<b>22.D.4a</b> Identify health resources to help influence others in making healthy choices.	<b>22.D.5a</b> Explain how individuals can improve or help sustain school or community health initiatives and/or services.

**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.**

<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>23.A.1a</b> Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	<b>23.A.2a</b> Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	<b>23.A.3a</b> Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).	<b>23.A.4a</b> Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	<b>23.A.5a</b> Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.

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

<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>23.B.1a</b> Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	<b>23.B.2a</b> Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	<b>23.B.3a</b> Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	<b>23.B.4a</b> 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).	<b>23.B.5a</b> 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.**

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

**D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of 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>23. D.1a</b> Locate and identify basic parts of the brain.	<b>23. D.2a</b> Locate, identify and describe functions of the basic parts of the brain.	<b>23. D.3a</b> Explain how the brain is affected by movement.	<b>23. D.4a</b> Explain how brain functions can be maintained and improved through activity.	<b>23. D.5a</b> Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.

**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.5a</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, family, and community 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.1a</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	<b>24.B.2a</b> Describe key elements of a decision-making process.	<b>24.B.3a</b> Apply a decision-making process to an individual health concern.	<b>24.B.4a</b> Explain how decision making affects the achievement of individual health goals.	<b>24.B.5a</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.1a</b> Demonstrate basic refusal skills (e.g., “Just Say No,” “Stranger Danger”).	<b>24.C.2a</b> Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).	<b>24.C.3a</b> Apply refusal and negotiation skills to potentially harmful situations.	<b>24.C.4a</b> Formulate a plan to achieve individual health goals.	<b>24.C.5a</b> Evaluate progress toward the attainment of a health goal.

PHYSICAL DEVELOPMENT AND HEALTH  
PERFORMANCE DESCRIPTORS  
Illinois State Goals 19-24

GRADES K-12

## Performance Descriptor Stages and Corresponding Grade Level

	K-1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Early HS	Late HS
<b>Stage A</b>	1	2								
<b>Stage B</b>	1	2	3							
<b>Stage C</b>		2	3	4						
<b>Stage D</b>			3	4	5					
<b>Stage E</b>				4	5	6				
<b>Stage F</b>					5	6	7			
<b>Stage G</b>						6	7	8		
<b>Stage H</b>							7	8	9-10	
<b>Stage I</b>								8	9-10	11-12
<b>Stage J</b>									9-10	11-12

# Physical Development & Health Performance Descriptors

**19A** Students who meet the standard can demonstrate physical competency in a variety of motor skills and movement patterns.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills.</li> <li>2. Demonstrate locomotor, non-locomotor, and manipulative skills.</li> <li>3. Understand the differences between personal space and general space.</li> <li>4. Participate in activities/games that make the heart beat faster and increases the rate of breathing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss cues that enhance the development of selected manipulative skills.</li> <li>2. Demonstrate basic locomotor, non-locomotor, and manipulative skills using developmentally appropriate form.</li> <li>3. Combine two or more locomotor and/or non-locomotor skills in a sequence.</li> <li>4. Demonstrate an awareness of others while moving in general and/or personal space.</li> <li>5. Identify physical activities/games that make the heart beat faster and increase the rate of breathing.</li> <li>6. Participate in activities/games that make the heart beat faster and increase the rate of breathing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move through space while changing direction.</li> <li>2. Demonstrate a proper form while executing all locomotor and non-locomotor movements.</li> <li>3. Use correct form executing selected manipulative skills.</li> <li>4. Demonstrate control in general and self space.</li> <li>5. Discuss perceived exertion.</li> <li>6. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10 point scale).</li> </ol>	<ol style="list-style-type: none"> <li>1. Combine basic locomotor and non-locomotor patterns.</li> <li>2. Develop control while performing manipulative skills.</li> <li>3. Demonstrate balance when performing basic skills</li> <li>4. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10 points scale).</li> <li>5. Understand the concept of perceived exertion.</li> </ol>
Grade K-1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)

# Physical Development & Health Performance Descriptors

**19A** Students who meet the standard can demonstrate physical competency in a variety of motor skills and movement patterns.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Utilize locomotor and/or non-locomotor movements in physical activity.</li> <li>2. Refine control while performing a manipulative skill.</li> <li>3. Refine control while performing a locomotor and/or a non-locomotor sequence.</li> <li>4. Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control.</li> <li>5. Combine basic locomotor and non-locomotor patterns with smooth transitions.</li> <li>6. Develop control when moving through space while adjusting speed, force, level, pathway and direction.</li> <li>5. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10 point scale).</li> <li>6. Report exertion levels during a variety of activities/games.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities.</li> <li>2. Demonstrate locomotor/non-locomotor skills while manipulating objects.</li> <li>3. Practice combinations of sport related skills using correct form (ready position, hitting phase, follow-through).</li> <li>4. List specific elements of proper form for various sport skills.</li> <li>5. Use vocabulary specific to activities, games, or sport.</li> <li>6. Participate in moderate to vigorous physical activity for an extended period of time (e.g. rate of perceived exertion 4-7 on a 10 point scale).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate effective movement patterns in a variety of movement forms.</li> <li>2. Perform selected sport skills using correct form.</li> <li>3. Apply sport skills in game-like situations using correct form.</li> <li>4. Participate in moderate to vigorous physical activity for an extended period of time (e.g. rate of perceived exertion 4-7 on a 10 point scale, reaching an appropriate heart rate training zone).</li> <li>5. Classify physical activities as being either 'aerobic' or 'anaerobic'.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**19A** Students who meet the standard can demonstrate physical competency in a variety of motor skills and movement patterns.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Utilize a variety of motor patterns while manipulating objects. (changing pathway, direction).</li> <li>2. Use correct form while performing skills during activities, games, or sport.</li> <li>3. Demonstrate effective skill performance in selected activities, games, or sport.</li> <li>4. Identify personal performance factors that impact the outcome of activities, games, or sport.</li> <li>5. Participate in moderate to vigorous physical activity for an extended period of time (e.g. rate of perceived exertion 4-7 on a 10 point scale, reaching an appropriate heart rate training zone).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate skill competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns, and work-related activities.</li> <li>2. Demonstrate mechanically correct movement during activities, games, or sports.</li> <li>3. Demonstrate physiologically efficient movement during activities, games, or sports.</li> <li>4. Choose proper application of skill during game play.</li> <li>5. Combine knowledge of basic skills and strategies to participate successfully in each of the following categories: work-related activities, leisure activities, creative movement activities, team sports, and individual/dual sports.</li> <li>6. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 8-10 on a 10 point scale, reaching an appropriate heart rate training zone).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze personal performance for effective movement.</li> <li>2. Apply results of self-analysis for personal improvement.</li> <li>3. Critique self-selected activity for his/her own ability to adjust to the changing environment.</li> <li>4. Apply basic skills inherent to any activity with consistent positive results.</li> <li>5. Compare skill development changes that occur from childhood to adulthood in a self-selected individual/ dual/team sport, creative movement activities, or work-related activities.</li> <li>6. Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 8-10 on a 10 point scale, reaching an appropriate heart rate training zone).</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)



# Physical Development & Health Performance Descriptors

**19B** Students who meet the standard can analyze various movement concepts and applications.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Move in different ways, alone or within a group, understanding with whom or with what the mover is relating.</li> <li>2. Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts.</li> <li>3. Demonstrate spatial awareness in personal and general space (directional, levels, pathways) behind, ahead of, next to, near to, over, under, on, through, beside.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify personal space.</li> <li>2. Demonstrate a combination of two simple weight bearing and/or balance movements or activities.</li> <li>3. Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, beside.</li> <li>4. Relate activity-based movement skills to movement concepts using the qualities of movement such as speed and flow (e.g., participate in dodging/ fleeing activities in slower speeds without running into others or objects).</li> </ol>	<ol style="list-style-type: none"> <li>1. Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside).</li> <li>2. Demonstrate flow and smooth transitions between multiple movements or within movement patterns (e.g., participate successfully in obstacle course activities, participate successfully in dodging/fleeing activities without running into others or objects, participate, with teacher prompts, in physical activities without interfering with others or objects).</li> <li>3. Identify simple cues involved in weight transfer and balance movements.</li> <li>4. Demonstrate the manipulation of objects to change direction and/or distance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain movement in terms of effort, flow, space, and time.</li> <li>2. Participate in physical activities without interfering with others or objects with fewer teacher prompts.</li> <li>3. Sequence combinations of more complex weight transfer and balance movements (mule kick vs. cartwheel).</li> <li>4. Demonstrate control while manipulating object(s) to change direction and/or distance.</li> <li>5. Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.</li> </ol>
Grade K-1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E) Grade 5 (D-E-F)

# Physical Development & Health Performance Descriptors

**19B** Students who meet the standard can analyze various movement concepts and applications.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.</li> <li>2. Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force.</li> <li>3. Participate in a wide variety of physical activities without interfering with others or with objects.</li> <li>4. Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.</li> <li>5. Demonstrate movement where balance is established, lost, and gained.</li> <li>6. Perform a sequence that combines weight transfer and balance movements.</li> <li>7. Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.</li> <li>8. Manipulate object(s) with accuracy to change its direction and/or distance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> <li>2. Define additional biomechanical principles (e.g., torque, projection angle, weight transfer).</li> <li>3. Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain manipulative and locomotor movement combinations in terms of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> <li>2. Demonstrate proper biomechanical principles (torque, projection angle, tracking, weight transfer).</li> <li>3. Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills.</li> <li>4. Explain how to alter the outcome of a skill by application of a biomechanical principle.</li> <li>5. Identify biomechanical / movement concepts that are applied in each activity in which they participate (e.g. weight transfer: paddle stroke, follow through: to enhance force and direction when throwing, speed and weight transfer: dance steps).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

**19B** Students who meet the standard can analyze various movement concepts and applications.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Identify mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of locomotor, non-locomotor, and manipulative skills.</li> <li>2. Relate biomechanical principles to mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> <li>3. Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills.</li> <li>4. Predict the result of a change in movement by manipulating a biomechanical principle (i.e., the harder you hit an object, the farther it will go).</li> <li>5. Observe and critique performance of a manipulative skill of a classmate and identify the effective use of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form (typically, moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> <li>2. Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) of a variety of manipulative skills within a game or performance setting.</li> <li>3. Observe classmates or a self-video and evaluate a variety of skills based on the application of biomechanical principles (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).</li> <li>4. Identify effective use of selected biomechanical principles involved in the performance of skills, games, and/or rhythmic movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe and critique a performance of a manipulative skill of a classmate and identify a variety of biomechanical principles that contribute to the effectiveness of the performance.</li> <li>2. Observe and critique a performance of a classmate and identify the level of efficiency of the performance.</li> <li>3. Select a skill and analyze the skill for maximum effectiveness and efficiency.</li> <li>4. Design a plan for improvement of the skill to increase effectiveness and efficiency.</li> <li>5. Design a plan for improvement of a game or dance performance to increase effectiveness and efficiency.</li> <li>6. Design a plan for learning a new skill based on requirements of effectiveness and efficiency.</li> <li>7. Design a plan for modifying a new skill based on requirements of effectiveness and efficiency in performing the skill.</li> <li>8. Identify the effect of fitness levels on the performance of a variety of skills (movement efficiency).</li> <li>9. Identify the effect of fitness levels on the performance of games and dance (movement efficiency).</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

## 19C

Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Develop responsibility for safe movement practices.</li> <li>2. Recite the safety guidelines for daily activities.</li> <li>3. Participate safely in physical activity by following rules and directions.</li> <li>4. Work cooperatively with others during activity.</li> <li>5. Repeat safe practices and/or behaviors for physical activity.</li> <li>6. With teacher support, demonstrate safe movement in general and personal space.</li> <li>7. List possible injuries that can occur when not following safety rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the safety factors associated with participating in physical activities.</li> <li>2. Apply class rules, procedures, and safety practices.</li> <li>3. Choose between safe and unsafe practices/behaviors.</li> <li>4. Work cooperatively with others during activity</li> <li>5. Identify safety procedures when participating in group physical activity.</li> <li>6. Move with an awareness of others in general space.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply safe moving practices with some teacher prompts.</li> <li>2. Follow class rules, procedures, and safety practices.</li> <li>3. Demonstrate understanding of personal and group safety.</li> <li>4. Work cooperatively and show respect for others during activity</li> <li>5. Participate safely in group physical activity.</li> <li>6. Identify necessary precautions to avoid injury.</li> <li>7. Define offense and defense in activities, games, or sports.</li> <li>8. Discuss the importance of warm-ups and cool down.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of warm-ups and cool down.</li> <li>2. Develop proper techniques for warm-up and cool down activities.</li> <li>3. Identify ways to measure rate of exertion during physical activity.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

## 19C

Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Demonstrate safety procedures/rules when participating in group physical activity.</li> <li>2. Demonstrate the knowledge of fair play during physical activity</li> <li>3. Apply rules for activity necessary to maintain a safe environment.</li> <li>4. Explain offensive, defensive, and cooperative strategies.</li> <li>5. With teacher support, identify principles of training (intensity, duration, frequency) that can help them to improve components of fitness.</li> <li>6. Describe the importance of measuring rate of exertion during physical activity.</li> <li>7. Follow guidelines for proper use of equipment and facilities for specific physical activities (e.g. not lofting a bowling ball).</li> <li>8. Participate in activity-appropriate warm-ups and cool down.</li> <li>9. Describe how participating in physical activity, at a moderate to vigorous rate, will maintain and/or improve health and cognition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adhere to safety procedures during activity.</li> <li>2. Create safety rules for specific activities, games, or sports.</li> <li>3. Discuss the potential consequences of participating in a safe and unsafe environment during activity.</li> <li>4. Demonstrate cooperative strategies during activity.</li> <li>5. Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports.</li> <li>6. Follow rules when participating in a wide variety of activities, games, or sports.</li> <li>7. Define and model the components of sportsmanship and fair play.</li> <li>8. Respect individual differences and abilities during physical activity.</li> <li>9. With teacher support, select principles of training (intensity, duration, frequency) that can help them to improve components of fitness.</li> <li>10. Describe how monitoring rate of exertion contributes to assisting students with maintaining and/or improving their health and level of fitness.</li> <li>11. Follow guidelines for proper use of equipment and facilities for specific physical activities (e.g. not lofting a bowling ball).</li> <li>12. Participate in physical activities, at a moderate to vigorous rate, in order to maintain and/or improve health and cognition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize potentially unsafe situations, facilities, and/or equipment.</li> <li>2. Discuss how cooperative strategies might be employed during activity.</li> <li>3. Practice offensive, defensive, and cooperative strategies used during games, activities, or sports.</li> <li>4. Apply appropriate game rules.</li> <li>5. Demonstrate sportsmanship.</li> <li>6. Discuss ways to resolve conflict during physical activity.</li> <li>7. Participate in physical activities, at a moderate to vigorous rate, in order to maintain and/or improve health and cognition.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**19C** Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Engage in safe practices before, during, and after activities, games, or sports.</li> <li>2. Demonstrate cooperative strategies during physical activity.</li> <li>3. Apply offensive, defensive, and cooperative strategies used during activities, games, or sports.</li> <li>4. Apply rules during physical activity.</li> <li>5. Demonstrate good sportsmanship.</li> <li>6. Participate in physical activities, at a moderate to vigorous rate, in order to maintain and/or improve health and cognition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply safe practices, rules, and procedures in all physical activity settings.</li> <li>2. List rules and procedures to enhance safety.</li> <li>3. Apply offensive, defensive, and cooperative strategies during activities, games, or sports.</li> <li>4. Apply rules during activities, games, or sports.</li> <li>5. Demonstrate good sportsmanship.</li> <li>6. Participate in physical activities, at a moderate to vigorous rate, in order to maintain and/or improve health and cognition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in activities in a safe and appropriate manner.</li> <li>2. Apply cooperative strategies during activities, games, or sports.</li> <li>3. Select appropriate strategies to offset the opponent's strategies.</li> <li>4. Apply rules during self-officiated activities, games, or sports.</li> <li>5. Modify existing components of a specific activity to improve that activity (increase the participation).</li> <li>6. Create an activity using rules, strategies, and safe methods in which classmates can participate.</li> <li>7. Participate in physical activities, at a moderate to vigorous rate, in order to maintain and/or improve health and cognition.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**20A** Students who meet the standard know and can apply the principles and components of health-related and skill-related fitness as they apply to learning and performance of physical activities.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Participate in health-related and skill-related fitness activities.</li> <li>2. Identify activities that will change your heart rate.</li> <li>3. Demonstrate how to locate a pulse in the wrist or neck to measure heart rate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in health-related and skill-related fitness activities.</li> <li>2. Identify activities that help improve health-related and skill-related fitness.</li> <li>3. Identify activities that will change your heart rate.</li> <li>4. Discuss changes that take place in the body after physical activity.</li> <li>5. List components of health-related and skill-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in health-related fitness and skill-related activities.</li> <li>2. Match a variety of physical activities to their fitness component.</li> <li>3. Identify what activities will improve health-related and skill-related fitness.</li> <li>4. Discuss the benefits of physical activity.</li> <li>5. Discuss changes that take place in the body before, during, and after physical activity as it pertains to learning.</li> <li>6. Differentiate between risks and benefits of health-related fitness activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance.</li> <li>2. Participate in skill-related fitness activities that will improve balance, coordination, spatial awareness, speed and reaction time.</li> <li>3. Identify activities that positively impact overall fitness.</li> <li>4. Identify the immediate effects of exercise on the body.</li> <li>5. Discuss the benefits of physical activity.</li> <li>6. Label the components of health-related and skill-related fitness.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

## 20A

Students who meet the standard know and can apply the principles and components of health-related and skill-related fitness as apply to learning and performance of physical activities.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>2. Participate in a progression of activities that will maintain or improve personal fitness levels and preparedness to learn.</li> <li>3. Identify activities appropriate for warm-up and cool down.</li> <li>4. Identify the benefits of health-related and skill-related fitness (e.g. aerobic activities improving CV Endurance and cognition).</li> <li>5. Identify diseases/disorders associated with poor levels of fitness.</li> <li>6. Define the effects of selected components of health-related and skill-related fitness on current and future health.</li> <li>7. Use and understand age-appropriate vocabulary related to fitness.</li> <li>8. Identify principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the effects of physical activity and fitness on health (current and future) and cognitive function.</li> <li>2. Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance, balance, spatial awareness, coordination, speed, power.</li> <li>3. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>4. Participate in a progression of activities that will maintain or improve personal fitness levels and readiness to learn.</li> <li>5. Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe the benefits and elements of health-related and skill-related fitness.</li> <li>2. Identify the reasons for changes in your personal level of fitness (e.g., FITNESSGRAM®).</li> <li>3. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>4. Participate in a progression of activities that will maintain or improve personal fitness levels and readiness to learn.</li> <li>5. Identify and define principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 11-12 (I-J)



# Physical Development & Health Performance Descriptors

## 20A

Students will perform the standards of physical activities apply the principles and components of health-related and skill-related fitness as apply to

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Describe how various activities can affect fitness components.</li> <li>2. Identify potential risks to health based on components of a fitness profile that are below the healthy level.</li> <li>3. Understand how exercise affects body composition.</li> <li>4. Understand how exercise affects brain function.</li> <li>5. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>6. Participate in a progression of activities that will maintain or improve personal fitness levels and cognitive function.</li> <li>7. Demonstrate muscular strength while engaged in physical activity.</li> <li>8. Demonstrate muscular endurance while engaged in physical activity.</li> <li>9. Demonstrate flexibility while engaged in physical activity.</li> <li>10. Demonstrate cardiovascular fitness while engaged in physical activity.</li> <li>11. Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity.</li> <li>12. Use appropriate vocabulary to identify the principles of health-related fitness.</li> <li>13. Apply principles of FITT to establish a progression for improving fitness components.</li> <li>14. Apply principles of FITT to establish a warm-up, workout, and cool down as elements of a workout plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the effects of various exercises and physical activities on the components of health-related and skill-related fitness.</li> <li>2. Describe the limitations and benefits of various fitness-training programs.</li> <li>3. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>4. Participate in a progression of activities that will maintain or improve personal fitness levels.</li> <li>5. Participate in various fitness training programs (interval training, plyometrics).</li> <li>6. Identify the relationship between fitness and academic performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate regularly in health-enhancing and skill-related fitness in and out of school.</li> <li>2. Participate in moderate to vigorous levels of physical activity on a daily basis.</li> <li>3. Participate in a progression of activities that will maintain or improve personal fitness levels.</li> <li>4. Demonstrate the knowledge, skill, and ability to monitor and adjust physical activity levels to meet personal fitness needs.</li> <li>5. Interpret and evaluate personal physical fitness assessment plan.</li> <li>6. Formulate a fitness plan that can be implemented and tested by collecting data.</li> <li>7. Include principles of exercise frequency, intensity, time, type, specificity, progression, and overload into a regular exercise program, including warm up and cool down.</li> <li>8. Explain data recorded throughout an exercise program.</li> <li>9. Demonstrate correct adjustment and use of fitness equipment.</li> <li>10. Display proper exercise technique.</li> <li>11. Analyze and interpret fitness data and standardized test scores and interpret the data.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

**20B** Students who meet the standard can assess individual fitness levels.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Describe what happens to the body when one exercises.</li> <li>2. Recognize changes that take place in the body during physical activity.</li> <li>3. Recognize that physical activity will increase the heart rate.</li> <li>4. Engage in physical activities that will cause increased heart rate.</li> <li>5. Introduce fitness training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall the immediate effects of exercise on the body.</li> <li>2. Match the components of health-related fitness to fitness assessments.</li> <li>3. Match level of fitness to health-related fitness components.</li> <li>4. Participate in health-related fitness activity.</li> <li>5. Identify personal preferences related to physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor the physiological changes occurring during moderate physical activity.</li> <li>2. Engage in activities that help achieve the target heart rate zone for a specific amount of time.</li> <li>3. Explain the immediate effects of exercise on the body.</li> <li>4. Explain effects of physical activity on the body when changing the level of intensity.</li> <li>5. Identify personal fitness strengths and weaknesses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the immediate effects that physical activity has on the body.</li> <li>2. Explain what happens to the body the harder one plays, runs, or does physical activity.</li> <li>3. Explain effects of physical activity on the body when changing the level of intensity.</li> <li>4. Identify personal fitness strengths and weaknesses</li> <li>5. Select activities that help achieve the target heart rate zone for a specific amount of time.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

**20B** Students who meet the standard can assess individual fitness levels.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Record heart rate after engaging in physical activity.</li> <li>2. Identify target heart rate, maximum heart rate, resting heart rate.</li> <li>3. Recognize the immediate effects of exercise on heart rate.</li> <li>4. Demonstrate ways to monitor exertion and heart rate before, during, and after physical activity.</li> <li>5. Match health-related fitness components to a valid assessment of each component.</li> <li>6. Identify the health-related fitness components in various activities.</li> <li>7. Understand how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).</li> <li>8. Explain how to calculate target heart rate zone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare one's rate of perceived exertion to one's heart rate after activity.</li> <li>2. Participate in a variety of assessments to measure level of fitness</li> <li>3. Match health-related fitness components to a valid assessment of each component.</li> <li>4. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion.</li> <li>5. With teacher cues, calculate a target heart rate zone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and monitor heart rate during activity (recommended: use of a heart rate monitor).</li> <li>2. Describe what happens to heart rate as intensity levels increase.</li> <li>3. Interpret fitness test data.</li> <li>4. Record heart rate before, during, and after exercise.</li> <li>5. Match health-related fitness components to a valid assessment of each component.</li> <li>6. Perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

## 20B

Students who meet the standard can assess individual fitness levels.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Demonstrate effective use of a heart rate monitor during physical activity.</li> <li>2. Calculate resting, target, and recovery heart rates.</li> <li>3. Record individual resting, target, and recovery heart rates during selected fitness activities.</li> <li>4. Compare resting heart rate to recovery heart rate.</li> <li>5. Report the perceived level of exertion during an activity.</li> <li>6. Evaluate fitness scores using health-related test norms.</li> <li>7. Select activities to improve physical fitness level.</li> <li>8. Match health-related fitness components to a valid assessment of each component.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a profile to track heart rate and fitness levels over an extended period of time.</li> <li>2. Assess personal fitness levels.</li> <li>3. Match health-related fitness components to a valid assessment of each component.</li> <li>4. Use technology to understand physiological data.</li> <li>5. Analyze physiological data.</li> <li>6. Prepare an individual health-related fitness profile and evaluate fitness level on each component.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a profile to track heart rate and fitness levels over an extended period of time.</li> <li>2. Measure health/fitness levels in body composition, muscular strength, muscular endurance, flexibility, and cardiovascular endurance.</li> <li>3. Use multiple assessments to determine current levels of fitness within each component.</li> <li>4. Match health-related fitness components to a valid assessment of each component.</li> <li>5. Interpret health-related fitness data collected over a period of time, with and without the use of technology, to assess all components of health-related fitness: body composition, muscular strength, muscular endurance, flexibility, and cardiovascular fitness before, during, and after engaging in an exercise program.</li> <li>6. Assess improvements in a fitness profile and set new goals.</li> <li>7. Evaluate behavioral choices and their impact on fitness level.</li> <li>8. Evaluate the possible effects of heredity on physical wellness.</li> <li>9. Evaluate the effects of fitness choices on physical wellness.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Physical Development & Health Performance Descriptors

**20C** Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Discuss realistic health-related fitness goals.</li> <li>2. Set a goal based on fitness data with teacher guidance.</li> <li>3. Discuss behavioral choices that impact wellness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set goals based on fitness data with teacher guidance.</li> <li>2. Participate in teacher directed activities that can develop health-related fitness goals.</li> <li>3. Discuss behavioral choices that impact wellness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a realistic health-related goal.</li> <li>2. Monitor progress of a health-related fitness goal.</li> <li>3. Identify positive and negative behavioral choices and their impact on wellness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. List health-related goals based on fitness assessments.</li> <li>2. Evaluate progress of health related fitness goals.</li> <li>3. Explain fitness scores to parents/guardians.</li> <li>4. Evaluate positive and negative behavioral choices and their impact on wellness levels.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

**20C** Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Set a personal goal specific to a component of health-related fitness.</li> <li>2. Monitor progress in reaching the goal.</li> <li>3. Write a planned list of activities used to accomplish a personal goal.</li> <li>4. Explain how movement can improve health-related fitness components.</li> <li>5. Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular).</li> <li>6. Interpret personal fitness results.</li> <li>7. Explain the relationship between behavioral choices and wellness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select an additional health-related fitness goal and based on the level of fitness, write a list of activities to accomplish the goal.</li> <li>2. Monitor progress in reaching the goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set personal goals from health-related fitness scores.</li> <li>2. Identify a health-related fitness goal based on fitness levels, and select activities to meet that goal.</li> <li>3. Identify fitness levels with use of data on level of fitness.</li> <li>4. Construct a personal plan to improve health-related fitness scores for one component.</li> <li>5. Record scores and monitor progress.</li> <li>6. Choose from a list of activities that can improve one's health/fitness plan.</li> <li>7. Explain what activities can be used to improve health-related fitness scores.</li> <li>8. Identify components of the FITT principles needed to create a plan for achieving a goal.</li> <li>9. Develop a list of healthy behavioral choices to improve fitness levels.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 11-12 (I-J)

## Physical Development & Health Performance Descriptors

### 20C

Students improve their personal standard can set goals based upon fitness data and develop, implement, and monitor an individual

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Understand how to set a realistic fitness goal.</li> <li>2. Develop short-term and long-term goals as related to fitness.</li> <li>3. Select a health-related fitness component, set a short-term goal, and write a plan.</li> <li>4. Select a health-related fitness component, set a long-term goal, and write a plan.</li> <li>5. Identify opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs).</li> <li>6. Identify facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts).</li> <li>7. Use frequency, intensity, time, and type (FITT) when writing a plan to meet your fitness goal.</li> <li>8. Implement healthy behavioral choices as part of a fitness program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.</li> <li>2. Design a personal fitness program that incorporates all health-related fitness components and principles.</li> <li>3. Analyze personal fitness profile.</li> <li>4. Evaluate opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs).</li> <li>5. Evaluate facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts).</li> <li>6. Evaluate a fitness product or advertisement.</li> <li>7. Compare and contrast behavioral choices to personal fitness levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write health-related fitness goals that reflect current fitness level, length of available time, equipment and facilities, and realistic goals.</li> <li>2. Incorporate the specific health and exercise behaviors necessary to attain the short-term and long-term goals.</li> <li>3. Recognize possible difficulties in achieving both short and long-term goals and identify strategies to overcome these difficulties.</li> <li>4. Determine the level of success in meeting these goals.</li> <li>5. Analyze results of health-related goals for each specific health-related fitness component.</li> <li>6. Evaluate short-term goals.</li> <li>7. Perform periodic assessments of each component of health-related fitness.</li> <li>8. Revise a fitness program to reflect changes in age and/or possible changes in health status (e.g., illness or injury).</li> <li>9. Adjust or modify personal fitness plan as warranted.</li> <li>10. Keep a personal fitness log that includes warm-up activities, complete descriptions of conditioning exercises and activities, workout hours and minutes, intensity, repetitions, sets, frequency, and cool down activities.</li> <li>11. Evaluate the contents of a personal exercise log.</li> <li>12. Evaluate behavioral choices and their impact on personal fitness levels.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**21A** Students who meet the standard can demonstrate personal responsibility during group physical activities.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Listen to class procedures during physical activity.</li> <li>2. Remember the safety procedures that should be followed during physical activity.</li> <li>3. Participate safely in physical activity.</li> <li>4. Repeat safe practices and/or behaviors during physical activity.</li> <li>5. Demonstrate the ability to work independently and cooperatively during physical activity.</li> <li>6. Complete part(s) of a task when participating in physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall the class procedures followed for participation in physical activity.</li> <li>2. Repeat the safety procedures followed when participating in physical activity.</li> <li>3. Participate safely in physical activity.</li> <li>4. Choose between safe and unsafe practices and/or behavior.</li> <li>5. Follow directions when participating in physical activity.</li> <li>6. Perform independently and cooperatively when participating in physical activity.</li> <li>7. Complete a task when participating in physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. List the class procedures followed for participating in physical activity.</li> <li>2. Identify the safety procedures followed when participating in physical activity in class.</li> <li>3. Participate safely in group physical activity.</li> <li>4. Follow rules and directions when participating in group physical activity.</li> <li>5. Perform individual roles when participating in group physical activity.</li> <li>6. Complete a task in a given amount of time when participating in a group physical activity.</li> <li>7. Identify individual behaviors that need to be changed in order to work successfully in a group.</li> <li>8. Give examples of ways to settle disagreements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the safety procedures to be followed during participation in a group physical activity.</li> <li>2. Respect the personal space of others when moving within individual self-space.</li> <li>3. List the class procedures to be followed to participate successfully in a group physical activity.</li> <li>4. Discuss the benefits of having rules when participating in physical activity.</li> <li>5. List the consequences of not following the class procedures and/or rules.</li> <li>6. Demonstrate knowledge of the rules in effect when participating in a group physical activity.</li> <li>7. Follow directions when participating in physical activity.</li> <li>8. Change individual behaviors to work successfully within a group.</li> <li>9. Examine how to settle disagreements when participating in physical activity.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			



## Physical Development & Health Performance Descriptors

**21A** Students who meet the standard can demonstrate personal responsibility during group physical activities.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Discuss the class procedures to be followed during participation in a group physical activity.</li> <li>2. Explain the safety procedures and rules to be followed during participation in a group physical activity.</li> <li>3. Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space.</li> <li>4. List the consequences for not following the class procedures/rules.</li> <li>5. Follow rules and instructions when participating in a group activity.</li> <li>6. Follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing)</li> <li>7. Demonstrate how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity.</li> <li>8. Analyze the impact of individual behaviors on group physical activity.</li> <li>9. Discuss the need for officiating during physical activity.</li> <li>10. Demonstrate the ability to remain on task when participating in physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to remain on task when participating in physical activity.</li> <li>2. Explain all the rules of safety and why each rule is important in group physical activity.</li> <li>3. Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules).</li> <li>4. Create rules for physical activities.</li> <li>5. List individual behaviors that can positively and/or negatively affect the success of a group.</li> <li>6. Follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize situations where the decision-making process is needed when participating in physical activity.</li> <li>2. Demonstrate the ability to remain on task when participating in physical activity for a designated period of time.</li> <li>3. Demonstrate individual responsibility during group physical activity.</li> <li>4. Apply safety rules in effect during group physical activity.</li> <li>5. Engage in safe physical activity when a teacher or peer is officiating.</li> <li>6. Create rules for small groups engaged in physical activity.</li> <li>7. Demonstrate positive behaviors that contribute to the success of a group.</li> <li>8. Recognize the role an individual plays in group physical activity.</li> <li>9. Examine how to change the rules of an activity or game in order to include every participant.</li> <li>10. Follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

**21A** Students who meet the standard can demonstrate personal responsibility during group physical activities.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Establish various roles within groups that are engaged in physical activity.</li> <li>2. Demonstrate individual responsibility during group physical activity.</li> <li>3. List the leadership skills used when participating in physical activity.</li> <li>4. Demonstrate the decision-making model.</li> <li>5. Remain on task when participating in group physical activity until a task is completed.</li> <li>6. Demonstrate safety rules in effect during group physical activity.</li> <li>7. Engage in physical activity when under the direction of a leader.</li> <li>8. Create rules for large groups engaged in physical activity.</li> <li>9. Examine the roles individuals play in group physical activity.</li> <li>10. Examine how to change the rules of an activity or game in order to include every participant.</li> <li>11. Identify and follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing).</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply decision-making process when participating in physical activity.</li> <li>2. Practice decision-making skills both independently and with others when participating in physical activity.</li> <li>3. Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.</li> <li>4. Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.</li> <li>5. Apply all safety rules and procedures when participating in physical activity.</li> <li>6. Establish safety limitations for a group physical activity.</li> <li>7. Apply leadership skills as a group leader when participating in physical activity.</li> <li>8. Examine how to change the rules of an activity or game in order to include every participant.</li> <li>9. Identify and follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate problem-solving skills and strategies when participating in physical activity.</li> <li>2. Coach/facilitate a group of peers when participating in a physical activity.</li> <li>3. Compare safety procedures used in a variety of physical activities and explain why they are important.</li> <li>4. Self-officiate games and/or activities when participating in a physical activity.</li> <li>5. Design a group activity including rules and safety procedures.</li> <li>6. Examine how to change the rules of an activity or game in order to include every participant.</li> <li>7. Identify and follow specific rules and guidelines for participating safely in specific activities (e.g., spotting in weight training or gymnastics, wearing appropriate clothing).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

**21B** Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

Stage A	Stage B	Stage C	Stage D		
<ol style="list-style-type: none"> <li>1. Listen to safe practices and/or behaviors for the day's structured physical activity.</li> <li>2. Demonstrate the ability to work cooperatively with a partner for a structured physical activity.</li> <li>3. Complete part(s) of a task when working with a partner or group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat safety practices and/or behaviors when working with a partner during physical activity.</li> <li>2. Demonstrate the ability to work cooperatively with a partner or small group during physical activity.</li> <li>3. Complete a task when working with a partner or group with some teacher intervention during physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify safety procedures followed when participating in structured group physical activity.</li> <li>2. Perform cooperatively with a partner when participating in a structured group physical activity.</li> <li>3. Complete a task with a partner or group in a given amount of time during group physical activity.</li> <li>4. Recognize the need for individual and shared goals during group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify safety procedures followed when working with a partner during structured group physical activity.</li> <li>2. Perform cooperatively with a partner or a small group when participating in physical activity.</li> <li>3. Complete a task with a partner or small group in a given amount of time with little teacher intervention during a physical activity.</li> <li>4. Discuss the need for individual and shared goals during structured group physical activity.</li> </ol>		
Grade K-1 (A-B)		Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

# Physical Development & Health Performance Descriptors

**21B** Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Explain safety procedures that should be followed when working with a partner during structured group physical activity.</li> <li>2. Perform cooperatively in a small group when participating in structured group physical activity.</li> <li>3. Complete a task with a partner or small group in a given amount of time with no teacher intervention.</li> <li>4. Give examples of ways to achieve individual and/or shared goals during group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and define characteristics of an effective leader.</li> <li>2. Identify a variety of supportive roles within a cooperative group setting.</li> <li>3. Identify responsible decision-making skills regarding use of time and rules application.</li> <li>4. Identify the steps in a decision-making model (i.e. DECIDE model: define the problem, explore the options, consider consequences, identify value, develop action plan, evaluate outcomes)</li> <li>5. Respect decisions made by others in an activity concerning rules, procedures, and process.</li> <li>6. Work cooperatively with others.</li> <li>7. Recognize individual differences in performance within a group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate effective leadership skills while interacting with others during structured group physical activity.</li> <li>2. Practice making decisions when participating in structured group physical activity.</li> <li>3. Apply decision-making model strategies during a variety of structured group physical activities.</li> <li>4. Identify consequences of a variety of behavioral choices used when participating in structured group physical activity.</li> <li>5. Identify strengths and weaknesses of roles played during a cooperative group physical activity.</li> <li>6. Resolve conflicts that arise during structured group physical activity.</li> <li>7. Respect and accept individual differences within a group participating in structured physical activity.</li> <li>8. Make choices based on providing safety to self and others during structured group physical activity.</li> <li>9. Find positive ways to assert independence during structured group physical activity.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**21B** Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Apply leadership skills in various settings during structured group physical activity.</li> <li>2. Develop a strategy to maximize the contribution of all members of a group during structured group physical activity.</li> <li>3. Apply decision-making model strategies during a variety of structured group physical activities.</li> <li>4. Identify positive and negative peer influences when participating in structured group physical activity.</li> <li>5. Create a plan for improvement of roles played in a cooperative group physical activity.</li> <li>6. Resolve interpersonal conflict during structured group physical activity.</li> <li>7. Respect the contribution of others when participating in structured group physical activity.</li> <li>8. Make choices based on providing safety to self and others during structured group physical activity.</li> <li>9. Find positive ways to assert independence during structured group physical activity.</li> <li>10. Consider consequences when confronted with behavior choices when participating in structured group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the quality of decisions made during structured group physical activity.</li> <li>2. Support others, both physically and emotionally, during structured group physical activity.</li> <li>3. Resolve interpersonal conflicts with others during structured group physical activity.</li> <li>4. Demonstrate appropriate techniques for resolving conflicts during structured group physical activity.</li> <li>5. Plan a strategy to reach an agreed upon goal during structured group physical activity.</li> <li>6. Explain boundaries, directions, and rules of a given task or game prior to the group physical activity.</li> <li>7. Recognize effective and ineffective strategies used during a group physical activity.</li> <li>8. Respect the contribution of others during structured group physical activity.</li> <li>9. Respect the performance of others during structured group physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share leadership and supportive roles during structured group physical activity.</li> <li>2. Support group decisions when participating in structured group physical activities.</li> <li>3. Compromise/adapt to group needs during physical activity.</li> <li>4. Resolve interpersonal conflicts with others during structured group physical activity.</li> <li>5. Encourage others to respond positively to challenges, successes, and failures in structured group physical activities.</li> <li>6. Assess the group's ability to perform at higher levels of team building in competitive and non-competitive settings during structured group physical activity.</li> <li>7. Plan a strategy to reach an agreed upon goal during structured group physical activity.</li> <li>8. Assess the contribution of group members toward goal achievement during structured group physical activity.</li> <li>9. Respect and acknowledge the different physical performance levels of others when participating in structured group physical activities.</li> <li>10. Follow through with plans and strategies established to achieve group goals (including team building strategies) when participating in physical activity.</li> <li>11. Evaluate strengths and weaknesses of the plan or process used to complete a task during structured group physical activity.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**22A** Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety including how to access valid information, products and services.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Recall the feelings one had when sick.</li> <li>2. Recognize the importance of covering one's mouth and nose when sneezing or coughing.</li> <li>3. Demonstrate how to avoid infecting others with germs.</li> <li>4. Recognize the necessity of washing hands to prevent the transmission of germs.</li> <li>5. Recite the rules that are in effect on school buses.</li> <li>6. Show knowledge of safety rules that are in effect on the playground.</li> <li>7. Explain the meaning of the colors red, yellow, and green on traffic lights.</li> <li>8. Recognize the color and shape of stop signs.</li> <li>9. Talk about the importance of taking medicines in the presence of a responsible adult.</li> <li>10. Practice procedures to follow during tornado and fire drills.</li> <li>11. Know the proper amount of sleep necessary to maintain good health.</li> <li>12. Demonstrate how to dress properly in varying types of weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the signs and symptoms of sickness (e.g., headache, stomachache, fever).</li> <li>2. Simulate proper hand washing techniques.</li> <li>3. Understand the need to brush teeth to remove bacteria.</li> <li>4. Demonstrate proper tooth brushing techniques.</li> <li>5. Recognize the importance of proper Kleenex disposal as a way to control disease.</li> <li>6. Demonstrate proper Kleenex disposal.</li> <li>7. Recognize the need for and use of seat belts.</li> <li>8. Demonstrate the use of proper equipment when bicycling, skateboarding, and rollerblading.</li> <li>9. Recognize the importance of following traffic signs.</li> <li>10. Discuss basic traffic rules that need to be followed on the way to/from school.</li> <li>11. Explain what can happen if medicines are used improperly.</li> <li>12. Demonstrate proper procedures and techniques used during tornado and fire drills.</li> <li>13. Know what fatigue is and how to take care of it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how good hygiene can prevent illness.</li> <li>2. Discuss the importance of regular dental exams.</li> <li>3. Realize how bacteria grow.</li> <li>4. Describe ways that viruses are transmitted.</li> <li>5. List ways that people can prevent accidents.</li> <li>6. Show proper safety procedures on buses and on playgrounds.</li> <li>7. Follow playground safety rules.</li> <li>8. Simulate proper procedures to follow when dealing with a variety of traffic situations.</li> <li>9. List places at home where dangerous chemicals can be found, and explain what should be done to make sure that they do not cause injury or illness.</li> <li>10. Compare and contrast the feelings of being well and sick.</li> <li>11. List the three types of primary teeth and their function.</li> <li>12. Simulate personal response to fire situations (stop/drop/roll, don't open doors with hot doorknobs, move on knees).</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the importance of using one's own utensils (eating utensils, toothbrush, comb/brush).</li> <li>2. State the potential causes of accidents at school, at home, and in the community.</li> <li>3. Choose and follow proper procedures in a variety of traffic situations.</li> <li>4. State ways and places that dangerous chemicals can be properly stored.</li> <li>5. Explain what can happen if dangerous chemicals are ingested.</li> <li>6. Recognize when symptoms of illness require attention from an adult or a health care provider.</li> <li>7. Compare and contrast the feelings of being well and being sick.</li> <li>8. Describe the symptoms of common childhood illnesses (fever, rashes, cough).</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

### 22A

Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety including how to access valid information, products and services.

Stage E	Stage F	Stage G		
<ol style="list-style-type: none"> <li>1. Discuss procedures to be followed if fire is suspected.</li> <li>2. Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons).</li> <li>3. Explain the importance of regular health screenings (eye, dental, physical).</li> <li>4. Name items checked by physicians during regular health screenings.</li> <li>5. State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox).</li> <li>6. Discuss the benefits of early detection and treatment of illness.</li> <li>7. Recognize that some diseases can be controlled more easily than others.</li> <li>8. Discuss behaviors that may be considered to be abusive.</li> <li>9. Know what to do if abusive behavior is suspected or discovered.</li> <li>10. Explain the importance of vaccinations.</li> <li>11. Follow guidelines for proper use of equipment and facilities for specific physical activities (e.g., not throwing a bat, not lofting a bowling ball).</li> <li>12. Discuss safety precautions when using the internet and social media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the differences between bacteria and viruses.</li> <li>2. Apply basic first aid to injuries (burns).</li> <li>3. Describe common emergency procedures (e.g. fire, weather).</li> <li>4. List stressors.</li> <li>5. Describe different types of stress.</li> <li>6. Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious).</li> <li>7. Describe signs and symptoms of common childhood illnesses.</li> <li>8. List early detection methods of diagnosing illnesses.</li> <li>9. Distinguish the difference between communicable and non-communicable diseases.</li> <li>10. Recognize abusive behaviors.</li> <li>11. Practice methods to be followed when abusive behavior is suspected or discovered.</li> <li>12. Identify the types of vaccinations used to maintain health.</li> <li>13. Follow guidelines for proper use of equipment and facilities for specific physical activities (e.g., not lofting a bowling ball).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast bacteria and viruses.</li> <li>2. Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity.</li> <li>3. Participate in warm-up and cool down activities.</li> <li>4. Describe safety rules and guidelines to be followed when engaged in physical activity.</li> <li>5. Talk about various careers that promote health and safety or prevent illness.</li> <li>6. Apply basic first aid procedures (e.g., bleeding).</li> <li>7. Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).</li> <li>8. Recognize that prolonged exposure to stress can be detrimental to health.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

## Physical Development & Health Performance Descriptors

**22A** Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety including how to access valid information, products and services.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Apply basic first aid procedures (e.g., weather-related injuries).</li> <li>2. Follow rules, regulations, and safety procedures while engaged in physical activity and encourage others to do so.</li> <li>3. Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian).</li> <li>4. Explain safety precautions when using the internet and social media.</li> <li>5. Indicate behaviors/choices that may increase risks to one's health.</li> <li>6. Compare and contrast personal health-related behaviors/choices made now and in the past.</li> <li>7. Demonstrate behaviors/choices that reduce health risks.</li> <li>8. Explain the possible consequences that prolonged exposure to stress may have on the body.</li> <li>9. Describe and name STDs.</li> <li>10. Identify the signs and symptoms of common STDs.</li> <li>11. Demonstrate basic knowledge of HIV and AIDS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore ways that technology can be used to impact health and safety.</li> <li>2. Discuss ways that the media has influenced health and safety issues.</li> <li>3. Apply basic first aid procedures (e.g., CPR, Heimlich maneuver).</li> <li>4. Recognize the differences between communicable and non-communicable diseases.</li> <li>5. Define the terms 'chronic' and 'acute'.</li> <li>6. Describe the differences among chronic and acute diseases.</li> <li>7. Know the differences among diseases that are communicable, non-communicable, acute, chronic, and degenerative.</li> <li>8. Determine the signs and symptoms of the top three chronic diseases (cancer, heart disease, and diabetes).</li> <li>9. Identify organisms that cause STDs.</li> <li>10. Investigate ways that effective health promotion and illness prevention can maintain and/or improve health.</li> <li>11. Identify 'safe havens' within a community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chronicle past, present, and future technologies that impact health and safety.</li> <li>2. Cite specific examples of how the media has impacted views and/or responses to health or safety issues.</li> <li>3. Apply basic first aid procedures (all presented to date).</li> <li>4. Describe strategies used to manage communicable diseases.</li> <li>5. Identify strategies that can be used to manage chronic and degenerative diseases.</li> <li>6. Analyze personal health strategies that can be followed to maintain and/or improve health.</li> <li>7. Compare and contrast chronic and communicable diseases.</li> <li>8. Evaluate the effectiveness of health prevention and illness prevention methods and/or programs.</li> <li>9. Discover long-term consequences of STDs.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)



# Physical Development & Health Performance Descriptors

## 22B

Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Relate to others hygiene habits that improve or maintain health.</li> <li>2. List personal hygiene behaviors/choices that will increase health and safety.</li> <li>3. Recognize skills necessary to ensure safety and cleanliness.</li> <li>4. Know the differences between behaviors that will and will not promote the spread of infectious diseases.</li> <li>5. Identify people and services within the school responsible for health-related issues.</li> <li>6. Demonstrate how to prevent the spread of infectious diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1. List hygiene habits that are used daily to maintain or improve health.</li> <li>2. Use personal hygiene behaviors/choices that will improve health and safety.</li> <li>3. Listen to and follow rules for playground safety.</li> <li>4. Demonstrate skills and behaviors used to prevent the spread of infectious diseases.</li> <li>5. Name the people within the school responsible for health-related services.</li> <li>6. Identify people and services within the community responsible for health-related services (e.g., fire, paramedics, police).</li> <li>7. Encourage others to use skills and make choices that will help prevent the spread of infectious diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Record daily personal hygiene behaviors.</li> <li>2. Recite and follow rules for playground safety.</li> <li>3. Demonstrate knowledge of safety rules within the school.</li> <li>4. Explain the roles of school personnel responsible for health-related services.</li> <li>5. Recognize when to use health-related services within the school.</li> <li>6. Describe how to access health-related services within the school.</li> <li>7. Cite ways that the media influences health-related behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe family members and record hygiene behaviors seen.</li> <li>2. Encourage proper hygiene among family members and classmates.</li> <li>3. Recognize potential dangers within the school and community.</li> <li>4. Discuss how to avoid dangers within the school and community.</li> <li>5. Describe the roles of community personnel responsible for health-related services.</li> <li>6. Recognize when to use health-related services within the community.</li> <li>7. Describe how to access health-related services within the community.</li> <li>8. Give examples of how the media influences health-related behavior.</li> <li>9. Investigate what job responsibilities different health care personnel have.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

## 22B

Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Discuss the components of a decision-making process.</li> <li>2. Cite examples of how the media portrays situations showing self-diagnosis and self-medication.</li> <li>3. Tell others how they influence other people's health choices/behaviors.</li> <li>4. Recall positive health behaviors, choices, and skills.</li> <li>5. Give examples of health-related advertisements.</li> <li>6. Describe how the media influence health-related behaviors, choices, and skills.</li> <li>7. Discuss ways to make the school and community safer.</li> <li>8. List components of moderate to vigorous exercise (e.g., at least 4 on a perceived exertion scale, target heart rate zone, faster breathing).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast safety and hygiene of other people and/or cultures.</li> <li>2. Formulate a plan for making the school a safer place.</li> <li>3. Use a decision-making process to make a healthy choice in a peer pressure situation.</li> <li>4. Know where to go for health care and medicines.</li> <li>5. Discuss how peers influence health-related choices/behaviors.</li> <li>6. Discuss how to evaluate health-related information.</li> <li>7. Describe components of moderate to vigorous exercise (e.g., at least 4 on a perceived exertion scale, target heart rate zone, faster breathing) and how they influence cognition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire).</li> <li>2. Recall actions and procedures that need to be taken and followed in order to lessen the impact of emergencies on a person's health.</li> <li>3. Evaluate the reliability of health-related information.</li> <li>4. Discuss how peers affect health-related choices.</li> <li>5. Recognize the seriousness of signs and symptoms of illnesses.</li> <li>6. Articulate how moderate to vigorous physical activity influences cognition.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

## 22B

Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning).</li> <li>2. Distinguish between reliable and unreliable health information and advertising.</li> <li>3. Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos).</li> <li>4. Explain when it is appropriate to stay at home because of an illness.</li> <li>5. Investigate the history and treatment of disease and their influences on the way we deal with diseases today.</li> <li>6. Identify and describe factors that affect choices relating to lifelong physical activity (e.g., climate/geography; availability of facilities and equipment; cost).</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss laws that have been written to govern the production and dissemination of health information and products (e.g., food labels).</li> <li>2. Identify the steps to follow to become an informed and intelligent health consumer.</li> <li>3. Explain what it means to be health literate.</li> <li>4. Discuss how people's productivity (at school, at work, at home) is affected by health.</li> <li>5. Know the differences between personnel and agencies whose job it is to prevent illness and control and maintain health.</li> <li>6. Discuss the role that the media have had and should have in the dissemination of health information and in the promotion of health-related products.</li> <li>7. Investigate the socio-economic effects of health-related issues (prevention, productivity, insurance, health care).</li> <li>8. Explain the need for appropriate health care throughout life for the prevention and maintenance of health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze laws that govern the production and dissemination of health information and products.</li> <li>2. Demonstrate the ability to find reliable health information.</li> <li>3. Recommend ways that individuals, families, and communities can help improve and/or maintain health.</li> <li>4. Summarize ways that the media have influenced the perception of health issues or health choices.</li> <li>5. Plan ways to improve and/or maintain health throughout the life cycle.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development and Health Performance Descriptors

**22C** Students who meet the standard can explain how the environment can affect health.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Identify elements of the environment that can become polluted.</li> <li>2. Explain what it means to recycle.</li> <li>3. Be aware of what pollution is.</li> <li>4. Name something in the air that can affect personal health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name the three R's of "saving" the environment (reduce, reuse, recycle).</li> <li>2. Name recycling methods used at home and at school.</li> <li>3. List items that can be recycled.</li> <li>4. Describe ways in which the skin can be burned (e.g. sunburn, tanning beds, radiation).</li> <li>5. List things that pollute the environment.</li> <li>6. Recognize different types of pollution (e.g., air, soil, water, noise).</li> <li>7. Identify the sources of air pollution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how prolonged exposure to the sun can pose a health risk.</li> <li>2. Cite examples of noise pollution.</li> <li>3. Name items that are seen or used daily that pollute the environment.</li> <li>4. Discuss forms of pollution found in the school, community, and home.</li> <li>5. Identify ways that pollution can be a health risk.</li> <li>6. Describe how elements of the environment affect personal health.</li> <li>7. Discover possible causes of air pollution.</li> <li>8. Discover possible causes of water pollution.</li> <li>9. Describe what the ozone layer is and why it is important.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the benefits of using sunscreens.</li> <li>2. Investigate specific ways that individuals and communities can reduce pollution.</li> <li>3. Discuss ways individuals and communities reduce pollution.</li> <li>4. Know the difference between pollutants and sources of pollution.</li> <li>5. Identify sources of noise pollution.</li> <li>6. Investigate the cleanliness of the water within the community.</li> <li>7. Describe the physical effects that air pollution can have on the body.</li> <li>8. Explain how recycling can reduce health risks.</li> <li>9. Compare and contrast health risks related to known pollutants.</li> <li>10. Recognize that air pollution affects the ozone layer.</li> <li>11. Explain the relationship between prolonged exposure to the sun and cancer.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development and Health Performance Descriptors

**22C** Students who meet the standard can explain how the environment can affect health.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Discuss methods used by schools, communities, and individuals to dispose of waste.</li> <li>2. Explain how depletion of the ozone layer can affect health.</li> <li>3. Explain the possible effects of noise pollution on health.</li> <li>4. Compare healthy environments and healthy people to unhealthy environments and unhealthy people.</li> <li>5. Discuss how temperatures affect health.</li> <li>6. Analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays).</li> <li>7. Analyze the cleanliness of the water in one's environment.</li> <li>8. Discover water purification systems used in communities, at home, and at school.</li> <li>9. Recognize possible sources of pollution in specific environments (your home, your school, your community).</li> </ol>	<ol style="list-style-type: none"> <li>1. Name community and national groups responsible for regulating pollution.</li> <li>2. Research laws and/or community ordinances that pertain to pollution.</li> <li>3. Analyze the amount of noise produced by common products and sources and list possible health effects of noise.</li> <li>4. Research ways to reduce noise pollution in one's environment.</li> <li>5. Analyze tanning products and their effectiveness in preventing health-related problems.</li> <li>6. Collect and analyze water from a variety of sources (tap, rain, river).</li> <li>7. Describe the effects of cigarette smoking on the environment.</li> <li>8. Investigate the possible health problems caused by inappropriate waste disposal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research waste disposal and how it may affect future generations and the environment.</li> <li>2. Identify specific agencies within the community that are responsible for specific environmental concerns/problems.</li> <li>3. Name organisms that cause food borne illnesses.</li> <li>4. Recognize food borne illnesses and diseases caused by environmental factors.</li> <li>5. List chemicals found in cigarette smoke that pollute the body and the environment.</li> </ol>
<p style="text-align: center;">Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# Physical Development and Health Performance Descriptors

**22C** Students who meet the standard can explain how the environment can affect health

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Debate ways that communities can get rid of waste more efficiently and effectively.</li> <li>2. Research and report on possible solutions to local community and school environmental problems.</li> <li>3. Explain the difference between e-coli, salmonella, and botulism.</li> <li>4. Research the effects on the body and the environment of substances found in cigarette smoke.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss global environmental problems and how they affect people.</li> <li>2. Analyze the history and progress of environmental problems.</li> <li>3. Investigate food preparation and its effect on food borne illnesses.</li> <li>4. Discover ways that an individual can reduce the risks of being afflicted with a food borne illness.</li> <li>5. Recognize the relationship between the environment, disease, and health (e.g., genetic altering of food supply, use of pesticides).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe specific steps one can take to minimize environmental problems.</li> <li>2. Research ways the global community is addressing environmental issues.</li> <li>3. Summarize ways that individuals can impact environmental issues at home, at school, in their community, and in the global community.</li> <li>4. Compare and contrast how individuals, communities, states, and countries prevent and correct environmental problems.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**22D** Students who meet the standard can advocate for the health of individuals, families and communities.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Know procedures for going to see the school nurse.</li> <li>2. Communicate your needs to teachers, staff and parents.</li> <li>3. Practice asking for help in appropriate ways.</li> <li>4. Identify positive health choices (e.g. washing hands, eating fruits/vegetables).</li> <li>5. Demonstrate ability to call 9-1-1 and give information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify people within the school who can aid with health-related issues.</li> <li>2. Describe medical emergencies that would require a 9-1-1 call.</li> <li>3. Ask for help in appropriate ways.</li> <li>4. Communicate your needs to teachers, staff and parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage and support peers to make positive health choices (e.g. going out to play rather than computer or TV time).</li> <li>2. Identify health-enhancing items that are missing in personal environment (e.g. soap, recycling bins).</li> <li>3. Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them.</li> <li>4. Understand and communicate needs to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Express opinions about health issues.</li> <li>2. Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them.</li> <li>3. Talk about ways to reach out to others when you or they need help and/or friendship.</li> <li>4. Draw and explain an E.D.I.T.H. plan (e.g. for your home or classroom) – Exit Drills in the Home, emergency exit plan.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

### 22D

Students who meet the standard can advocate for the health of individuals, families and communities.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them.</li> <li>2. Reach out to others when you or they need help and/or friendship</li> <li>3. Identify personal limitations, assets, and accommodations needed for success.</li> <li>4. Identify strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage others (e.g, peers, family, friends) to make healthy choices.</li> <li>2. Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them.</li> <li>3. Make a personal health plan based on limitations, assets, and accommodations.</li> <li>4. Explain the importance of being a health advocate.</li> <li>5. Identify ways to communicate health information and ideas to individuals and groups (e.g., being a healthy role model, posters, health fairs).</li> <li>6. State a health-enhancing position on a topic.</li> <li>7. Develop strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. State a health-enhancing position on a topic and support it with reliable information/data.</li> <li>2. Identify people within the school and community who can aid with health-related issues and explain the process / procedures for seeing them.</li> <li>3. Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).</li> <li>4. Identify myths and facts related to health issues (e.g. HIV transmission, drug use).</li> <li>5. Identify people within the school and community who can aid with health-related issues and explain the process / procedures for setting up an appointment with them.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		



## Physical Development & Health Performance Descriptors

**22D** Students who meet the standard can advocate for the health of individuals, families and communities.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Describe ways to influence others to make healthy choices.</li> <li>2. Support others as they make healthy choices (e.g., compromise, listen actively).</li> <li>3. Identify community-based health resources that advocate for healthy individuals, families, and communities.</li> <li>4. Work with others to advocate for healthy individuals, families, and schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify ways in which health messages are communicated (e.g., TV commercials, ads).</li> <li>2. Explain/describe how to influence others to make healthy choices.</li> <li>3. Explore school health policies and discuss their effectiveness.</li> <li>4. Explain ways to change ineffective school health policies.</li> <li>5. Discuss advertising techniques used to communicate health messages and their effectiveness (e.g. using cartoon characters, TV stars, athletes).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate a position on a health-related topic and support it with accurate, reliable information.</li> <li>2. Describe steps necessary to influence community or national health policy.</li> <li>3. Discuss types of questions to be asked and information needed when communicating with a physician.</li> <li>4. Explain how individuals can improve or help sustain school or community health initiatives and/or services (e.g., exercise voting privileges on health issues, talk with legislators, help develop health policies).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Physical Development & Health Performance Descriptors

**23A** Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

Stage A	Stage B	Stage C	Stage D
<p>1. Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose).</p> <p>2. Position the eyes, ears, and nose correctly on a human being facsimile.</p>	<p>1. Identify the ankles, knees, hips, fingers, elbows, shoulders, neck, and toes.</p> <p>2. Arrange body parts to form the outline of a human being (head, arms, chest, legs, hands, feet).</p> <p>3. Explain the function of the eyes, ears, nose, and brain.</p> <p>4. Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function.</p>	<p>1. Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms hands, fingers, chest, legs, hips, ankles, feet, and toes.</p> <p>2. Explain the function of the ankles, knees, hips, shoulders, elbows, and neck.</p> <p>3. Understand the basic function of a muscle.</p>	<p>1. Locate the brain, heart, lungs, and stomach.</p> <p>2. Recognize muscles of the body.</p> <p>3. Locate bones in the body.</p>
<p>Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)</p>			

## Physical Development & Health Performance Descriptors

**23A** Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

Stage E	Stage F	Stage G		
<ol style="list-style-type: none"> <li>1. Explain what muscles do for the body.</li> <li>2. Identify what gives the body its size and shape.</li> <li>3. Recognize the parts of the digestive system.</li> <li>4. Label the parts of the respiratory system.</li> <li>5. Identify the parts of the circulatory system.</li> <li>6. Identify parts/structures of the nervous system</li> <li>7. Explain the basic functions of the nervous system.</li> <li>8. Describe the basic functions of the digestive system.</li> <li>9. Describe the basic functions of the circulatory system.</li> <li>10. Explain the basic functions of the respiratory system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how nerves and the brain work together.</li> <li>2. Explain how exercise affects the brain.</li> <li>3. Discover how blood travels throughout the body.</li> <li>4. Analyze how oxygen gets to the lungs.</li> <li>5. Illustrate how food is processed and moves through the digestive system.</li> <li>6. Explain the basic functions of the reproductive system.</li> <li>7. Describe how body systems work together within the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discover how oxygen travels throughout the body.</li> <li>2. Analyze what happens to food once it has been digested.</li> <li>3. Describe how blood circulates throughout the body.</li> <li>4. List ways that the body's systems work together.</li> <li>5. Explain the basic functions of the reproductive system.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

## Physical Development & Health Performance Descriptors

**23A** Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Describe how the circulatory and respiratory systems work together.</li> <li>2. List substances from other systems that are carried by blood.</li> <li>3. Explain what happens to the brain when it does not get oxygen.</li> <li>4. Discuss ways that systems impact one another either in a positive or negative way.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that all of the body's systems interrelate and impact each other.</li> <li>2. Describe the effects of nutrition, stress, substances, and disease on the body's systems.</li> <li>3. Analyze the effects of different forms of exercise on the body's systems.</li> <li>4. Investigate ways and behaviors that can improve or maintain the functioning of the body's systems.</li> <li>5. Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the interrelationships that the systems have on one another.</li> <li>2. Predict the impact that a person's health behaviors and/or choices may have on the body's systems.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Physical Development & Health Performance Descriptors

**23B** Students who meet the standard can explain the effects of health-related actions on the body systems.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Recognize why it is important to brush your teeth.</li> <li>2. Describe how germs can cause illness.</li> <li>3. Understand reasons for consulting a responsible adult before using medicines and/or chemical substances.</li> <li>4. Recognize the importance of eating breakfast.</li> <li>5. Identify healthy snacks.</li> <li>6. Recognize that food (nutrients) is needed for growth and development.</li> <li>7. Name healthy behaviors that relate to personal hygiene, nutrition, and exercise.</li> <li>8. List choices that have a positive influence on health.</li> <li>9. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease.</li> <li>2. State rules for taking medicines.</li> <li>3. Discuss the relationship between germs and disease.</li> <li>4. Observe and discuss the consequences of behavior choices.</li> <li>5. Explain the importance of eating a variety of foods.</li> <li>6. Recognize the relationship between exercise and muscular development.</li> <li>7. Recognize the importance of calcium to bones.</li> <li>8. Memorize the USDA food guidelines</li> <li>9. List choices that have a positive influence on health.</li> <li>10. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss proper drug use vs. drug abuse.</li> <li>2. Identify consequences (good and bad) of choosing to use any type of substance.</li> <li>3. Define the word 'nutrient'.</li> <li>4. Identify major nutrients and their food sources.</li> <li>5. Distinguish between 'good' food and 'junk' food.</li> <li>6. Cite ways to build physical activity into daily routines.</li> <li>7. Recognize how feelings/emotions affect physical, mental, emotional, and social health.</li> <li>8. List choices that have a positive influence on health.</li> <li>9. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the effects of drug abuse on physical, mental, emotional, and social well-being.</li> <li>2. Distinguish between drug use, drug misuse, and drug abuse.</li> <li>3. List the effects that caffeine and nicotine have on the body.</li> <li>4. Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.</li> <li>5. Choose healthy foods.</li> <li>6. Explain how health choices affect the performance of the body's systems.</li> <li>7. Explain the functions of major nutrients.</li> <li>8. Explore the relationship between eating habits and the circulatory system.</li> <li>9. List choices that have a positive influence on health.</li> <li>10. List choices that have a negative influence on health.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

**23B** Students who meet the standard can explain the effects of health-related actions on the body systems.

Stage E	Stage F	Stage G		
<ol style="list-style-type: none"> <li>1. List the effects of alcohol, drugs, and tobacco on the body's systems.</li> <li>2. Explain the relationship between diet and exercise to the body.</li> <li>3. Recognize the positive effects of physical activity on the body's systems.</li> <li>4. Recognize the negative effects of physical activity on the body's systems.</li> <li>5. Define the word 'calorie'.</li> <li>6. List foods that have high caloric content.</li> <li>7. Classify foods into groups based on their major nutrient contribution.</li> <li>8. List choices that have a positive influence on health.</li> <li>9. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the benefits of both aerobic and anaerobic activities on the body's systems.</li> <li>2. Predict what will happen if someone eats too many high calorie foods.</li> <li>3. List choices that have a positive influence on health.</li> <li>4. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems.</li> <li>2. Identify the components of a healthy lifestyle.</li> <li>3. Evaluate a personal daily diet.</li> <li>4. List choices that have a positive influence on health.</li> <li>5. List choices that have a negative influence on health.</li> <li>6. Describe the short-term effects of tobacco use on the body's systems.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**23B** Students who meet the standard can explain the effects of health-related actions on the body systems

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Analyze the effects of drug use, misuse, and abuse on health status.</li> <li>2. Identify factors affecting basic nutrient and energy requirements.</li> <li>3. Recognize the impact of diets on health.</li> <li>4. Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating).</li> <li>5. Explain the possible dangers of tattooing and body piercing.</li> <li>6. List choices that have a positive influence on health.</li> <li>7. List choices that have a negative influence on health.</li> <li>8. Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the effects of drug use on vehicle operation.</li> <li>2. Analyze how behaviors can impact the maintenance of health and/or the prevention of disease.</li> <li>3. Discuss the effects of sleep deprivation on the body.</li> <li>4. Describe the short-term and long-term effects of stress on the body.</li> <li>5. Know the effects that disease can have on the body's systems (e.g., diabetes, cancer).</li> <li>6. Compare nutritional value of supplements and additives.</li> <li>7. Evaluate a diet in terms of sugar, sodium, fats, and fiber.</li> <li>8. List choices that have a positive influence on health.</li> <li>9. List choices that have a negative influence on health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the use of drugs, alcohol, and tobacco can affect a fetus or an infant.</li> <li>2. Design and construct a diet based on the Dietary Guidelines for Americans and the USDA food guidelines.</li> <li>3. Analyze how health-related choices made today can affect a person's health in the future.</li> <li>4. Explain how choices made by a pregnant woman can affect the health status and development of a fetus.</li> <li>5. List choices that have a positive influence on health.</li> <li>6. List choices that have a negative influence on health.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

## 23C

Students who meet the standard can describe factors that affect growth and development

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Discuss the value of practicing good health habits (sleep, nutrition, relationships).</li> <li>2. Describe/discuss healthy family activities (meals, doctor visits).</li> <li>3. Describe how families share time together.</li> <li>4. Give examples of what makes a friend a friend.</li> <li>5. Explain the importance of being physically active.</li> <li>6. Recognize that food (nutrients) is needed for growth and development.</li> <li>7. Recognize basic emotions/feelings such as mad, sad, happy, frustrated, afraid.</li> <li>8. Describe the importance of choosing healthy food as a fuel for physical activity and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize caring adults who are significant in one's life.</li> <li>2. Study the structure of families.</li> <li>3. Identify ways to help others feel good about themselves.</li> <li>4. Identify responsibilities one has in daily life.</li> <li>5. Discuss how one's behavior has consequences.</li> <li>6. Compare one's growth to that of one's peers.</li> <li>7. List characteristics that make students similar, different, and unique.</li> <li>8. Discuss the importance of belonging to a group and what it feels like to be included or excluded.</li> <li>9. Demonstrate a balance between regular vigorous activities and rest and relaxation.</li> <li>10. Identify sources of sugar in one's diet.</li> <li>11. Identify ways that people express feelings.</li> <li>12. Describe the importance of food, water and sleep as fuel for physical activity and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe factors that promote dental cavities.</li> <li>2. Define the word 'stress'.</li> <li>3. Cite examples of positive and negative stressors.</li> <li>4. Explain the relationship between fitness and physical activity.</li> <li>5. Recognize and accept individual differences.</li> <li>6. Define the words 'prejudice' and 'discrimination'.</li> <li>7. List growth factors that change one's self-image.</li> <li>8. Explain how eating and activity affect growth and development.</li> <li>9. Describe how emotions affect choices, behaviors, and functions of the body.</li> <li>10. Identify ways that environment affects feelings.</li> <li>11. Describe different kinds of friendships.</li> <li>12. Realize that learning to get along with others is a process unique to every person.</li> <li>13. Describe the effects healthy and unhealthy lifestyle choices have on growth and development.</li> <li>14. Describe the importance of regular, sustained participation in physical activity for developing strong lungs, muscles, bones and heart.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/allergies; pollution/respiration).</li> <li>2. Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.</li> <li>3. Recognize characteristics of an individual that allow for a unique rate of growth and development.</li> <li>4. Describe how a family's health history can be passed from parent to child.</li> <li>5. Examine factors and behaviors that affect growth.</li> <li>6. List types of prejudice and discrimination.</li> <li>7. Recognize ingredients listed on food labels.</li> <li>8. Describe how family, friends, and peers affect food choices.</li> <li>9. Identify how emotions/feelings affect eating behaviors.</li> <li>10. Use communication effectively to promote better interpersonal relations.</li> <li>11. Demonstrate respect for others' feelings, rights, and property.</li> </ol>
Grade K-1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)
Grade 5 (D-E-F)			



# Physical Development & Health Performance Descriptors

## 23C

Students who meet the standard can describe factors that affect growth and development.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body.</li> <li>2. Recognize personal health behaviors and/or choices that reduce risks of health problems.</li> <li>3. Demonstrate interpersonal behaviors that can help people feel comfortable with one another.</li> <li>4. Identify risk-taking behaviors.</li> <li>5. Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.</li> <li>6. Define the word 'puberty'.</li> <li>7. Identify changes associated with puberty.</li> <li>8. Identify characteristics of puberty and the effects of these changes on physical, mental, and social development.</li> <li>9. List factors that contribute to positive self-esteem.</li> <li>10. Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.</li> <li>11. Recognize reliable sources of food and dietary information.</li> <li>12. Develop the ability to formulate new friendships.</li> <li>13. Explain how and which hereditary traits are passed on from parent to child.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances.</li> <li>2. Describe the rate of growth change during puberty.</li> <li>3. Explain the effects of diet and exercise on body weight and composition.</li> <li>4. Identify portion size and number of servings suggested to fulfill basic nutritional needs.</li> <li>5. Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system.</li> <li>6. Define the phrase 'peer pressure'.</li> <li>7. Describe the process of group decision-making.</li> <li>8. List ways to counteract negative risk factors (delay factor, refusal skills).</li> <li>9. Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.</li> <li>10. Describe physical, emotional and social benefits of daily participation involving moderate to vigorous physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.</li> <li>2. Investigate options for healthy weight loss and gain.</li> <li>3. Discuss physical, mental, emotional, and social changes that occur during puberty.</li> <li>4. Recognize the relationships between diet (excesses and deficiencies) and the body's systems.</li> <li>5. Describe the principles of energy balance (calorie intake and expenditure).</li> <li>6. Describe how peers influence one's life.</li> <li>7. Discuss dating as one way of exploring friendships and learning new social skills.</li> <li>8. Identify criteria for acceptable dating behavior.</li> <li>9. Identify and develop effective coping skills.</li> <li>10. Investigate the impact that significant people have on the health choices/lifestyles of others.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)

## Physical Development & Health Performance Descriptors

**23C** Students who meet the standard can describe factors that affect growth and development.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Discuss the influences and behaviors that may lead to eating disorders.</li> <li>2. Identify situations that cause stress.</li> <li>3. Recognize stress management techniques.</li> <li>4. Identify the possible impact of death, loss, and/or divorce on the family and friends.</li> <li>5. Investigate the relationships of, and the disparities among, physical, mental, emotional, and social changes occurring during puberty.</li> <li>6. Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition.</li> <li>7. Use knowledgeable consumer skills to purchase healthy foods.</li> <li>8. Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet.</li> <li>9. Practice effective methods of communication (written, verbal, non-verbal).</li> <li>10. Practice conflict resolution skills.</li> <li>11. Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and social growth and development in the future.</li> <li>12. Discuss how making healthy choices and knowing family health history can help a person live a more healthy life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the responsibilities and consequences in relationships.</li> <li>2. Demonstrate stress management techniques.</li> <li>3. Explain the long-term effects of stress on physical, mental, emotional, and social health.</li> <li>4. List interventions and strategies that can be utilized in a variety of health-related situations.</li> <li>5. Discuss the characteristics and development needs related to the stages of the life cycle.</li> <li>6. Identify the different stages of the life cycle.</li> <li>7. Explain the relationship between conception and the fertility cycle.</li> <li>8. Apply the principles of energy balance, calorie intake, and expenditure to plan a diet and activity routine that will result in healthy body weight and composition.</li> <li>9. Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities.</li> <li>10. Analyze food choices and activity practices used to maintain weight and body composition.</li> <li>11. Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the interrelationships of work, family roles, school, and peers on a person's physical, mental, emotional, and social health.</li> <li>2. Design and implement a personal health plan adaptable to changing lifelong needs.</li> <li>3. Explain how choices and behaviors of a pregnant woman can affect fetal health and development.</li> <li>4. Analyze diets for variety and balance.</li> <li>5. Evaluate dietary options, supplements, and additives as they might affect health.</li> <li>6. Analyze marketing/media influences on health choices.</li> <li>7. Analyze how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

## Physical Development & Health Performance Descriptors

### 23D

Students who meet the standard can describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness

Stage A	Stage B	Stage C	Stage D
1. Locate the brain in the body.	1. Locate and identify basic parts of the brain (e.g. cerebrum, cerebellum, medulla (brain stem)).	1. List ways the brain benefits from exercise.	1. Map the brain and identify the cerebrum, prefrontal cortex and medulla (brain stem). 2. Explain what happens to neurons during aerobic exercise. 3. Tell others how the brain benefits from being fit and exercising.
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

**23D** Students who meet the standard can describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Stage E	Stage F	Stage G		
<ol style="list-style-type: none"> <li>1. Given a picture of the brain, identify the cerebrum, prefrontal cortex, and medulla (brain stem) and give the general function of each.</li> <li>2. Explain how skills/movements affect the brain.</li> <li>3. Draw and label a picture of axons, dendrites and synapses and explain electrical impulse communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how level of fitness affects the brain.</li> <li>2. Describe how aerobic exercise 'helps build' a strong brain.</li> <li>3. Draw a picture or mind-map showing how communication happens between parts of the brain and the body during activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate how level of fitness relates to brain function.</li> <li>2. Define the terms 'neuroplasticity' and 'neurogenesis'.</li> <li>3. Identify chemicals that are released in greater quantity during moderate to vigorous activity.</li> <li>4. Use a visual to explain the importance of exercise and fitness on the brain (e.g. PSA, poster).</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

## 23D

Students who meet the standard can describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Describe how 'complicated' physical activities and complex movements improve concentration, focus and attention.</li> <li>2. Analyze graphs showing data on levels of fitness and standardized test scores.</li> <li>3. Describe a 'runner's high' and what happens in the brain to make it occur.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why sustained moderate to vigorous physical activities can reduce symptoms of depression and anxiety.</li> <li>2. Communicate to others the importance and function of brain-derived neurotrophic factor (BDNF) and serotonin and other neurotransmitters on the brain.</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine, analyze, and summarize articles relating to physical activity and its effects on the nervous system.</li> <li>2. Identify chemicals in the brain that are released in greater quantity during moderate to vigorous activity and explain their effects.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Physical Development & Health Performance Descriptors

**24A** Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Recall safety rules at home, at school, and in the community.</li> <li>2. Recognize when to ask an adult for help.</li> <li>3. Recognize basic emotions.</li> <li>4. Name the components of good listening skills.</li> <li>5. Identify good communication skills.</li> <li>6. Identify good manners.</li> <li>7. List behaviors at home, at school, and in the community that show respect toward others.</li> <li>8. Discuss good and bad behaviors.</li> <li>9. Define the word 'choice'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate safety rules at home, at school, and in the community.</li> <li>2. Recognize caring adults who are significant in one's life.</li> <li>3. Practice asking an adult for help.</li> <li>4. Give examples of how one shows basic emotions.</li> <li>5. Identify situations or behaviors that elicit different types of emotional responses.</li> <li>6. Explain how using good listening skills can help avoid conflict.</li> <li>7. Practice good communication techniques.</li> <li>8. Define the word 'conflict'.</li> <li>9. Demonstrate good manners.</li> <li>10. Explain how choices affect personal behavior.</li> <li>11. Tell how to make good choices.</li> <li>12. Classify behaviors at home, at school, and in the community as being good or bad.</li> <li>13. Define the word 'bullying'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name positive and negative components of a healthy relationship.</li> <li>2. Describe how emotions affect choices and behavior.</li> <li>3. Recognize that people have different emotional responses to situations.</li> <li>4. Demonstrate the ability to make good choices.</li> <li>5. Identify causes of conflict.</li> <li>6. List types of nonverbal communication (e.g., eyes, facial expressions, posture).</li> <li>7. Discuss rules for communicating in a group situation.</li> <li>8. Apply good communication skills to avoid conflict.</li> <li>9. Predict the consequences of behavior choices.</li> <li>10. Compare and contrast possible consequences of behavior at home, at school, and in the community.</li> <li>11. Identify motives for bullying.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast healthy and unhealthy relationships.</li> <li>2. Examine emotional responses in different situations.</li> <li>3. Identify consequences of conflict.</li> <li>4. Describe the procedure in reporting unsafe behaviors.</li> <li>5. Describe the procedures in reporting safety hazards.</li> <li>6. Demonstrate the ability to communicate in a group situation.</li> <li>7. Identify behaviors that reflect cooperation.</li> <li>8. Describe the effects of negative or unsafe behaviors on others.</li> <li>9. Tell how a person avoids conflict in a nonviolent way.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

## Physical Development & Health Performance Descriptors

**24A** Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Explain how to build and maintain healthy relationships.</li> <li>2. Identify common causes of conflict among peers and parents.</li> <li>3. Describe negotiating, mediation, and consensus building skills.</li> <li>4. Simulate ways to settle disagreements among peers and parents.</li> <li>5. Predict your emotional responses in different situations.</li> <li>6. Analyze possible consequences of conflict.</li> <li>7. Apply positive communication skills to avoid conflict.</li> <li>8. Simulate situations where bullying occurs.</li> <li>9. Discuss consequences of bullying.</li> <li>10. Relate how positive and negative communication affects others.</li> <li>11. Identify acceptable methods of asserting yourself in peer group situations.</li> <li>12. Express acceptable methods of asserting yourself in peer group situations.</li> <li>13. Describe and give examples of how media influences choices and behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Model good relationship skills.</li> <li>2. Determine consequences of conflict among peers and parents.</li> <li>3. Use negotiation, mediation, and conflict resolution skills.</li> <li>4. Examine how negative/ unsafe behavior affects others in the school environment.</li> <li>5. Demonstrate ways that emotions are communicated.</li> <li>6. Give examples of positive communication.</li> <li>7. Role-play situations where positive communication skills are used to avoid conflict.</li> <li>8. Appraise communication skills in relation to peer behavior.</li> <li>9. Cite examples of how violence is portrayed by the media.</li> <li>10. Define methods for addressing interpersonal differences in a positive manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Predict the consequences of bullying.</li> <li>2. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.</li> <li>3. Decide what actions to take when bullying occurs.</li> <li>4. Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</li> <li>5. Demonstrate body language and actions that reflect passive, assertive, aggressive, and passive-aggressive forms of communication</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**24A** Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Explain how positive communication can help build and maintain a healthy relationship.</li> <li>2. Demonstrate conflict mediation and conflict resolution skills.</li> <li>3. Recommend ways to promote a safe school environment.</li> <li>4. Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce).</li> <li>5. Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.</li> <li>6. Examine possible causes of violence.</li> <li>7. Apply acceptable methods of asserting yourself in peer group situations.</li> <li>8. Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise).</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice negotiation, mediation, and conflict resolution skills.</li> <li>2. Describe the effect of conflict and violence upon the health of the individual.</li> <li>3. Describe the effect of conflict and violence upon the health of a family.</li> <li>4. Describe the effect of conflict and violence upon the health of the community and school.</li> <li>5. Discuss strategies for maintaining a safe school environment.</li> <li>6. Advocate ways to promote a safe school environment.</li> <li>7. Predict how emotions may be communicated in different situations.</li> <li>8. Analyze good communication skills in relationships.</li> <li>9. Analyze causes and effects of violence.</li> <li>10. Critique the media's influence on behavior.</li> <li>11. Identify positive methods for addressing interpersonal differences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the impact of conflict and violence on your community (e.g., crime rates, economic losses).</li> <li>2. Compare the effect of conflict and violence upon the health of an individual, family, and community.</li> <li>3. Advocate ways to promote a safe school environment.</li> <li>4. Express acceptable methods of asserting yourself in peer group situations.</li> <li>5. Discuss how emotions may be communicated in different situations.</li> <li>6. Critique communication skills.</li> <li>7. Theorize about the possible causes and effects of violence.</li> <li>8. Assess the media's influence on behavior.</li> <li>9. Simulate positive methods for addressing interpersonal differences.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 11-12 (I-J)



# Physical Development & Health Performance Descriptors

**24B** Students who meet the standard can apply decision-making skills related to the promotion and protection of individual, family, and community health.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Observe how to correctly brush teeth.</li> <li>2. Remember to wash hands at appropriate times.</li> <li>3. List good personal hygiene practices.</li> <li>4. Locate safety hazards at home or at school that affect health.</li> <li>5. Define the word 'choice'.</li> <li>6. Give examples of good and poor health choices.</li> <li>7. Discuss consequences for poor health choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how brushing and flossing teeth prevents tooth decay.</li> <li>2. Demonstrate how to wash hands correctly.</li> <li>3. Demonstrate basic cleanliness.</li> <li>4. Change unsafe conditions (that affect health) to safe conditions at home or at school.</li> <li>5. Recall choices that affect health on a daily basis.</li> <li>6. Predict consequences for good and poor health choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recall how brushing and flossing teeth prevents tooth decay.</li> <li>2. Practice brushing teeth with proper technique.</li> <li>3. Explain how basic cleanliness protects your health.</li> <li>4. Explain how unsafe choices negatively affect health.</li> <li>5. Explore ways to make appropriate choices.</li> <li>6. Explain consequences for poor health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how basic cleanliness protects your health.</li> <li>2. Recommend safe choices to positively affect health.</li> <li>3. Conclude that good choices make a difference to your health and the health of others.</li> <li>4. List possible positive and negative consequences of health-related choices.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

**24B** Students who meet the standard can apply decision-making skills related to the promotion and protection of individual, family, and community health.

Stage E	Stage F	Stage G		
<ol style="list-style-type: none"> <li>1. List ways cleanliness affects personal hygiene/health.</li> <li>2. Describe key components of a decision-making process.</li> <li>3. Give examples where and when a decision-making process can be used.</li> <li>4. Differentiate between rights and responsibilities.</li> <li>5. Identify options available to solve a problem or make a decision.</li> <li>6. Analyze consequences for poor health choices.</li> <li>7. Select a health problem and give examples of choices and consequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discover how personal hygiene affects the process of an individual going through puberty.</li> <li>2. Use the decision-making process to assess and solve an individual health problem.</li> <li>3. Discuss how individuals can control their responses to other people's choices.</li> <li>4. Compare and contrast consequences for good and bad health choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss how emotional and social changes that occur during puberty affect decision-making.</li> <li>2. Apply the decision-making model to solve a health problem.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**24B** Students who meet the standard can apply decision-making skills related to the promotion and protection of individual, family, and community health.

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. List health-related problems that affect adolescents.</li> <li>2. Explain how choices one makes now can affect one's health in the future.</li> <li>3. Formulate a plan to solve a health-related problem.</li> <li>4. Identify barriers that can affect the decision making process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how adolescent health problems can affect others.</li> <li>2. Explain the value of identifying options to solve a health-related problem.</li> <li>3. Analyze the options to solve a health-related problem.</li> <li>4. Determine which option best solves the health-related problem.</li> <li>5. Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision.</li> </ol>	<ol style="list-style-type: none"> <li>1. Give examples of how community actions affect health (e.g. laws pertaining to seat belts, helmets, non-smoking areas).</li> <li>2. Identify community actions that may impact your health.</li> <li>3. Explain the immediate and long-term impacts of individual decisions concerning health issues.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Physical Development & Health Performance Descriptors

**24C** Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

Stage A	Stage B	Stage C	Stage D
<ol style="list-style-type: none"> <li>1. Discuss who strangers are and why one should be cautious around them.</li> <li>2. Define 'good touch' and 'bad touch'.</li> <li>3. Describe 'uncomfortable situations' as they pertain to strangers.</li> <li>4. Discuss ways to behave around strangers.</li> <li>5. Recite your name, address, and phone number.</li> <li>6. Practice using emergency numbers in your community, including 911 if it is available.</li> <li>7. Explain the role of fire fighters and police officers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify uncomfortable situations.</li> <li>2. Identify dangerous situations.</li> <li>3. Write your name, address, and phone number.</li> <li>4. Memorize emergency and medical phone numbers.</li> <li>5. Know appropriate authority figures to contact in a dangerous or uncomfortable situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss how one might feel when experiencing 'good touches' and 'bad touches'.</li> <li>2. Define and recite 'refusal skills'.</li> <li>3. Describe a situation when you would use a refusal skill.</li> <li>4. Describe a situation when you would need assistance.</li> <li>5. Discover the functions of emergency medical services (911).</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice what to do if someone touches you inappropriately.</li> <li>2. Practice how to tell a trusted adult when you feel uncomfortable or threatened.</li> <li>3. Identify when you may need emergency medical assistance.</li> </ol>
Grade K-1 (A-B)    Grade 2 (A-B-C)    Grade 3 (B-C-D)    Grade 4 (C-D-E)    Grade 5 (D-E-F)			

# Physical Development & Health Performance Descriptors

**24C** Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Recognize situations that can cause children to feel uncomfortable.</li> <li>2. Identify places to avoid because of potential danger.</li> <li>3. Identify safe places and activities.</li> <li>4. Identify characteristics of peer pressure.</li> <li>5. Practice using refusal skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify ways to seek assistance when uncomfortable.</li> <li>2. Establish a plan of action for avoiding dangerous situations.</li> <li>3. Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</li> <li>4. Discuss peer pressure in terms of needing to use refusal skills.</li> <li>5. Identify the signs and behaviors related to dating violence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find school and community health-related resources available for assistance when in need.</li> <li>2. Analyze the possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest different options that could have been chosen.</li> <li>3. Apply refusal skills to potentially avoid harmful situations (e.g., substance use, gangs, peer pressure).</li> </ol>
<p style="text-align: center;">Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# Physical Development & Health Performance Descriptors

**24C** Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Discover the services available from school or community health-related resource agencies.</li> <li>2. Predict the outcomes of being in dangerous situations.</li> <li>3. Employ refusal skills and negotiation skills to avoid becoming involved in potentially harmful situations.</li> <li>4. Discuss long- and short-term goal setting and the importance of each.</li> <li>5. Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify short-term personal life goals.</li> <li>2. Identify long-term personal life goals.</li> <li>3. Monitor achievement and revise short-term personal life goals.</li> <li>4. Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness).</li> <li>5. Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke).</li> <li>6. Identify barriers that could limit achievement of personal health goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor achievement and revise short-term personal goals.</li> <li>2. Monitor achievement and revise long-term personal goals.</li> <li>3. Predict barriers to achieving short and long-term personal goals.</li> <li>4. Design a plan to achieve personal health goals.</li> <li>5. Formulate a plan to overcome barriers that could limit achievement of personal health goals.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)