

Yorkville CUSD 115

**Yorkville Community Unit School District 115  
Physical Education Curriculum**



Spring 2022

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## Kindergarten Physical Education and Health

<b>Movement Skills (State Goal 19)</b>	
<b>PEH.K.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
	Students will...
<b>PEH.K.1.1</b>	Demonstrate spatial awareness while performing various locomotor movements. (19.A.1a, 19.B.1a, 19.B.1b)
<b>PEH.K.1.2</b>	Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills. (19.A.1a)
<b>PEH.K.1.3</b>	Demonstrate safe movement in physical activities. (19.C.1a)
<b>PEH.K.1.4</b>	Use basic movement patterns to engage in moderate to vigorous physical activity. (19.A.1b)

<b>Physical Fitness (State Goal 20)</b>	
<b>PEH.K.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
	Students will...
<b>PEH.K.2.1</b>	Demonstrate body control while performing gross motor manipulative skills. (19.A.1a)
<b>PEH.K.2.2</b>	Perform manipulative skills while focusing on the object or target. (19.A.1a)
<b>PEH.K.2.3</b>	Demonstrate hand-eye coordination while bouncing and catching a ball. (19.A.1a)

<b>Team Building (State Goal 21)</b>	
<b>PEH.K.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.
	Students will...

	<b>PEH.K.3.1</b>	Demonstrate personal responsibility and safe practices during physical activity. (21.A.1a)
	<b>PEH.K.3.2</b>	Work cooperatively with peers to accomplish a task. (21.B.1a)

### Health & Wellness (State Goal 22 & 23)

<b>PEH.K.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.	
	Students will...	
	<b>PEH.K.4.1</b>	Identify proper dental hygiene, hand washing, and healthy practices. (22.A.1b, 23.B.1a)
	<b>PEH.K.4.2</b>	Identify basic parts of the body (i.e.- knees, shoulders). (23.A.1a)
	<b>PEH.K.4.3</b>	Identify how to be safe in my environment (i.e. bike and pedestrian safety). (22.A.1c)

### Communication & Decision-Making (State Goal 24)

<b>PEH.K.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
	Students will...	
	<b>PEH.K.5.1</b>	Differentiate between positive and negative behaviors. (24.A.1a)
	<b>PEH.K.5.2</b>	Identify good manners. (24.A.1b)
	<b>PEH.K.5.3</b>	Observe how to correctly brush teeth and wash hands. (24.B.1a)
	<b>PEH.K.5.4</b>	Identify basic refusal skills. (24.C.1a)

## First Grade Physical Education and Health

<b>Movement Skills (State Goal 19)</b>		
<b>PEH.1.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	
	Students will...	
	<b>PEH.1.1.1</b>	Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills. (19.A.1a)
	<b>PEH.1.1.2</b>	Demonstrate spatial awareness while performing various locomotor movements. (19.A.1a, 19.B.1a, 19.B.1b)
	<b>PEH.1.1.3</b>	Demonstrate safe movement in physical activities. (19.C.1a)
	<b>PEH.1.1.4</b>	Use basic movement patterns to engage in moderate to vigorous physical activity. (19.A.1b)

<b>Physical Fitness (State Goal 20)</b>		
<b>PEH.1.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
	Students will...	
	<b>PEH.1.2.1</b>	Demonstrate body control while performing gross motor manipulative skills. (19.A.1a)
	<b>PEH.1.2.2</b>	Perform manipulative skills while focusing on the object or target. (19.A.1a)
	<b>PEH.1.2.3</b>	Demonstrate hand-eye coordination while bouncing and catching a ball. (19.A.1a)

<b>Team Building (State Goal 21)</b>	
<b>PEH.1.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.

	Students will...
<b>PEH.1.3.1</b>	Accomplish a task for the benefit of a team. (21.A.1c)
<b>PEH.1.3.2</b>	Demonstrate personal responsibility and safe practices during physical activity. (21.A.1a)
<b>PEH.1.3.3</b>	Demonstrate the ability to work cooperatively during physical activity. (21.A.1b, 21.B.1a)

### Health & Wellness (State Goal 22 & 23)

<b>PEH1.4</b>	Outcome: Understand principles of health promotion as well as the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.
	Students will...
<b>PEH.1.4.1</b>	Identify the effects of dental hygiene and proper hand-washing technique. (22.A.1b, 23.B.1a)
<b>PEH.1.4.2</b>	Identify basic elements of the body (i.e.- bone, muscle, brain). (23.A.1a)
<b>PEH.1.4.3</b>	Identify dangerous and safe situations (i.e. bike and pedestrian safety). (22.A.1c)
<b>PEH.1.4.4</b>	Identify healthy choices and learn how to encourage others to make healthy decisions. (22.B.1a)

### Communication & Decision-Making (State Goal 24)

<b>PEH.1.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
	Students will...
<b>PEH.1.5.1</b>	Demonstrate good manners and communication skills. (24.A.1a)
<b>PEH.1.5.2</b>	Recall choices that affect health on a daily basis. (24.B.1a)
<b>PEH.1.5.3</b>	Identify appropriate authority figures to contact in a dangerous, uncomfortable situation. (24.C.1a)

## Second Grade Physical Education and Health

<b>Movement Skills (State Goal 19)</b>	
<b>PEH.2.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
	Students will...
<b>PEH.2.1.1</b>	Demonstrate proficiency in locomotor, non-locomotor, and manipulative skills. (19.A.1a)
<b>PEH.2.1.2</b>	Demonstrate spatial awareness while performing various locomotor movements. (19.A.1a, 19.B.1a, 19.B.1b)
<b>PEH.2.1.3</b>	Demonstrate safe movement in physical activities and rules of game play. (19.C.1a)
<b>PEH.2.1.4</b>	Use proper movement patterns to engage in moderate to vigorous physical activity. (19.A.1b)

<b>Physical Fitness (State Goal 20)</b>	
<b>PEH.2.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
	Students will...
<b>PEH.2.2.1</b>	Identify physiological changes during physical activity. (20.B.1a)
<b>PEH.2.2.2</b>	Identify characteristics of fitness (flexibility, muscular strength, endurance, cardiovascular). (20.A.1a)
<b>PEH.2.2.3</b>	Engage in sustained physical activity to improve health. (20.A.1b)
<b>PEH.2.2.4</b>	Set an individual fitness-related goal with teacher guidance. (20.C.1a)

<b>Teamwork (State Goal 21)</b>	
<b>PEH.2.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.

	Students will...
<b>PEH.2.3.1</b>	Demonstrate personal responsibility and safe practices during physical activity. (21A)
<b>PEH.2.3.2</b>	Demonstrate the ability to work cooperatively during physical activity. (21.A.1b, 21.B.1a)
<b>PEH.2.3.3</b>	Accomplish a task for the benefit of a team. (21.A.1c)
<b>PEH.2.3.4</b>	Understand how individual roles meet the needs of the group. (21.B.1a)

### Health & Wellness (State Goal 22 & 23)

<b>PEH.2.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.
	Students will...
<b>PEH.2.4.1</b>	Identify habits that can affect health (i.e. illness prevention, sleep habits, nutrition, and hygiene). (22.A.1b, 24.B.1a)
<b>PEH.2.4.2</b>	Identify basic parts of body systems (i.e. Muscular, Skeletal, and Circulatory). (23.A.1a)
<b>PEH.2.4.3</b>	Identify general signs and symptoms of illnesses. (22.A.1a)
<b>PEH.2.4.4</b>	Identify dangerous situations and safety methods to reduce risks (i.e. bike and pedestrian safety). (22.A.1c)

### Communication & Decision-Making (State Goal 24)

<b>PEH2.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
	Students will...
<b>PEH.2.5.1</b>	Identify emotions and causes of conflict. (24.A.1a)
<b>PEH.2.5.2</b>	Identify good communication techniques. (24.A.1b)



	<b>PEH.2.5.3</b>	Describe consequences of poor health. (24.B.1a)
	<b>PEH.2.5.4</b>	Identify the difference between appropriate and inappropriate touches and secrets. (24.C.1a)

## Third Grade Physical Education and Health

<b>Movement Skills (State Goal 19)</b>		
<b>PEH.3.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	
	Students will...	
	<b>PEH.3.1.1</b>	Demonstrate combinations of locomotor, non-locomotor, and manipulative skills. (19.A.2a)
	<b>PEH.3.1.2</b>	Demonstrate flow and smooth transitions while performing movement patterns. (19.A.2a, 19.B.2a, 19.B.2b)
	<b>PEH.3.1.3</b>	Demonstrate safe movement in physical activities and rules of game play. (19.C.2a)
	<b>PEH.3.1.4</b>	Identify cooperative strategies for game play, such as offense and defense. (19.C.2b)
	<b>PEH.3.1.5</b>	Use proper and appropriate movement patterns to engage in moderate to vigorous physical activity. (19.A.2b)

<b>Physical Fitness (State Goal 20)</b>		
<b>PEH.3.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
	Students will...	
	<b>PEH.3.2.1</b>	Engage in sustained physical activity to improve health. (20.A.1b)
	<b>PEH.3.2.2</b>	Set an individual fitness-related goal to improve health. (20.C.2a)
	<b>PEH.3.2.3</b>	Identify the connection between fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and agility) and physical activities. (20.B.2b, 20.C.2b, 20.A.1a)

	<b>PEH.3.2.4</b>	Explain effects on physical activity on the body when changing the level of intensity. (20.B.2b, 20.C.2b, 20.A.1a)
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<b>Teamwork (State Goal 21)</b>		
<b>PEH.3.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.	
	Students will...	
	<b>PEH.3.3.1</b>	Demonstrate personal responsibility and safe practices during physical activity. (21.A.1a, 21.A.1b)
	<b>PEH.3.3.2</b>	Demonstrate the ability to work cooperatively during physical activity. (21.A.2b, 21.B.2a)
	<b>PEH.3.3.3</b>	Accomplish a task for the benefit of a team. (21.A.1c)
	<b>PEH.3.3.4</b>	Understand how individual roles meet the needs of the group. (21.B.1a)
	<b>PEH.3.3.5</b>	Discuss the benefits of having rules when engaging in physical activity. (21.A.2a)

<b>Health &amp; Wellness (State Goal 22 &amp; 23)</b>		
<b>PEH.3.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.	
	Students will...	
	<b>PEH.3.4.1</b>	Identify positive health choices & demonstrate ways to communicate individual choices. (22.D.1a)
	<b>PEH.3.4.2</b>	Describe how the environment can affect personal health. (22.C.1a)
	<b>PEH.3.4.3</b>	Identify parts of the brain. (23.D.1a)
	<b>PEH.3.4.4</b>	Identify basic parts of body systems and their functions (i.e. Muscular, Skeletal). (23.A.1a)
	<b>PEH.3.4.5</b>	Describe effects that healthy and unhealthy choices have on growth and development. (23.C.1a)

	<b>PEH.3.4.6</b>	Identify dangerous situations & safety methods to reduce risk (i.e. bike/pedestrian safety). (22.A.1c)
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### Communication & Decision-Making (State Goal 24)

<b>PEH.3.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
	Students will...	
	<b>PEH.3.5.1</b>	Identify causes and consequences of conflict. (24.A.2a)
	<b>PEH.3.5.2</b>	Apply good communication skills to avoid conflict. (24.A.1b)
	<b>PEH.3.5.3</b>	List possible positive and negative consequences of health-related choices. (24.B.2a)
	<b>PEH.3.5.4</b>	Describe a situation when you would use refusal skills. (24.C.2a)

## Fourth Grade Physical Education & Health

### Movement Skills (State Goal 19)

<b>PEH.4.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	
	Students will...	
	<b>PEH.4.1.1</b>	Develop control while performing combinations and sequences of movement patterns. (19.A.2a)
	<b>PEH.4.1.2</b>	Demonstrate safe movement in physical activities and rules for fair game play. (19.C.2a)
	<b>PEH.4.1.3</b>	Identify cooperative strategies for game play, such as offense and defense. (19.C.2b)
	<b>PEH.4.1.4</b>	Use proper and appropriate movement patterns to engage in moderate to vigorous physical activity. (19.A.2b)
	<b>PEH.4.1.5</b>	Demonstrate balance when moving through space while adjusting speed, direction, and force. (19.A.2a, 19.B.2a, 19.B.2b)

<b>Physical Fitness (State Goal 20)</b>		
<b>PEH.4.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
	Students will...	
	<b>PEH.4.2.1</b>	Match fitness activities to corresponding components of fitness. (20.B.2b)
	<b>PEH.4.2.2</b>	Define the effects of fitness on current and future health. (20.A.2a)
	<b>PEH.4.2.3</b>	Create an individual fitness-related goal to improve health. (20.C.2a)
	<b>PEH.4.2.4</b>	(Monitor physiological changes during moderate physical activity and use this information to challenge my fitness goal.20.B.2b, 20.C)
	<b>PEH.4.2.5</b>	Engage in sustained physical activity to improve health. (20.A.1b)

<b>Teamwork (State Goal 21)</b>		
<b>PEH.4.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.	
	Students will...	
	<b>PEH.4.3.1</b>	Demonstrate personal responsibility and safe practices during physical activity. (21.A.2a)
	<b>PEH.4.3.2</b>	Demonstrate the ability to work cooperatively during physical activity. (21.A.2b, .21.B.2a)
	<b>PEH.4.3.3</b>	Accomplishing a task for the benefit of a team. (21.A.1c)
	<b>PEH.4.3.4</b>	Be accountable for fairplay during group physical activity. (21.A.2a)
	<b>PEH.4.3.5</b>	Understand how individual roles meet the needs of the group. (21.B.2a)

<b>Health &amp; Wellness (State Goal 22 &amp; 23)</b>	
<b>PEH.4.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.
	Students will...
<b>PEH.4.4.1</b>	Describe the benefits of early detection and treatment of illness. (22.A.2a)
<b>PEH.4.4.2</b>	Identify basic body systems (i.e. respiratory and nervous). (23.A.2a)
<b>PEH.4.4.3</b>	Describe safety methods meant to reduce risks associated with dangerous situations (i.e. bike and pedestrian safety). (22.A.2c)
<b>PEH.4.4.4</b>	Explain how environmental conditions may affect health. (22.C.2a)
<b>PEH.4.4.5</b>	Locate, identify, and describe functions of the basic parts of the brain. (23.D.2a)

<b>Communication &amp; Decision-Making (State Goal 24)</b>	
<b>PEH.4.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
	Students will...
<b>PEH.4.5.1</b>	Identify causes and consequences of conflict. (24.A.2a)
<b>PEH.4.5.2</b>	Identify how positive and negative communication affect others. (24.A.2b)
<b>PEH.4.5.3</b>	Describe key elements of positive decision making. (24.B.2a)
<b>PEH.4.5.4</b>	Explain what to do if someone touches them inappropriately. (24.C.2a)

## Fifth Grade Physical Education & Health

<b>Movement Skills (State Goal 19)</b>		
<b>PEH.5.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	
	Students will...	
	<b>PEH.5.1.1</b>	Practice combinations of sport-related skills using correct form. (19.A.2a)
	<b>PEH.5.1.2</b>	Demonstrate safe movement in physical activities and rules for fair game play. (19.C.2a)
	<b>PEH.5.1.3</b>	Respect individual differences and abilities during physical activity. (19.C.2b)
	<b>PEH.5.1.4</b>	Demonstrate cooperative strategies for game play, such as offense and defense. (19.C.2b)
	<b>PEH.5.1.5</b>	Use proper and appropriate movement patterns to engage in moderate to vigorous physical activity. (19.A.2b)
	<b>PEH.5.1.6</b>	Demonstrate balance when moving through space while adjusting speed, direction, and force. (19.A.2a, 19.B.2a, 19.B.2b)

<b>Physical Fitness (State Goal 20)</b>		
<b>PEH.5.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
	Students will...	
	<b>PEH.5.2.1</b>	Engage in a variety of assessments to measure personal fitness goals. (20.C.2a)
	<b>PEH.5.2.2</b>	Determine how different fitness tests relate to components of fitness (muscular strength, agility, cardiovascular endurance, etc). (20.B.2b)
	<b>PEH.5.2.3</b>	Monitor physiological changes before, during, and after moderate physical activity. (20.B.2a)
	<b>PEH.5.2.4</b>	Engage in sustained physical activity to improve health. (20.A.1b)

	<b>PEH.5.2.5</b>	Create an individual fitness-related goal to improve health. (20.C.2a)
	<b>PEH.5.2.6</b>	Identify principles of training (FITT: frequency, intensity, time, and type) in a physical activity. (20.A.2a)
	<b>PEH.5.2.7</b>	Explain how movement can improve health-related fitness components. (20.C.2b)

### Teamwork (State Goal 21)

<b>PEH.5.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.	
	Students will...	
	<b>PEH.5.3.1</b>	Demonstrate personal responsibility and safe practices during physical activity. (21.A.2a)
	<b>PEH.5.3.2</b>	Demonstrate the ability to work cooperatively during physical activity. (21.A, 21.B.2a)
	<b>PEH.5.3.3</b>	Analyze the impact of individual behaviors on group physical activity. (21.A.2c)
	<b>PEH.5.3.4</b>	Understand how individual roles meet the needs of the group. (21.B.2a)
	<b>PEH.5.3.5</b>	Be accountable for fairplay during group physical activity. (21.A.2a)

### Health & Wellness (State Goal 22 & 23)

<b>PEH.5.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.	
	Students will...	
	<b>PEH.5.4.1</b>	Identify strategies for reduction and prevention of illness throughout growth and development. (22.A.2b, 23.C.2b)
	<b>PEH.5.4.2</b>	Describe the effectiveness of safety methods meant to reduce risks associated with dangerous situations (i.e. bike and pedestrian safety). (22.A.2c)

	<b>PEH.5.4.3</b>	Differentiate between positive and negative effects of health-related actions on body systems. (23.B.2a)
	<b>PEH.5.4.4</b>	Identify different health factors and how they affect wellness (i.e. environmental and personal). (22.C.2a, 23.C.2a)

### Communication & Decision-Making (State Goal 24)

<b>PEH.5.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
	Students will...	
	<b>PEH.5.5.1</b>	Predict their emotional response in different situations. (24.A.2a)
	<b>PEH.5.5.2</b>	Evaluate communication skills in relation to peer behavior. (24.A.2b)
	<b>PEH.5.5.3</b>	Identify options available to solve a problem or make a decision. (24.B.2a)
	<b>PEH.5.5.4</b>	Identify characteristics of peer pressure. (24.C.2a)

## Sixth Grade Physical Education and Health

### Movement Skills (State Goal 19)

<b>PEH.6.1</b>	Outcome: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	
	Students will...	
	<b>PEH.6.1.1</b>	Demonstrate combinations of sport-related skills using correct form. (19.A.3a)
	<b>PEH.6.1.2</b>	Demonstrate safe movement in physical activities, following rules, and sportsmanship in game play. (19.C.2a)
	<b>PEH.6.1.3</b>	Respect individual differences and abilities during physical activity. (19.C.2b)
	<b>PEH.6.1.4</b>	Apply cooperative strategies for game play, such as offense and defense. (19.C.2b)



	<b>PEH.6.1.5</b>	Use mechanically correct movement patterns to engage in moderate to vigorous physical activity. (19.A.2b)
	<b>PEH.6.1.6</b>	Understand the efficiency of different movement patterns. (19.B.3a)
	<b>PEH.6.1.7</b>	Demonstrate balance when moving through space while adjusting speed, direction, and force. (19.A.2a, 19.B.2a, 19.B.2b)

### Physical Fitness (State Goal 20)

<b>PEH.6.2</b>	Outcome: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
	Students will...	
	<b>PEH.6.2.1</b>	Engage in sustained physical activity to improve health. (20.A.1b)
	<b>PEH.6.2.2</b>	Create an individual fitness-related goal to improve health. (20.C.2a)
	<b>PEH.6.2.3</b>	Identify principles of training (FITT: frequency, intensity, time, and type) in a physical activity. (20.A.2a)
	<b>PEH.6.2.4</b>	Evaluate personal fitness profile. (20.B.3b)
	<b>PEH.6.2.5</b>	Match fitness activities to corresponding components of fitness. (20.B.2b)

### Teamwork (State Goal 21)

<b>PEH.6.3</b>	Outcome: Develop skills necessary to become a successful member of a team by working with others during physical activity.	
	Students will...	
	<b>PEH.6.3.1</b>	Analyze the impact of individual behaviors on group physical activity. (21.A.2c)
	<b>PEH.6.3.2</b>	Understand how individual roles meet the needs of the group. (21.B.2a)

	<b>PEH.6.3.3</b>	Be accountable for fairplay during group physical activity. (21.A.2a)
	<b>PEH.6.3.4</b>	Follow specific rules and guidelines for participating safely in specific activities. (21.A.2b)
	<b>PEH.6.3.5</b>	Recognize situations where the decision-making process is needed when participating in physical activity. (21.A.2a)

### Health & Wellness (State Goal 22 & 23)

<b>PEH.6.4</b>	Outcome: Understand principles of health promotion and the prevention and treatment of illness and injury. Understand human body systems and factors that influence growth and development.	
	Students will...	
	<b>PEH.6.4.1</b>	Explain routine safety precautions in practical situations. (i.e. bike and pedestrian safety). (22.A.3c)
	<b>PEH.6.4.2</b>	Explain how the brain is affected by movement. (i.e. benefits of exercise). (23.D.3a)
	<b>PEH.6.4.3</b>	Communicate individual health needs and how it can be impacted by others. (22.B.3a)
	<b>PEH.6.4.4</b>	Use a decision-making process to make healthy choices (regardless of: advertising, peers, family) & advocate personal health needs. (22.B.2a, 22.D.2a)
	<b>PEH.6.4.5</b>	Describe physical, emotional, and social benefits of daily participation in physical activity. (23.C.3a)

### Communication & Decision-Making (State Goal 24)

<b>PEH.6.5</b>	Outcome: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
	Students will...	
	<b>PEH.6.5.1</b>	Analyze verbal and non-verbal characteristics of passive, assertive, and aggressive communication. (24.A.2a)
	<b>PEH.6.5.2</b>	Define methods for addressing interpersonal differences in a positive manner. (24.A.3b)

	<b>PEH.6.5.3</b>	Apply the decision-making model to solve a health-related problem. (24.B.3a)
	<b>PEH.6.5.4</b>	Explain refusal skills within the context of dangerous situations. (24.C.3a)

## 7-8 Physical Education

**Focus: Students will assess their individual performance levels of physical fitness and sports skills appropriate for lifetime wellness, set goals for and demonstrate improvement and maintenance of skill levels, and participate in a variety of rhythmic, coordination, individual and team activities.**

<b>Team Sports</b>		
<b>PEH.7-8.1</b>	Outcome: Demonstrate the rules, apply various movement concepts, and apply basic strategies while actively engaging in a variety of team sports.	
	Students will...	
	<b>PEH.7-8.2.1</b>	Apply movement patterns in a variety of activities and team sports. (19.B.3a)
	<b>PEH.7-8.2.2</b>	Determine the fitness components (flexibility, muscular strength, muscular endurance, cardiovascular endurance, and agility) present in a variety of team sports. (20.A.3b)
	<b>PEH.7-8.2.3</b>	Explain how the skills used in a variety of team sports can be applied to lifelong fitness. (20.C.3c)
	<b>PEH.7-8.2.4</b>	Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in a variety of team sports. (19.A.3a)
	<b>PEH.7-8.2.5</b>	Identify and apply basic offensive and defensive strategies in a variety of activities and game play. (19.C.3b)
	<b>PEH.7-8.2.6</b>	Demonstrate rules and etiquette by self-officiating during activities and game play. (19.C.3a, 21.A.3B)
	<b>PEH.7-8.2.7</b>	Actively engage in a variety of moderate to vigorous activities. (19.A.3b)

### Non-Traditional Activities

<b>PEH.7-8.2</b>	Outcome: Demonstrate the rules, apply various movement concepts, and apply basic strategies while participating in a variety of non-traditional activities.	
	Students will...	
	<b>PEH.7-8.2.1</b>	Apply movement patterns in a variety of non-traditional activities. (19.B.3a)
	<b>PEH.7-8.2.2</b>	Explain how the skills used in a variety of non-traditional activities can be applied to lifelong fitness. (20.C.3c)
	<b>PEH.7-8.2.3</b>	Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in a variety of non-traditional activities. (19.A.3a)
	<b>PEH.7-8.2.4</b>	Identify and apply basic strategies in a variety of non-traditional activities. (19.C.3b)
	<b>PEH.7-8.2.5</b>	Demonstrate rules and etiquette by self-officiating during non-traditional activities. (19.C.3a)
	<b>PEH.7-8.2.6</b>	Identify opportunities within the community for regular participation in physical activities. (20.C.3b)

### Fitness Activities

<b>PEH.7-8.3</b>	Outcome: Identify the fitness component that is measured by each fitness test; set goals on fitness data; and monitor individual fitness levels through fitness tests.	
	Students will...	
	<b>PEH.7-8.3.1</b>	Identify each fitness test and explain which fitness component it measures. (21.A.3b, 20.A.3b)
	<b>PEH.7-8.3.2</b>	Create realistic, personal goals for health-related fitness components based on their personal fitness profile. (20.C.3a, 20.B.3b)
	<b>PEH.7-8.3.3</b>	Identify the connections between fitness, brain function, and academic performance. (20.B.3c, 19.B.3b, 23.D.3a)
	<b>PEH.7-8.3.4</b>	Identify the principles of training (frequency, intensity, time, and type). (20.A.3a)
	<b>PEH.7-8.3.5</b>	Use a variety of methods (e.g., perceived exertion, pulse, heart rate monitors) to monitor intensity of exercise.

(20.B.3a, 20.A.3b)

**Social and Personal Responsibilities****PEH.7-8.4** Outcome: Apply classroom rules, demonstrate appropriate behavior, and cooperate with others in a variety of activities.

Students will...

**PEH.7-8.4.1** Apply directions and decisions of responsible individuals while remaining on task. (21.A.3a, 21.A.3c)**PEH.7-8.4.2** Demonstrate positive social interaction by helping and encouraging others. (21.B.3a)**PEH.7-8.4.3** Cooperate with others to accomplish a set goal during a variety of activities. (21.B.3a)**PEH.7-8.4.4** Use procedures and safe practices during a variety of activities. ( 21.A.3a)**7-8 Health****7th Grade (one quarter):****Focus: Students will identify and explain personal health, and how the body systems work, evaluate risk factors that can affect their health, and identify characteristics of a positive self-concept.****Health & Wellness****PEH.HE7-8.1** Outcome: Identify how health factors relate to and influence their wellness.

Students will...

**PEH.HE7-7.1.1** Define health & wellness and show the relationships among physical, mental, emotional, and social health factors during adolescence. (23.C.3a)**PEH.HE7-7.1.2** Explain how health habits affect wellness. (22.A.3a)**PEH.HE7-7.1.3** Explain the role of lifestyle factors in a person's life. (22.A.3a)

	<b>PEH.HE7-7.1.4</b>	Identify and describe ways to reduce health risks common to adolescents. (22.A.3a)
	<b>PEH.HE7-7.1.5</b>	Identify how positive health practices can help reduce health risks. (22.A.3b)

### Body Systems

<b>PEH.HE7-8.2</b>	Outcome: Identify the structure and functions of the human body systems and describe how they are interrelated.	
	Students will...	
	<b>PEH.HE7-7.2.1</b>	Explain the main function(s) of each body system. (23.B.3a)
	<b>PEH.HE7-7.2.2</b>	Identify various parts of each body system. (23.B.3a)
	<b>PEH.HE7-7.2.3</b>	Evaluate problems and determine care of each body system to keep the body healthy. (23.B.3a)
	<b>PEH.HE7-7.2.4</b>	Describe the relationship among various body systems. (23.B.3a)

### Nutrition

<b>PEH.HE7-8.3</b>	Outcome: Identify healthful components of nutrition to show how they affect the body.	
	Students will...	
	<b>PEH.HE7-7.3.1</b>	Identify the essential nutrients and how they relate to nutritional guidelines. (22.A.3a)
	<b>PEH.HE7-7.3.2</b>	Evaluate food choices for healthy meal planning. (22.A.3b)
	<b>PEH.HE7-7.3.3</b>	Determine the effects of balancing caloric intake with physical activity. (22.A.3b)
	<b>PEH.HE7-7.3.4</b>	Distinguish how different foods affect overall health. (22.A.3b)

<b>Body Image</b>		
<b>PEH.HE7-8.4</b>	Outcome: Distinguish influences on body image and identify risks of eating disorders in order to promote a healthy body composition.	
	Students will...	
	<b>PEH.HE7-7.4.1</b>	Explain the importance of a healthy body image. (22.A.3b)
	<b>PEH.HE7-7.4.2</b>	Describe ways to maintain a healthy weight. (22.A.3a)
	<b>PEH.HE7-7.4.3</b>	Identify the symptoms of various eating disorders. (22.A.3a)
	<b>PEH.HE7-7.4.4</b>	Determine the health risks associated with eating disorders. (23.B.3a)
	<b>PEH.HE7-7.4.5</b>	Identify sources of help for persons with an eating disorder. (22.D.3a)

### 8th Grade (one quarter):

**Focus: Students will determine healthful and mature decision-making skills, identify the factors of human growth and development, and evaluate the consequences of engaging in risky behaviors.**

<b>Harmful Substances</b>		
<b>PEH.HE8.1</b>	Outcome: Identify factors associated with harmful substance use and its effect on the body.	
	Students will...	
	<b>PEH.HE8.1.1</b>	Identify a variety of addictive, harmful, and/or mind-altering substances. (22.A.3a)
	<b>PEH.HE8.1.2</b>	Distinguish between the use, misuse, and abuse of drugs and harmful substances. (22.A.3b)
	<b>PEH.HE8.1.3</b>	Identify the risk factors associated with the use of harmful substances. (22.A.3b, 23.B.3a)
	<b>PEH.HE8.1.4</b>	Identify healthy alternatives to the use of harmful substances. (24.B.3a, 24.C.3a, 22.D.3a)

<b>Human Growth and Development</b>		
<b>PEH.HE7-8.8</b>	Outcome: Identify and describe factors that affect human growth and development.	
	Students will...	
	<b>PEH.HE7-8.8.1</b>	Explain how a single cell develops into a baby. (23.A.3a, MS/LS1-1, MS-LS1-3)
	<b>PEH.HE7-8.8.2</b>	Identify the stages of birth. (23.A.3a)
	<b>PEH.HE7-8.8.3</b>	Explain how characteristics are passed from parent to child. (MS-LS3.A, MS-LS3.B)
	<b>PEH.HE7-8.8.4</b>	Identify factors that could cause birth defects. (MS-LS3-1)
	<b>PEH.HE7-8.8.5</b>	Explain the importance of prenatal care. (23.A.3a)
	<b>PEH.HE7-8.8.6</b>	Identify and compare stages in human growth and development. (23.C.3a)
	<b>PEH.HE7-8.8.7</b>	Distinguish among chronological, biological, and social age. (23.A.3a)

<b>Relationships and Sex Education</b>		
<b>PEH.HE8.3</b>	Outcome: Determine the characteristics of healthy relationships, identify the functions of the reproductive system, and evaluate risks associated with sexual activity.	
	Students will...	
	<b>PEH.HE8.3.1</b>	Compare and contrast positive and negative relationships. (24.A.3b)
	<b>PEH.HE8.3.2</b>	Identify the parts and functions of the male and female reproductive systems and describe how to properly care for each. (22.A.3b)
	<b>PEH.HE8.3.3</b>	Identify and evaluate the failure rates/effectiveness of various forms of contraceptives. (22.A.3c, 23.B.3a)
	<b>PEH.HE8.3.4</b>	Identify consequences to engaging in sexual behavior. (23.B.3a, 24.B.3a)



	<b>PEH.HE8.3.5</b>	Understand the legal and social risks of sending messages, videos, or images of a sexual nature (24.A.3b)
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<b>Conflict Resolution and Violence Prevention</b>		
<b>PEH.HE8.4</b>	Outcome: Identify techniques for communicating in positive ways, resolving differences, and preventing conflict.	
	Students will...	
	<b>PEH.HE8.4.1</b>	Explain why conflicts occur and how they escalate. (24.A.3a)
	<b>PEH.HE8.4.2</b>	Describe effective skills for resolving conflicts. (24.A.3b)
	<b>PEH.HE8.4.3</b>	Interpret various stress management techniques to release anger. (24.A.3b)
	<b>PEH.HE8.4.4</b>	Describe factors that contribute to teen violence and dating violence. (24.A.3a)
	<b>PEH.HE8.4.5</b>	Identify various types of violent crime. (24.A.3a)
	<b>PEH.HE8.4.6</b>	Identify healthy and effective ways to handle bullying and harassment. (24.A.3c, 24.C.3a)
	<b>PEH.HE8.4.7</b>	Explain different forms of abuse, the cycle of abuse, and the effects of abuse on victims. (24.A.3a)
	<b>PEH.HE8.4.8</b>	Identify where to get help if they are abused. (22.D.3a)

## **9<sup>th</sup> Grade Physical Education**

**Focus: Students will demonstrate components of fitness while participating in daily physical activities. Students will assess individual fitness levels and integrate proper form when performing specific, dynamic movements.**

<b>Weight Training and Body Movements</b>		
<b>PEH.9.1</b>	Outcome: Demonstrate proper technique when performing dynamic movements and will set individual strength goals.	
	Students will...	

	<b>PEH.9.1.1</b>	Identify and demonstrate correct coaching cues when performing the bench press, deadlift, and squat. (19.B.4a)
	<b>PEH.9.1.2</b>	Perform dynamic movements efficiently during the daily warm up routine. (19.A.4a)
	<b>PEH.9.1.3</b>	Identify the muscle groups related to various free weight lifts. (20.A.4a)
	<b>PEH.9.1.4</b>	Design and implement a personal weight training program. (20.C.4d)
	<b>PEH.9.1.5</b>	Create individual, realistic, short term weight training goals. (20.C.4a)
	<b>PEH.9.1.6</b>	Analyze sequential body movement patterns and their effects on the body and brain. (19.B.4b)
	<b>PEH.9.1.7</b>	Apply components of the F.I.T.T. Principle to weight training. (20.A.4a)

### Fitness Activities in Game Play

<b>PEH.9.2</b>	Outcome: Demonstrate and increase cardiovascular endurance while participating in moderate to vigorous fitness activities.	
	Students will...	
	<b>PEH.9.2.1</b>	Perform varied movement patterns effectively in daily moderate to vigorous activity. (19.A.4b)
	<b>PEH.9.2.2</b>	Demonstrate decision-making skills with others during fitness activities. (21.A.4a)
	<b>PEH.9.2.3</b>	Increase cardiovascular endurance through moderate to vigorous fitness activity. (19.A.4b)
	<b>PEH.9.2.4</b>	Develop rules, apply rules and follow safety procedures during game play. (19.C.4a, 21.A.4b)
	<b>PEH.9.2.5</b>	Apply offensive, defensive, and cooperative strategies to fitness activities. (19.C.4b)

### Heart Rate

<b>PEH.9.3</b>	Outcome: Assess fitness levels using their target heart rate zone.	
	Students will...	

	<b>PEH.9.3.1</b>	Locate, record and identify their resting heart rate. (19.A.4a)
	<b>PEH.9.3.2</b>	Calculate, record, and interpret their current target heart rate zone. (20.B.4a)
	<b>PEH.9.3.3</b>	Calculate their heart rate during specific activities and describe benefits gained in each. (20.A.4a)
	<b>PEH.9.3.4</b>	Compare and contrast their heart rate during various cardiovascular activities. (21.A.4c)
	<b>PEH.9.3.5</b>	Calculate and critique the target heart rate zone of someone else. (20.B.4a)

<b>Fitness</b>		
<b>PEH.10-CPR.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.9.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.9.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.9.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.9.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## 10<sup>th</sup> Grade Physical Education

**Focus: Students will demonstrate components of fitness while participating in team and lifetime sport-based activities. Students will assess individual fitness levels and integrate proper form when performing specific dynamic movements.**

<b>Team Sports</b>		
<b>PEH.10.1</b>	Outcome: Identify and compare and contrast skills, rules and strategies of team sports.	
	Students will...	

	<b>PEH.10.1.1</b>	Identify rules of game play in a variety of sports. (21.A.4a)
	<b>PEH.10.1.2</b>	Identify game skills and when they are utilized during sport. (19.A.4a)
	<b>PEH.10.1.3</b>	Compare and contrast game strategies. (19.C.4b)
	<b>PEH.10.1.4</b>	Apply positive communication skills through team interactions. (21.B.4a)

<b>Social Dance</b>		
<b>PEH.10.2</b>	Outcome: Demonstrate use of rhythm, coordination, beat, and tempo.	
	Students will...	
	<b>PEH.10.2.1</b>	Perform a variety of rhythm and music combinations. (19.A.4a)
	<b>PEH.10.2.2</b>	Participate in moderate to vigorous physical activity while performing dance. (19.A.4b)
	<b>PEH.10.2.3</b>	Create a dance using rhythm and movement concepts used in class. (19.A.4a)
	<b>PEH.10.2.4</b>	Apply movement concepts learned in class along with music. (20.A.4b)
	<b>PEH.10.2.5</b>	Count and find beats throughout music.

<b>Lifetime Sports</b>		
<b>PEH.10.3</b>	Outcome: Demonstrate skills, rules, and strategies of lifetime sports.	
	Students will...	
	<b>PEH.10.3.1</b>	Apply rules during game play. (19.B.4a)
	<b>PEH.10.3.2</b>	Demonstrate proficiency in game skills. (19.A.4a)
	<b>PEH.10.3.3</b>	Compare and contrast game strategies. (19.C.4b)

	<b>PEH.10.3.4</b>	Apply positive communication skills through team interactions. (21.B.4a)
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### Fitness Activities in Game Play

<b>PEH.10.4</b>	Outcome: Perform moderate to vigorous activities to strengthen cardiovascular health.	
	Students will...	
	<b>PEH.10.4.1</b>	Apply rules during game play. (19.A.4a)
	<b>PEH.10.4.2</b>	Demonstrate proficiency in game skills. (19.A.4a)
	<b>PEH.10.4.3</b>	Compare and contrast game strategies. (19.B.4a)
	<b>PEH.10.4.4</b>	Apply positive communication skills through team interactions. (21.B.4a)
	<b>PEH.10.4.5</b>	Maintain a target heart rate for a designated time. (19.A.4b)

### Fitness

<b>PEH.10-CPR.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.10.5.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.10.5.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.10.5.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.10.5.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## 10<sup>th</sup> Grade Physical Education with CPR

**Focus:** Students will demonstrate the lifesaving skills of Cardiopulmonary Resuscitation (CPR) and the correct use of the Automated External Defibrillator (AED) in order to become certified. Students will demonstrate the components of fitness while participating in team and lifetime sport-based activities. Students will assess their individual fitness levels and integrate proper form when performing specific dynamic movements.

<b>CPR</b>	
<b>PEH.10-CPR.1</b>	Outcome: Demonstrate necessary skills to become certified in CPR and AED use.
	Students will...
	<b>PEH.CPR.1.1</b> Demonstrate successful complete chest compressions. (22.A.4c)
	<b>PEH.CPR.1.2</b> Provide successful breaths to a mannequin. (22.A.4c)
	<b>PEH.CPR.1.3</b> Demonstrate correct use of an AED. (22.A.4c)
	<b>PEH.CPR.1.4</b> Demonstrate checking for the response of the at-risk individual and notify emergency personnel. (22.A.4c, 22.A.4d)
	<b>PEH.CPR.1.5</b> Illustrate the importance of CPR through assessments. (22.A.4c)
	<b>PEH.CPR.1.6</b> Summarize the importance of CPR. (22.A.4c)

<b>Lifetime Sports</b>	
<b>PEH.10.2</b>	Outcome: Demonstrate skills, rules, and strategies of lifetime sports.
	Students will...
	<b>PEH.CPR.2.1</b> Apply rules during game play. (19.B.4a)
	<b>PEH.CPR.2.2</b> Demonstrate proficiency in game skills. (19.A.4a)
	<b>PEH.CPR.2.3</b> Compare and contrast game strategies. (19.C.4b)

	<b>PEH.CPR.2.4</b>	Apply positive communication skills through team interactions. (21.B.4a)
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<b>Team Building</b>		
<b>PEH.10-CPR.3</b>	Outcome: Demonstrate decision-making skills and work cooperatively during team-building activities.	
	Students will...	
	<b>PEH.CPR.3.1</b>	Collaborate with peers in order to achieve the goals of the given activity. (21.A.4a, 21.B.4a)
	<b>PEH.CPR.3.2</b>	Utilize spatial awareness to ensure safety during the activities. (21.A.4b)
	<b>PEH.CPR.3.3</b>	Model decision-making skills as they work cooperatively to complete the given task. (21.A.4c)

<b>Team Sports</b>		
<b>PEH.10.1</b>	Outcome: Identify and compare and contrast skills, rules and strategies of team sports.	
	Students will...	
	<b>PEH.CPR.4.1</b>	Identify rules of game play in a variety of sports. (21.A.4a)
	<b>PEH.CPR.4.2</b>	Identify game skills and when they are utilized during sport. (19.A.4a)
	<b>PEH.CPR.4.3</b>	Compare and contrast game strategies. (19.C.4b)
	<b>PEH.CPR.4.4</b>	Apply positive communication skills through team interactions. (21.B.4a)

<b>Fitness</b>		
<b>PEH.10-CPR.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	

	<b>PEH.CPR.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.CPR.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.CPR.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.CPR.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## 9-10 Health

**Focus: Students will demonstrate healthy decision-making skills while striving to maintain overall wellness and personal safety. Students will utilize resources to increase health literacy and evaluate personal risk factors in order to sustain a healthy lifestyle.**

<b>Mental and Emotional Health</b>		
<b>PEH.HE.1</b>	Outcome: Explain and define examples of internal and external influences of health.	
	Students will...	
	<b>PEH.HE.1.1</b>	Define the seven dimensions of health, explain and formulate examples of each dimension. (22.B.4a, 22.C.4a)
	<b>PEH.HE.1.2</b>	Distinguish characteristics of the seven dimensions of health. (22.B.4a)
	<b>PEH.HE.1.3</b>	Compare and contrast positive and negative relationships. (24.A.4a)
	<b>PEH.HE.1.4</b>	Identify problem-solving techniques to resolve conflict. (24.A.4b)
	<b>PEH.HE.1.5</b>	Analyze a mental health issue and correlate how brain function can be improved through activity. (23.D.4a)
	<b>PEH.HE.1.6</b>	Identify signs of poor self-esteem and self-image and apply the steps to support others. (22.A.4b)
	<b>PEH.HE.1.7</b>	Analyze the consequences of teen dating violence. (24.A.4a)



<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>		
<b>PEH.HE.2</b>	Outcome: Analyze how using ATOD creates negative consequences.	
	Students will...	
	<b>PEH.HE.2.1</b>	Differentiate short and long-term risk factors associated with alcohol, tobacco, and other drug use (steroids, stimulants, narcotics, etc.). (23.B.4a)
	<b>PEH.HE.2.2</b>	Explain the effects of substance abuse on the body and the environment. (22.A.4c)
	<b>PEH.HE.2.3</b>	Describe programs to end substance abuse. (22.D.4a)
	<b>PEH.HE.2.4</b>	Predict the effects of substance abuse on one's future. (22.B.4a)
	<b>PEH.HE.2.5</b>	Outline the characteristics of addiction. (22.A.4a, 24.A.4b)

<b>Sex Education</b>		
<b>PEH.HE.3</b>	Outcome: Evaluate the consequences of sexual activities and justify the benefits of abstinence.	
	Students will...	
	<b>PEH.HE.3.1</b>	Identify male and female reproductive systems and explain functions of each. (23.C.4a)
	<b>PEH.HE.3.2</b>	Differentiate various forms of contraceptives and the effectiveness of each. (22.D.4a)
	<b>PEH.HE.3.3</b>	Diagnose possible consequences of engaging in sexual activity. (23.B.4a, 22A.4a)
	<b>PEH.HE.3.4</b>	Justify the benefits of abstaining from sexual activity. (22.D.4a)
	<b>PEH.HE.3.5</b>	Understand the legal and social risks of using technology for sexual communication (i.e. sexting, sending explicit pictures and videos, etc.) (24.a.4a, 24a.A.4b)

<b>Nutrition</b>		
<b>PEH.HE.4</b>	Outcome: Integrate healthy choices regarding nutrition and exercise in order to reduce health risks.	
	Students will...	
	<b>PEH.HE.4.1</b>	Identify the six essential nutrients and distinguish the roles each performs within the body. (23.A.4a)
	<b>PEH.HE.4.2</b>	Analyze nutritional guidelines and apply them to healthy meal planning. (24.C.4a)
	<b>PEH.HE.4.3</b>	Correlate poor eating habits with long-term health risks. (22.D.4a)
	<b>PEH.HE.4.4</b>	Identify and explain the health risks associated with body image. (22.D.4a)
	<b>PEH.HE.4.5</b>	Identify and explain how external factors affect body image. (24.B.4a)

## Drivers Education

**Focus: Students will apply rules, regulations, and procedures in order to operate a vehicle.**

<b>Operate a Vehicle</b>		
<b>PEH.DE.1</b>	Outcome: Meet and demonstrate all state regulations and requirements pertaining to stage one of the Graduated Licensing Program.	
	Students will...	
	<b>PEH.DE.1.1</b>	Participate in a student/parent orientation outlining program goals.
	<b>PEH.DE.1.2</b>	Identify and comply with the rules of the road based state and local requirements to obtain a permit through early permit testing.
	<b>PEH.DE.1.3</b>	Identify and illustrate vehicle operating space needed for reduced-risk operations.
	<b>PEH.DE.1.4</b>	Demonstrate processes and procedures for getting ready to drive a vehicle, including routine vehicle checks.
	<b>PEH.DE.1.5</b>	Develop and practice an individual procedure for starting and securing a vehicle.

	<b>PEH.DE.1.6</b>	Demonstrate appropriate Vehicle Operating Space.
	<b>PEH.DE.1.7</b>	Follow the Pre-Driving Checklist.
	<b>PEH.DE.1.8</b>	Start the vehicle, place it in motion, and stop and secure the vehicle.
	<b>PEH.DE.1.9</b>	Apply proper steering techniques.

### Vehicle Control Needs and Roadway Position

<b>PEH.DE.2</b>	Outcome: Apply the basic concepts of vision control; techniques for slowing, stopping, and steering; and will analyze the standard and personal vehicle markers for reference points.	
	Students will...	
	<b>PEH.DE.2.1</b>	List and demonstrate vision, motion, and steering control needed to maintain suspension balance while operating a vehicle.
	<b>PEH.DE.2.2</b>	Identify and practice use of communication techniques, courtesy, and respect in regard to other roadway users.
	<b>PEH.DE.2.3</b>	Identify methods for stopping a vehicle in motion.
	<b>PEH.DE.2.4</b>	Develop vehicle reference points to know where the vehicle is positioned to the roadway.
	<b>PEH.DE.2.5</b>	Identify and apply the five steps to the Smith System.
	<b>PEH.DE.2.6</b>	Analyze vehicle balance concepts to maintain a safe path of travel.
	<b>PEH.DE.2.7</b>	Demonstrate application of Identify, Predict, Decide, and Execute (IPDE) Principles

### Traffic Skills, Path of Travel, and Maneuvers

<b>PEH.DE.3</b>	Outcome: Distinguish among signs, signals, and roadway markings while performing basic maneuvers in a controlled risk environment.	
	Students will...	

	<b>PEH.DE.3.1</b>	Describe how roadway conditions, signs, signals, and pavement markings impact driving decisions.
	<b>PEH.DE.3.2</b>	Identify procedures and processes for basic vehicle maneuvering tasks and incorporate them in a classroom simulation.
	<b>PEH.DE.3.3</b>	Use procedures for processing information for intersection approach, making precision right and left turns, making lateral maneuvers on and off the roadway, and backing the vehicle.
	<b>PEH.DE.3.4</b>	Identify the target, assess the target area, and determine the appropriate target path for any situation.

### Intersection Skills and Negotiating Curves and Hills

<b>PEH.DE.4</b>	Outcome: Apply principles for targeting, path of travel, searching, and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills.	
	Students will...	
	<b>PEH.DE.4.1</b>	Describe how visual skills and mental perception lead to reduced-risk driving decisions.
	<b>PEH.DE.4.2</b>	Select, maintain, and adjust speed to reduce the risk of collision and comply with rules of the road.
	<b>PEH.DE.4.3</b>	Apply proximity control.
	<b>PEH.DE.4.4</b>	Divide focal and mental attention between the intended travel path and other tasks.
	<b>PEH.DE.4.5</b>	Demonstrate spatial awareness and detect changes in their environment including intersections, curves, and hills
	<b>PEH.DE.4.6</b>	Identify and apply a delayed start before moving.

### Space Management, Speed, and Vehicle Control Skills in Moderate Risk Environments

<b>PEH.DE.5</b>	Outcome: Determine the reduced risk turn around procedure for the speed, traffic flow, and restrictions to line of sight and/or path of travel in a moderate risk environment.	
	Students will...	

	<b>PEH.DE.5.1</b>	Identify and apply the principles of space management making appropriate communication, speed, and lane position adjustments.
	<b>PEH.DE.5.2</b>	Demonstrate and model basic maneuvers for moderate risk operation.
	<b>PEH.DE.5.3</b>	Develop procedures and model techniques for moderate risk lane changes in a variety of lane change situations.
	<b>PEH.DE.5.4</b>	Utilize procedures and model techniques for moderate risk perpendicular, angle, and uphill and downhill parking.
	<b>PEH.DE.5.5</b>	Develop procedures and model techniques for moderate risk speed management.

### **Traffic Flow and Space Management Skills at Speeds less than 50 miles per hour (mph) and more than 50 mph**

<b>PEH.DE.6</b>	Outcome: Utilize space management techniques and visual skills needed for assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds less than 50 mph and more than 50 mph.	
	Students will...	
	<b>PEH.DE.6.1</b>	Identify and modify roadway and traffic flow, space management, curve entry/exit, planned passing, and intersection entry on limited access roadways.
	<b>PEH.DE.6.2</b>	Evaluate the visible space around the vehicle, apply targeting skills, utilize path of travel concepts, and identify vehicle balance concepts when braking, accelerating, and steering.
	<b>PEH.DE.6.3</b>	Use effective communication techniques with other roadway users.
	<b>PEH.DE.6.4</b>	Utilize mirrors and blind zones to evaluate traffic flow and space around vehicles.
	<b>PEH.DE.6.5</b>	Evaluate timing of traffic flow and determine when to commit to entry or exit of said flow.

<b>Factors Affecting Driver Performance, Time, and Space</b>		
<b>PEH.DE.7</b>	Outcome: Evaluate the effects of alcohol, drugs, fatigue, road rage, and in-vehicle distractions on driving performance	
	Students will...	
	<b>PEH.DE.7.1</b>	Describe the high risk effects of alcohol and other drugs on personality and driver performance.
	<b>PEH.DE.7.2</b>	Identify and list chemicals that impair driving.
	<b>PEH.DE.7.3</b>	Demonstrate refusal skills to avoid riding with drivers who are impaired.
	<b>PEH.DE.7.4</b>	Identify distractions within the vehicle and compile a pre-formulated plan for reducing risks within the vehicle.
	<b>PEH.DE.7.5</b>	Analyze common driver distractions and assess their risk levels.
	<b>PEH.DE.7.6</b>	Compare and contrast impaired driving scenarios.

<b>Dealing with Adverse Weather Conditions</b>		
<b>PEH.DE.8</b>	Outcome: Survey and evaluate weather conditions to formulate appropriate responses.	
	Students will...	
	<b>PEH.DE.8.1</b>	Evaluate visibility and traction and adjust speed in order to steer and stop the vehicle within the limits of the conditions as presented.
	<b>PEH.DE.8.2</b>	Assess inclement weather conditions to formulate and make adjustments to the driving plan.
	<b>PEH.DE.8.3</b>	Justify the use of vehicle restraints.

<b>Interactions with Other Roadway Users</b>		
<b>PEH.DE.9</b>	Outcome: The student analyzes vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.	
	Students will...	
	<b>PEH.DE.9.1</b>	Identify and respond to other motorized and tracked vehicles (e.g., train, trolley, etc.) that may have weight, speed, and visibility variances.
	<b>PEH.DE.9.2</b>	Evaluate controlled and uncontrolled crossings and respond appropriately.
	<b>PEH.DE.9.3</b>	Apply “sharing the roadway” with other motorized and non-motorized roadway users. (e.g., bicyclists, pedestrians, motorcyclists, etc.)
	<b>PEH.DE.9.4</b>	Respond verbally to scenarios presented by the instructor.

<b>Emergency Situations</b>		
<b>PEH.DE.10</b>	Outcome: Assess vehicle operation and malfunctions to safely respond to emergency situations.	
	Students will...	
	<b>PEH.DE.10.1</b>	Explain and apply responses to vehicle failure scenarios.
	<b>PEH.DE.10.2</b>	Survey and assess how the roadway system is managed by police and state agencies to handle emergencies and vehicle malfunctions.
	<b>PEH.DE.10.3</b>	Identify responsibilities associated with crashes regardless of causal factors.
	<b>PEH.DE.10.4</b>	Perform a vehicle maintenance checklist to avoid malfunctions and potential conflicts with other motorized and non-motorized roadway users.
	<b>PEH.DE.10.5</b>	Explain and apply procedures when encountering vehicles with oscillating lights.

<b>Informed Consumer Choices</b>		
<b>PEH.DE.11</b>	Outcome: The student synthesizes information and applies strategies to prepare a trip plan, develop a driving route, select motor vehicles, and purchase insurance in preparation for future participation in the graduated licensing system.	
	Students will...	
	<b>PEH.DE.11.1</b>	Perform map reading and trip planning exercises in order to complete an in-vehicle activity and a simulated road trip.
	<b>PEH.DE.11.2</b>	Compare and contrast consumer choices when purchasing a vehicle and insurance.
	<b>PEH.DE.11.3</b>	List the steps needed to reach the next phase of the Graduated Licensing Program.
	<b>PEH.DE.11.4</b>	Describe how traffic safety is a part of a life-long learning process.
	<b>PEH.DE.11.5</b>	Use orienteering skills to reach a destination.

<b>Drivers Assessment</b>		
<b>PEH.DE.12</b>	Outcome: Demonstrate key behavioral patterns while performing the essential skills to operate a vehicle.	
	Students will...	
	<b>PEH.DE.12.1</b>	Demonstrate focal and mental attention between the intended travel path and other tasks.
	<b>PEH.DE.12.2</b>	Demonstrate precision turns.
	<b>PEH.DE.12.3</b>	Identify approaches to intersections.
	<b>PEH.DE.12.4</b>	Apply timing arrival for open zones.
	<b>PEH.DE.12.5</b>	Demonstrate precision lane changes.
	<b>PEH.DE.12.6</b>	Demonstrate approaches to curves.
	<b>PEH.DE.12.7</b>	Demonstrate passing and being passed.



	<b>PEH.DE.12.8</b>	Demonstrate merging on and off highways.
	<b>PEH.DE.12.9</b>	Demonstrate backing techniques, parking, and performing maneuvers.
	<b>PEH.DE.12.10</b>	Respond to emergency situations.

### Preparations to Operate Vehicle

<b>PEH.DE.BTW.1</b>	Outcome: The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks, and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety device, and investigates vehicle balance concepts when braking, accelerating, and steering	
	Students will...	
	<b>PEH.DE.BTW.1.1</b>	Vehicle Operating Space
	<b>PEH.DE.BTW.1.2</b>	Pre-Driving Checklist
	<b>PEH.DE.BTW.1.3</b>	Starting the Vehicle
	<b>PEH.DE.BTW.1.4</b>	Placing Vehicle in Motion
	<b>PEH.DE.BTW.1.5</b>	Stopping Vehicle in Motion
	<b>PEH.DE.BTW.1.6</b>	Steering
	<b>PEH.DE.BTW.1.7</b>	Securing the Vehicle

### Judgment of Vehicle to Roadway Position

<b>PEH.DE.BTW.2</b>	Outcome: The student recognizes and analyzes the standard and personal vehicle guides or reference point's relationship to roadway position and vehicle placement.	
	Students will...	

	<b>PEH.DE.BTW.2.1</b>	Right Side of Vehicle
	<b>PEH.DE.BTW.2.2</b>	Left Side of Vehicle
	<b>PEH.DE.BTW.2.3</b>	Rear of Vehicle
	<b>PEH.DE.BTW.2.4</b>	Front Turning Point of Vehicle
	<b>PEH.DE.BTW.2.5</b>	Rear Turning Point of Vehicle
	<b>PEH.DE.BTW.2.6</b>	Application of Principals

### Visualization of Intended Travel Path

<b>PEH.DE.BTW.3</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.	
	Students will...	
	<b>PEH.DE.BTW.3.1</b>	Target
	<b>PEH.DE.BTW.3.2</b>	Target Area
	<b>PEH.DE.BTW.3.3</b>	Targeting Path

### Searching Intended Travel Path

<b>PEH.DE.BTW.4</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.	
	Students will...	
	<b>PEH.DE.BTW.4.1</b>	Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.
	<b>PEH.DE.BTW.4.2</b>	Target Area to Searching Areas

	<b>PEH.DE.BTW.4.3</b>	Know How to Judge Space in Seconds
	<b>PEH.DE.BTW.4.4</b>	Detect Changes to Line of Sight or Path-of-Travel
	<b>PEH.DE.BTW.4.5</b>	Identify Open, Closed or Changing Zones / Spaces
	<b>PEH.DE.BTW.4.6</b>	Searching Intersections
	<b>PEH.DE.BTW.4.7</b>	Searching Into Curves and Over Hills

### Speed Control

<b>PEH.DE.BTW.5</b>	Outcome: The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts, and parking.	
	Students will...	
	<b>PEH.DE.BTW.5.1</b>	Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks
	<b>PEH.DE.BTW.5.2</b>	Selection for Ongoing Conditions
	<b>PEH.DE.BTW.5.3</b>	After Seeing Changes in Line of Sight or Path of Travel
	<b>PEH.DE.BTW.5.4</b>	After Seeing a Speed Limit Sign

### Lane Position Selection

<b>PEH.DE.BTW.6</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts, and parking.	
	Students will...	
	<b>PEH.DE.BTW.6.1</b>	Lane Position

	<b>PEH.DE.BTW.6.2</b>	Lane position usage while driving straight ahead
	<b>PEH.DE.BTW.6.3</b>	Lane position usage while parking
	<b>PEH.DE.BTW.6.4</b>	Lane position usage while turning around
	<b>PEH.DE.BTW.6.5</b>	Lane position usage while approaching curves and hill crests
	<b>PEH.DE.BTW.6.6</b>	Divide focal and mental attention between intended travel path and other tasks

### Rear Zone Searching and Control

<b>PEH.DE.BTW.7</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complete risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.	
	Students will...	
	<b>PEH.DE.BTW.7.1</b>	Divide focal and mental attention between intended travel path and other tasks
	<b>PEH.DE.BTW.7.2</b>	Inside Rearview mirror usage
	<b>PEH.DE.BTW.7.3</b>	Outside side view mirrors and mirror blind zone checks
	<b>PEH.DE.BTW.7.4</b>	Evaluate condition to the rear

### Following Time and Space

<b>PEH.DE.BTW.8</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle to perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.	
	Students will...	

	<b>PEH.DE.BTW.8.1</b>	Three second following distance.
	<b>PEH.DE.BTW.8.2</b>	Divide focal and mental attention between intended travel path and other tasks
	<b>PEH.DE.BTW.8.3</b>	Moving at Same Speed
	<b>PEH.DE.BTW.8.4</b>	When Stopping Behind Vehicles and reference points
	<b>PEH.DE.BTW.8.5</b>	Delay Start Before Moving

### Communication and Courtesy

<b>PEH.DE.BTW.9</b>	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabout	
	Students will...	
	<b>PEH.DE.BTW.9.1</b>	Technique
	<b>PEH.DE.BTW.9.2</b>	Timing
	<b>PEH.DE.BTW.9.3</b>	Commitment

### Using the IPDE and SMITH System to Problem-Solving

<b>PEH.DE.BTW.10</b>	Outcome: The students utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts, and parking.	
	Students will...	
	<b>PEH.DE.BTW.10.1</b>	Search for a change in your path-of-travel
	<b>PEH.DE.BTW.10.2</b>	Evaluate your other zones / spaces for risk

	<b>PEH.DE.BTW.10.3</b>	Execute an adjustment
	<b>PEH.DE.BTW.10.4</b>	Use of practice commentary

### Responses to Emergency Situations

<b>PEH.DE.BTW.11</b>	Outcome: The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing response; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; utilizes map reading and route planning techniques to avoid adverse driving conditions.	
	Students will...	
	<b>PEH.DE.BTW.11.1</b>	Identify and respond to vehicle failures
	<b>PEH.DE.BTW.11.2</b>	Identify and respond to environmental conditions
	<b>PEH.DE.BTW.11.3</b>	Apply rules of the road procedures in encountering oncoming vehicles with oscillating lights

### Drivers Assessment

<b>PEH.DE.BTW.12</b>	Outcome: The students enrolled in the certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the certified Cooperative Driving Test. Students must maintain an A or B average in the classroom in order to qualify to take the test and they must have all 4's and 5's on our behind-the-wheel grading system in order to take the CDT.	
	Students will...	
	<b>PEH.DE.BTW.12.1</b>	Divide focal and mental attention between intended travel path and other tasks
	<b>PEH.DE.BTW.12.2</b>	Precision turns
	<b>PEH.DE.BTW.12.3</b>	Approach to intersections

	<b>PEH.DE.BTW.12.4</b>	Timing arrival for open zone
	<b>PEH.DE.BTW.12.5</b>	Precision lane change
	<b>PEH.DE.BTW.12.6</b>	Approach to curves
	<b>PEH.DE.BTW.12.7</b>	Passing / being passed
	<b>PEH.DE.BTW.12.8</b>	Getting on / off highways
	<b>PEH.DE.BTW.12.9</b>	Backing techniques
	<b>PEH.DE.BTW.12.10</b>	Parking techniques
	<b>PEH.DE.BTW.12.11</b>	Maneuvers
	<b>PEH.DE.BTW.12.12</b>	Responding to emergency situations
	<b>PEH.DE.BTW.12.13</b>	Scoring sequence

## Peer Leadership for Adapted Physical Education

**Focus: Students will demonstrate leadership to assist their peers with special needs through participating in team building and physical education activities.**

<b>Team Building</b>		
<b>PEH.PLAD.1</b>	Outcome: Demonstrate competency of the rules, skills and strategies needed to participate in the team building unit.	
	Students will...	
	<b>PEH.AD.1.1</b>	Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, and organizing a group activity). (21.A.5)
	<b>PEH.AD.1.2</b>	Demonstrate decision-making skills both independently and with others during physical activities. (21.A.5)
	<b>PEH.AD.1.3</b>	Lead and show support during group activities (21.B.5)

	<b>PEH.AD.1.4</b>	Teach a structured activity within a given time constraint. (21.A.5)
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<b>Peer Facilitation</b>		
<b>PEH.PLAD.2</b>	Outcome: Demonstrate leadership skills to analyze movements and techniques of Adapted Physical Education students to increase efficiency through modification of movement.	
	Students will...	
	<b>PEH.PLAD.2.1</b>	Analyze movements and techniques of individuals while they complete a task. (19.B.5)
	<b>PEH.PLAD.2.2</b>	Model movements and techniques for activities. (19.B.5)
	<b>PEH.PLAD.2.3</b>	Serve as a positive role model through positive engagement and participation with Adapted PE students. (19.A.5b)

<b>Leadership</b>		
<b>PEH.PLAD.3</b>	Outcome: Use leadership characteristics and qualities to guide Adapted PE students through peer interactions in daily activities.	
	Students will...	
	<b>PEH.PLAD.3.1</b>	Demonstrate proper technique throughout gameplay and class transitions. (19.A.5a)
	<b>PEH.PLAD.3.2</b>	Demonstrate rules of play, officiate activities, and offer feedback. (21.A.5a)
	<b>PEH.PLAD.3.3</b>	Self-assess leadership skills throughout a unit. (21.A.5a)
	<b>PEH.PLAD.3.4</b>	Identify positive and negative interactions between the student-leader and Adapted PE students. (21.B.5a)



## Adapted Physical Education

**Focus: Students will demonstrate control during movement activities, spatial awareness during physical activities, and apply cooperative skills while interacting with peers.**

<b>Movement Activities</b>		
<b>PEH.AD.1</b>	Outcome: Demonstrate control during movement activities.	
	Students will...	
	<b>PEH.AD.1.1</b>	Demonstrate control when performing fundamental locomotor, non- locomotor, and manipulative skills. (19.A.1a
	<b>PEH.AD.1.2</b>	Participate daily in moderate to vigorous physical activity while performing basic movement patterns. (19.A.1b)
	<b>PEH.AD.1.3</b>	Demonstrate control when performing combinations and sequences in locomotor, non locomotor, and manipulative motor patterns (19.A.2a)

<b>Spatial Awareness</b>		
<b>PEH.AD.2</b>	Outcome: Demonstrate spatial awareness during physical activity.	
	Students will...	
	<b>PEH.AD.2.1</b>	Demonstrate safe movement during physical activities in relation to objects and people(19.B.1a)
	<b>PEH.AD.2.2</b>	Apply rules and safety procedures in physical activities. (19.C.2a)

<b>Cooperative Learning</b>		
<b>PEH.AD.3</b>	Outcome:	
	Students will...	

	<b>PEH.AD.3.1</b>	Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). (24.A.1a)
	<b>PEH.AD.3.2</b>	Identify and demonstrate positive verbal and nonverbal communication skills (e.g., body language, manners, listening). (24.A.1b, 24.A.2b)
	<b>PEH.AD.3.3</b>	Apply positive decision-making skills during activities. (24.B.2a)

## Team Sports I (Traditional Team Sports)

**Focus:** Students will apply the rules of the team sports, demonstrate knowledge of sport skills, and maintain levels of cardiovascular fitness while participating in traditional team sports. (I.e. football, volleyball, floor hockey, soccer, and softball).

<b>Skills and Techniques</b>		
<b>PEH.TS.1</b>	Outcome: Demonstrate knowledge of sports skills and techniques needed to participate in various team sports. (I.e. football, volleyball, floor hockey, soccer, and softball).	
	Students will...	
	<b>PEH.TS.1.1</b>	Demonstrate knowledge of football skills such as punting, passing, receiving, and kicking during football-related game play. (19.A.5a)
	<b>PEH.TS.1.2</b>	Demonstrate knowledge of floor hockey skills such as passing and controlling a puck in floor hockey-related game play. (19.A.5a)
	<b>PEH.TS.1.3</b>	Demonstrate knowledge of soccer skills and techniques such as controlling, passing, and shooting a soccer ball during soccer-related game play. (19.A.5a)
	<b>PEH.TS.1.4</b>	Demonstrate knowledge of softball skills and techniques such as catching/fielding a batted or thrown ball during softball-related game play. (19.A.5a)
	<b>PEH.TS.1.5</b>	Demonstrate knowledge of volleyball skills such as of a forearm pass, set, spike, and serve during volleyball-related game play. (19.A.5a)

## Rules and Strategies

<b>PEH.TS.2</b>	Outcome: Apply the rules and strategies while participating in football, volleyball, floor hockey, soccer, and softball.	
	Students will...	
	<b>PEH.TS.2.1</b>	Identify the rules and apply them during game play. (19.C.5a)
	<b>PEH.TS.2.2</b>	Apply team strategies as dictated by game situations. (19.C.5b)
	<b>PEH.TS.2.3</b>	Analyze the different player positions as they relate to the game. (19.A.5a)
	<b>PEH.TS.2.4</b>	Explain game strategies used in team sports. (19.C.5b)

### Physical Fitness Benefits

<b>PEH.TS.3</b>	Outcome: Demonstrate an increase in aerobic capacity while participating in team sport and fitness activities.	
	Students will...	
	<b>PEH.TS.3.1</b>	Participate in team sport activities within their target heart rate zone. (19.A.5b)
	<b>PEH.TS.3.2</b>	Monitor and record their personal heart rate during team sport activities. (20.B.5b)
	<b>PEH.TS.3.3</b>	Evaluate the effects of physical activity in relation to their developing bodies. (20.B.5b)
	<b>PEH.TS.3.4</b>	Compare personal heart rate during physical activities.

### Fitness

<b>PEH.TS.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.TS.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)

	<b>PEH.TS.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.TS.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.TS.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## Modern Team Sports

**Focus: Students will apply the rules of the team sports, demonstrate knowledge of sports' skills, and maintain levels of cardiovascular fitness while participating in Modern Team Sports. (ie.- Ultimate Frisbee, basketball, cricket, team handball and speed-a-way.)**

<b>Skills and Techniques</b>		
<b>PEH.MTS.1</b>	Outcome: Demonstrate knowledge of sports skills and techniques needed to participate in team sports (i.e.-ultimate Frisbee, basketball, cricket, team handball, and speed-a-way.)	
	Students will...	
	<b>PEH.MTS.1.1</b>	Identify the proper technique when catching and throwing during game-like scenario in Frisbee. (19.A.5a)
	<b>PEH.MTS.1.2</b>	Demonstrate knowledge of basketball skills such as of dribbling, passing, and shooting a lay-up during basketball-related game play. (19.A.5a)
	<b>PEH.MTS.1.3</b>	Demonstrate an overhand throw while bowling (pitching) during cricket-related game play. (19.A.5a)
	<b>PEH.MTS.1.4</b>	Demonstrate knowledge of correct throwing technique during handball-related game play. (19.A.5a)
	<b>PEH.TS2.1.5</b>	Demonstrate knowledge of passing and shooting skills during a game of speed-a-way. (19.A.5a)

<b>Rules and Strategies</b>	
<b>PEH.MTS.2</b>	Outcome: Apply the rules and strategies while participating in ultimate Frisbee, lacrosse, cricket, team handball, and speed-a-way.

	Students will...
<b>PEH.MTS.2.1</b>	Identify the rules and apply them during game play. (19.C.5a)
<b>PEH.MTS.2.2</b>	Apply team strategies as dictated by game situations. (19.C.5b)
<b>PEH.MTS.2.3</b>	Analyze the different player positions as they relate to the game. (19.A.5a)
<b>PEH.MTS.2.4</b>	Explain game strategies used in non-traditional sports. (19.C.5b)

### Physical Fitness Benefits

<b>PEH.MTS.3</b>	Outcome: Increase aerobic capacity while participating in non-traditional team sports and fitness activities.
	Students will...
<b>PEH.MTS.3.1</b>	Participate in team sport activities within their target heart rate zone. (19.A.5b)
<b>PEH.MTS.3.2</b>	Evaluate personal heart rate during non-traditional team sports. (20.B.5b)
<b>PEH.MTS.3.3</b>	Evaluate the effects of physical activity in relation to their developing bodies. (20.B.5b)
<b>PEH.MTS.3.4</b>	Compare personal heart rate during physical activities.

### Fitness

<b>PEH.MTS.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.
	Students will...
<b>PEH.MTS.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
<b>PEH.MTS.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)

	<b>PEH.MTS.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.MTS.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## Lifetime Sports (YHS Grades 11-12)

**Focus Statement: Students will apply movements & skills related to individual/dual sports, and fitness activities to promote lifetime wellness.**

<b>Individual Sports and Activities</b>		
<b>PEH.LS.1</b>	Outcome: Apply skills, movements, rules, and etiquette for individual lifetime sports.	
	Students will...	
	<b>PEH.LS.1.1</b>	Identify the rules and equipment related to each individual sport and activity. (19.C.5a)
	<b>PEH.LS.1.2</b>	Apply skills and movements related to each individual sport and activity. (19.A.5a)
	<b>PEH.LS.1.3</b>	Identify and apply game strategies during individual sports. (19.C.5b)
	<b>PEH.LS.1.4</b>	Use proper etiquette during each sport. (19.C.5b)

<b>Dual Sports and Activities</b>		
<b>PEH.LS.2</b>	Outcome: Students will apply skills and basic movements, along with knowledge of rules and etiquette of each game, while working with a teammate in dual sport or activity.	
	Students will...	
	<b>PEH.LS.2.1</b>	Identify the rules and equipment related to each dual sport and activity. (19.C.5a)
	<b>PEH.LS.2.2</b>	Apply skills and movements related to each dual sport and activity. (19.A.5a)

	<b>PEH.LS.2.3</b>	Identify and apply game strategies during each dual sport and activity. (19.C.5b)
	<b>PEH.LS.2.4</b>	Demonstrate teamwork while participating in a dual sport activity. (19.C.5a, 21.B.5a)

### Cardiovascular Endurance Activities

<b>PEH.LS.3</b>	Outcome: Apply knowledge of cardiovascular endurance in cardio games.	
	Students will...	
	<b>PEH.LS.3.1</b>	Analyze and provide examples of cardiovascular endurance activities. (23.A.5a)
	<b>PEH.LS.3.2</b>	Explain the health benefits of maintaining cardiovascular endurance. (23.A.5a)
	<b>PEH.LS.3.3</b>	Define and calculate each type of heart rate: resting heart rate, target heart rate, heart rate reserve, and maximum heart rate to analyze individual endurance level. (23.A.5a)
	<b>PEH.LS.3.4</b>	Perform cardiovascular endurance activities and track individual intensity levels while using heart rate monitors. (19.A.5b, 20.B.5a, 20.C.5c)

### Fitness

<b>PEH.LS.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.LS.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.LS.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.LS.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.LS.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the

		results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)
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## Body Sculpt

**Focus:** Students will apply the components of fitness, nutrition, and fitness activities to their overall health. Students will demonstrate basic movements of the body through yoga, core workouts, cardio activities, and weight training.

<b>Cardiovascular Endurance</b>		
<b>PEH.BS.1</b>	Outcome: Relate how cardiovascular endurance benefits the body and apply it to everyday activities.	
	Students will...	
	<b>PEH.BS.1.1</b>	Analyze and provide examples of cardiovascular endurance activities. (23.A.5a)
	<b>PEH.BS.1.2</b>	Define and calculate each type of heart rate: resting heart rate, target heart rate, heart rate reserve, and maximum heart rate. (23.A.5a)
	<b>PEH.BS.1.3</b>	Evaluate the benefits of cardiovascular endurance for the body. (23.A.5a, 23.D.5a)
	<b>PEH.BS.1.4</b>	Participate in moderate to vigorous daily cardiovascular activities. (19.A.5b)

<b>Muscular Strength and Endurance</b>		
<b>PEH.BS.2</b>	Outcome: Differentiate between muscular strength and muscular endurance. Students will compare different types of muscles and exercises associated with each component.	
	Students will...	
	<b>PEH.BS.2.1</b>	Differentiate between muscular strength and muscular endurance and how each affects the body. (23.A.5, 23.D.5a)
	<b>PEH.BS.2.2</b>	Identify the three types of muscle in the body: involuntary cardiac, involuntary smooth, and voluntary skeletal. (23.A.5)
	<b>PEH.BS.2.3</b>	Define the skeletal muscle fibers and their purpose for movement. (23.A.5)



	<b>PEH.BS.2.4</b>	Determine each type of muscle contraction: concentric and eccentric. (23.A.5)
	<b>PEH.BS.2.5</b>	Identify different exercises that relate to muscular strength and muscular endurance. (23.A.5a)

<b>Flexibility</b>		
<b>PEH.BS.3</b>	Outcome: Determine the importance of flexibility during physical activity.	
	Students will...	
	<b>PEH.BS.3.1</b>	Define flexibility and terms involved: range of motion, joint, ligament, and tendon. (20.A.5b)
	<b>PEH.BS.3.2</b>	Identify the three types of stretching: static, dynamic, ballistic. (20.A.5b)
	<b>PEH.BS.3.3</b>	Distinguish factors that limit joint movement. (20.A.5b, 20.C.5b)
	<b>PEH.BS.3.4</b>	List benefits and keys to flexibility. (20.A.5b, 20.C.5b)

<b>Body Composition</b>		
<b>PEH.BS.4</b>	Outcome: Analyze body composition and ways to assess body fat percentage.	
	Students will...	
	<b>PEH.BS.4.1</b>	Define body composition and how it affects overall health. (23.A.5a)
	<b>PEH.BS.4.2</b>	Identify the techniques used to assess body composition and body fat percentage. (20.A.5b)
	<b>PEH.BS.4.3</b>	Determine the risks and benefits of each different body pattern. (20.A.5b)

<b>Nutrition</b>		
<b>PEH.BS.5</b>	Outcome: Evaluate their own eating habits by analyzing the nutrients they consume.	

	Students will...	
	<b>PEH.BS.5.1</b>	Identify and define nutrition and the six essential nutrients. (22.D.4a)
	<b>PEH.BS.5.2</b>	Compare and contrast nutrients such as carbohydrates, proteins, and fats. (22.D.4a)
	<b>PEH.BS.5.3</b>	Explain how diet affects the body. (23.B.4a)
	<b>PEH.BS.5.4</b>	Evaluate their eating habits and how to improve their overall health. (22.D.4a)

<b>Fitness</b>		
<b>PEH.BS.6</b>	Outcome: Perform strength and conditioning exercises, develop an exercise plan, and execute exercises specific to the fitness components or cardiovascular endurance, flexibility, muscular strength, and muscular endurance.	
	Students will...	
	<b>PEH.BS.6.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.BS.6.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.BS.6.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.BS.6.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## Applied Personal Fitness

**Focus: Students will apply strength training, conditioning and sports nutrition principles to enhance their personal fitness levels. They will demonstrate proficient technique with bodyweight, power, and Olympic movements.**

<b>Power Lift</b>		
<b>PEH.APF.1</b>	Outcome: Apply coaching cues and demonstrate proper technique while increasing strength in the power lifts.	
	Students will...	
	<b>PEH.APF.1.1</b>	Monitor strength progression of power lifts. (20.B.5a)
	<b>PEH.APF.1.2</b>	Demonstrate power lifts and their coaching cues with proficient technique. (19.A.5a)
	<b>PEH.APF.1.3</b>	Analyze powerlifting movements to correct deficiencies. (19.B.5a)
	<b>PEH.APF.1.4</b>	Identify muscles used during power lifts. ( 19.A.5a)

<b>Olympic Lift</b>		
<b>PEH.APF.2</b>	Outcome: Apply coaching cues and demonstrate proper technique while increasing strength in Olympic lifts.	
	Students will...	
	<b>PEH.APF.2.1</b>	Monitor strength progression of Olympic lifts. (20.B.5a)
	<b>PEH.APF.2.2</b>	Demonstrate Olympic lifts and their coaching cues with proficient technique. (19.A.5a)
	<b>PEH.APF.2.3</b>	Analyze Olympic lifting movements to correct deficiencies. (19.B.5a)
	<b>PEH.APF.2.4</b>	Identify muscles used during Olympic lifts. (19.A.5a)

<b>Body Weight Movements</b>		
<b>PEH.APF.3</b>	Outcome: Evaluate which joints and muscles are used in body weight movements and perform them with proficiency.	
	Students will...	
	<b>PEH.APF.3.1</b>	Identify the purpose of each movement: flexibility, strength, mobility, muscle activation. (19.A.5b)

	<b>PEH.APF.3.2</b>	Identify joints and muscles used during various body weight movements. (19.A.5b)
	<b>PEH.APF.3.3</b>	Demonstrate body weight movements with proficiency. (19.A.5a)

<b>Fitness</b>		
<b>PEH.APF.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.APF.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.APF.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.APF.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.APF.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## Junior Leaders

**Focus: Students will apply leadership skills through coaching, officiating, leading warm-ups, administering assessments, teaching progressions of skills, and organizing various activities.**

<b>Leadership Identification</b>		
<b>PEH.JRL.1</b>	Outcome: Compare and contrast qualities of an effective leader.	
	Students will...	
	<b>PEH.JRL.1.1</b>	List and summarize qualities of an effective leader.
	<b>PEH.JRL.1.2</b>	Identify effective leaders to describe their actions in leadership roles.

	<b>PEH.JRL.1.3</b>	Design a personalized leadership plan.
	<b>PEH.JRL.1.4</b>	Compare and contrast the effectiveness of specific leaders.

### Leadership Skills I

<b>PEH.JRL.2</b>	Outcome: Analyze units of 9 <sup>th</sup> and 10 <sup>th</sup> grade physical education classes, create a physical education activity, and demonstrate effective instruction and management skills.	
	Students will...	
	<b>PEH.JRL.2.1</b>	Summarize units and skills within the 9 <sup>th</sup> and 10 <sup>th</sup> grade classes.
	<b>PEH.JRL.2.2</b>	Lead an existing activity to junior leader peers. (21.A.5a, 21.B.5a)
	<b>PEH.JRL.2.3</b>	Evaluate the leadership of junior leader peers for effectiveness as they teach units throughout the semester.
	<b>PEH.JRL.2.4</b>	Develop and teach an original activity for junior leader peers.
	<b>PEH.JRL.2.5</b>	Modify an existing activity for individuals with differing ability levels.

### Leadership Skills II

<b>PEH.JRL.3</b>	Outcome: Use leadership skills in preparation to teach younger students in various classes.	
	Students will...	
	<b>PEH.JRL.3.1</b>	Demonstrate proper technique throughout a variety of activities and class transitions. (19.A.5a)
	<b>PEH.JRL.3.2</b>	Apply rules of play as they officiate and critique skills during activities (21.A.5a)
	<b>PEH.JRL.3.3</b>	Self-assess leadership skills throughout a unit. (21.A.5a)
	<b>PEH.JRL.3.4</b>	Identify positive and negative interactions between the student-leader and junior leader peers. (21.B.5a)

<b>Fitness</b>		
<b>PEH.JRL.4</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.JRL.4.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.JRL.4.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.JRL.4.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.JRL.4.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## **Senior Leaders**

**Focus: Students will apply leadership skills through coaching, officiating, leading warm-ups, administering assessments, teaching progressions of skills, and organizing various activities.**

<b>9<sup>th</sup> and 10<sup>th</sup> Grade Units and Activities</b>		
<b>PEH.SRL.1</b>	Outcome: Cooperatively lead and assist a variety of activities throughout the year.	
	Students will...	
	<b>PEH.SRL.1.1</b>	Model expected behaviors by leading and supporting students in 9 <sup>th</sup> and 10 <sup>th</sup> grade classes. (21.B.5a)
	<b>PEH.SRL.1.2</b>	Demonstrate skills to students in class. (21.A.5a)
	<b>PEH.SRL.1.3</b>	Collaborate with the grading teacher to identify strategies that could be used in class to be a positive role model for students.
	<b>PEH.SRL.1.4</b>	Write a reflection depicting the positives and negatives of being a Senior Leader.

<b>Fitness Leadership</b>	
<b>PEH.SRL.2</b>	Outcome: Cooperatively lead and assist in fitness activities throughout the year.
	Students will...
<b>PEH.SRL.2.1</b>	Analyze proper technique of individuals while they complete a fitness test. (19.C.5b)
<b>PEH.SRL.2.2</b>	Demonstrate skills for activities during the fitness unit and provide corrective feedback to 9 <sup>th</sup> and 10 <sup>th</sup> grade students. (19.A.5a)
<b>PEH.SRL.2.3</b>	Serve as a positive role model through positive engagement and participation with 9 <sup>th</sup> and 10 <sup>th</sup> grade students. (19.A.5b)

<b>Fitness</b>	
<b>PEH.SRL.3</b>	Outcome: Apply fitness components to perform a variety of fitness activities.
	Students will...
<b>PEH.CPR.3.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
<b>PEH.CPR.3.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
<b>PEH.CPR.3.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
<b>PEH.CPR.3.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## **11-12 Beginning Dance**

**Focus: Students will analyze to improve the performance of self and others by applying and creating various movement patterns using basic musicality, traditional dance styles, explorative patterns, and cultural dances.**

<b>Basic Musicality</b>		
<b>PEH.D.1</b>	Outcome: Translate the basics of musicality into movement patterns.	
	Students will...	
	<b>PEH.D.1.1</b>	Identify how dance moves derive from the seven movements of dance. (19.A.5a)
	<b>PEH.D.1.2</b>	Design dance sequences using a variety of directions and movements. (19.A.5b)
	<b>PEH.D.1.3</b>	Demonstrate dance sequences that integrate beats, rhythms, and tempos. (19.A.5a)

<b>Traditional Dance Styles</b>		
<b>PEH.D.2</b>	Outcome: Articulate different traditional dance styles through the practice of techniques and movement patterns.	
	Students will...	
	<b>PEH.D.2.1</b>	Define the traditional dance styles. (19.C.5a)
	<b>PEH.D.2.2</b>	Describe the history of traditional dance styles. (19.A.5a)
	<b>PEH.D.2.3</b>	Utilize the correct aesthetic movements within various dance patterns. (19.C.5b)
	<b>PEH.D.2.4</b>	Create dance sequences demonstrating various traditional dance styles. (19.B.5a)

<b>Explorative Patterns</b>		
<b>PEH.D.3</b>	Outcome: Demonstrate movement skills through performance of explorative patterns such as: Ballroom, Social, Modern, Folk, etc.	
	Students will...	
	<b>PEH.D.3.1</b>	Identify and select various explorative patterns. (19.A.5b)



	<b>PEH.D.3.2</b>	Construct and demonstrate movement skills applied to selected explorative patterns. (19.B.5b)
	<b>PEH.D.3.3</b>	Analyze dance performances according to criteria and offer supporting opinions and evidence. (19.C.5b)
	<b>PEH.D.3.4</b>	Revise and perform a dance for peers. (19.B.5b)

<b>Cultural Dance</b>		
<b>PEH.D.4</b>	Outcome: Research and present a portion of a cultural dance from around the world.	
	Students will...	
	<b>PEH.D.4.1</b>	Identify specific countries and their corresponding cultural dances. (19.A.5a)
	<b>PEH.D.4.2</b>	Construct an individual project using credible resources. (19.A.5a)
	<b>PEH.D.4.3</b>	Perform a portion of the cultural dance of their choice to their peers. (19.A.5a)

<b>Fitness</b>		
<b>PEH.D.5</b>	Outcome: Apply fitness components to perform a variety of fitness activities.	
	Students will...	
	<b>PEH.D.5.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	<b>PEH.D.5.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
	<b>PEH.D.5.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	<b>PEH.D.5.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

## Personal Power

**Focus: Students will apply fitness concepts to movements and activities, work toward a common goal by using team building skills, and model self-defense techniques.**

<b>Fitness</b>	
<b>PEH.PP.1</b>	Outcome: Apply fitness components to perform a variety of fitness activities.
	Students will...
<b>PEH.PP.1.1</b>	Perform moderate to rigorous basic body weight exercises in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
<b>PEH.PP.1.2</b>	Demonstrate understanding of fitness components. (23.D.4a, 23.D.5a, 20.B.5b)
<b>PEH.PP.1.3</b>	Perform proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
<b>PEH.PP.1.4</b>	Collect and interpret individual physical assessments through digital fitness profiles, and set goals based on the results. (20.B.5a, 20.B.4b, 20.C.4a, 20.C.5a, 20.C.4b, 20.C.5b)

<b>Lifetime Motion</b>	
<b>PEH.PP.2</b>	Outcome: Apply fitness concepts to movements and activities involved in living a long and healthy lifestyle.
	Students will...
<b>PEH.PP.2.1</b>	Identify the Frequency, Intensity, Time, and Type (FITT) Principle and demonstrate how to apply it to various activities. (20.A.5a)
<b>PEH.PP.2.2</b>	Identify community resources available to promote a healthy lifestyle.
<b>PEH.PP.2.3</b>	Describe the five components of fitness and why they are important to exercising.
<b>PEH.PP.2.4</b>	Create and implement an individualized nutrition plan.
<b>PEH.PP.2.5</b>	Apply rules, strategies, and movement skills when performing lifetime activities.

<b>Teambuilding</b>	
<b>PEH.PP.3</b>	Outcome: Implement communication, cooperation, compromise, and leadership skills in all activities performed to complete a common goal.
	Students will...
<b>PEH.PP.3.1</b>	Describe and implement communication, cooperation, and compromise and how these skills are used in any group activities. (21.A.5a)
<b>PEH.PP.3.2</b>	Describe leadership and reflect on the various traits a good leader possesses.
<b>PEH.PP.3.3</b>	Summarize their personal traits that contribute to the completion of a common goal.

<b>Self-Defense</b>	
<b>PEH.PP.4</b>	Outcome: Evaluate potentially dangerous situations and model self-defense techniques used to aid in the prevention of violence.
	Students will...
<b>PEH.PP.4.1</b>	Create and utilize an action plan needed to avoid violence.
<b>PEH.PP.4.2</b>	Identify potentially dangerous situations and how to improve personal safety awareness.
<b>PEH.PP.4.3</b>	Identify the level of threat in order to take preventative measures and practice appropriate self-defense movements.
<b>PEH.PP.4.4</b>	Demonstrate various self-defense techniques.