

Virginia Board of Education Agenda Item



Agenda Item: E

Date: January 22, 2015

Title	Final Review of Proposed Revised <i>Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning</i>		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: October 23, 2014

Action: First review of the proposed revised *Health Education, Physical Education, and Driver Education Standards of Learning*

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

<input type="checkbox"/>	Goal 1: Accountability for Student Learning
<input checked="" type="checkbox"/>	Goal 2: Rigorous Standards to Promote College and Career Readiness
<input type="checkbox"/>	Goal 3: Expanded Opportunities to Learn
<input type="checkbox"/>	Goal 4: Nurturing Young Learners
<input type="checkbox"/>	Goal 5: Highly Qualified and Effective Educators
<input type="checkbox"/>	Goal 6: Sound Policies for Student Success
<input type="checkbox"/>	Goal 7: Safe and Secure Schools
<input type="checkbox"/>	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal Two: The Board of Education has made a commitment to maintain rigorous and relevant expectations for student learning that meet or exceed national and international benchmarks for college and career readiness. The proposed revised *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning* reflect rigorous, concise, and measurable standards for these courses in Virginia.

Code of Virginia, Section 22.1-253.13:1-B... “The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

The Board of Education approved the 2008 *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning* on January 10, 2008. The current standards may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml, http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml, and http://www.doe.virginia.gov/testing/sol/standards_docs/driver_education/index.shtml.

On January 16, 2014, the Board accepted the timeline for the review of the current standards. Upon acceptance of the timeline, the following action occurred:

- posted Superintendents Memo #028-14, February 7, 2014, which 1) solicited review input from teachers, administrators, curriculum supervisors, and the general public, and 2) requested division superintendents to submit nominations for participants on the three Standards of Learning (SOL) review teams;
- received and reviewed 189 online comments on the 2008 *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning* from stakeholders;
- identified SOL review team members for each discipline from individuals nominated by school divisions;
- met for three days on July 9 – July 11, 2014, with the three SOL review teams to review the public comments and to consider recommendations and reports from stakeholder groups;
- met with over 200 teachers, curriculum supervisors, representatives from higher education, and other stakeholders (July 15-16, 2014) to garner additional input;
- developed the proposed revised drafts of the *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning*;
- presented the proposed revised drafts for first review on October 23, 2014; and
- collected public comment via five public hearings and electronic comment submission.

Summary of Important Issues:

On October 23, 2014, the Board of Education accepted the proposed revised standards for first review. The Board held five public hearings at the following locations:

- Thomas Jefferson’s Monticello in Charlottesville – December 2, 2014;
- Edith Bolling Wilson Hotel in Wytheville – December 3, 2014;
- George Washington’s Mount Vernon in Alexandria – December 4, 2014;
- Colonial Williamsburg in Williamsburg – December 4, 2014; and
- Virginia Union University in Richmond – January 6, 2015.

Approximately 150 citizens attended the hearings, and a total of 19 individuals presented and provided written comments on the proposed Revised *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning*. In addition to the comments received at the public hearings, a total of 198 comments were received electronically. All comments were carefully considered and suggestions were incorporated into the draft standards as appropriate. The number of comments received for each discipline is listed below:

Discipline	Number of Comments
Health Education	66
Physical Education	121
Driver Education	11
Total	189

The feedback for all disciplines was largely positive and indicated that the standards reflected high-quality instruction and current best practice. The proposed health education standards were praised for being comprehensive and addressing the physical, mental, emotional, and social aspects of health. In addition, the following are concerns and priorities of constituents who submitted comments:

- Include sleep and sleep hygiene at every grade level;
- Add human trafficking;
- Emphasize emotional, mental, and behavioral disorders to reduce the stigma associated with these disorders;
- Add more suicide and bullying standards;
- Identify the three categories of drugs most commonly misused/abused as illicit, prescription, and over-the-counter;
- Include other tobacco products, such as e-cigarettes, hookah, and flavored products;
- Include physical activity as it relates to overall health at every grade level;
- Advocate for additional support for elementary health instruction; and
- Create companion documents, such as frameworks and pacing guides, to facilitate implementation.

The proposed physical education standards were praised for reflecting a comprehensive approach to learning, and more accurately describing the developmental nature of understanding human movement concepts and attainment of skills. In particular, the following areas were commended:

- Thoroughness of the standards;
- Emphasis on energy balance as essential to understanding energy intake and output for healthy body weight;
- Skill progressions are progressive, age appropriate, and scaffold for success and enjoyment of lifelong activity; and
- Addition of personal training and other fitness industry certifications.

Summary of Important Elements of the Review

Given the favorable public comments, few changes were made to the attached version of the proposed *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning*. Edits to the proposed documents from the first review are highlighted using the double underline, double strikethrough method. A double underline, double strikethrough version of the *Health Education Standards of Learning* is presented in Attachment A. A double underline, double strikethrough version of the *Physical Education Standards of Learning* is presented in Attachment B, and a double underline, double strikethrough version of the *Driver Education Standards of Learning* is presented in Attachment C.

Summary of the Proposed Reviewed of *Health Education Standards of Learning*

The major elements of the attached proposed revised *Health Education Standards of Learning* (Attachment A) include:

- revisions to enhance clarity, specificity, and alignment of skill and content;
- revisions to reflect performance expectations that are sequential and developmental;
- revisions to organize the strand titles to reflect current academic research and practice;
- addition of standards for sleep; and
- addition of preface.

Summary of the Proposed Reviewed of *Physical Education Standards of Learning*

The major elements of the attached proposed revised *Physical Education Standards of Learning* (Attachment B) include:

- edits to enhance clarity, specificity, and alignment of skill and content;
- edits to reflect performance expectations that are sequential and developmental;
- edits to organize the strand titles to reflect current academic research and practice;
- addition of preface and safety sections; and
- addition of personal training and other fitness industry certifications.

Summary of the Proposed Reviewed *Driver Education Standards of Learning*

The major elements of the attached proposed revised *Driver Education Standards of Learning* (Attachment C) include:

- revisions to enhance clarity, specificity, and alignment of skill and content;
- revisions to reflect performance expectations that are sequential and developmental;
- addition of intelligent handling and stability technology systems; and
- addition of preface and safety sections.

Impact on Fiscal and Human Resources:

The Department of Education’s existing resources can absorb the state standards review process and the implementation of those standards, once approved by the Board.

Timetable for Further Review/Action:

Upon approval of the final revisions to the *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning*, the Department of Education will post the revised standards on the Department’s Web site and inform constituents through a variety of channels including a Superintendent’s Memorandum. The Department of Education will proceed with the review of the Curriculum Framework technical assistance guide for Health Education and Physical Education, and the Curriculum and Administrative Guide for Driver Education. It is anticipated that the review process will be completed by summer 2015 and the documents will be distributed to the field via the Department of Education Web site.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed revised *Health Education Standards of Learning, Physical Education Standards of Learning, and Driver Education Standards of Learning* and authorize the Department of Education to make clarifying and/or technical edits.

Rationale for Action:

Action by the Board of Education allows the Department of Education to remain on schedule for this review and provide school divisions with revised standards in a timely manner for the 2015-2016 school year.

Health Education Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

January 2008–2015

Preface

The 2015 Health Education Standards of Learning for Virginia Public Schools utilize the best practices from the 2008 Standards of Learning and elevate them to meet the health challenges facing today’s youth. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health, as well as the health of their peers, families, and communities.

The 2015 Standards of Learning reflect age-appropriate knowledge and ability, ~~scaffolding information~~ increasing in depth and complexity as students mature. The standards are designed to provide a core body of knowledge while also allowing flexibility for students to develop ~~their own~~ personal values and beliefs as well as shared group norms, and for individual school-communities to address local health issues and ~~to respond to~~ emerging health concerns.

The standards follow the research-based recommendations of Centers for Disease Control and Prevention for health education curricula by teaching functional health information; shaping personal values and beliefs that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. The standards articulate learning goals in the terms of what we want students to *know, understand, and do*. Standard 1, Essential Health Concepts, provides foundational health knowledge - what students should know. Standard 2, Healthy Decisions, broadens student understanding of health content to allow students to transfer information in a variety of contexts to make healthy and safe life choices - what students should understand. Standard 3, Advocacy and Health Promotion, provides relevance for student learning and opportunities for students to demonstrate or design realistic outcomes for application of health information - what students should be able to do to advocate for their health and the health of others. The standards enable students to immerse themselves in a health topic from content to understanding to application and advocacy. As a result, Virginia students will be better prepared to make healthy decisions for themselves and influence others to do the same.

INTRODUCTION

Health education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. The *Health Education Standards of Learning for Virginia Public Schools* identify the concepts, processes, and skills for a continuum of learning experiences for students health education in kindergarten through grade ten. The standards This framework provide school divisions and teachers with a guide for creating aligned curricula and structured learning experiences in health education that will provide students with the necessary knowledge, processes, and skills to make healthy choices, prevent chronic disease, and avoid health-risk behaviors identified by the national Centers for Disease Control and Prevention (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries). The intent of health education is to help students understand how to achieve and maintain good health for a lifetime.

The standards for each grade level are grouped into three content strands - Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion - that align with the overarching learning goals of the *Health Education Standards of Learning*. The content strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health – physical-health, emotional-health, social-health, and environmental-health, - are embedded also provided for each grade level. These indicators identify the minimum standards for a sequential course of study within a comprehensive health education program. The indicators are sequenced to progress in complexity from grade level to grade level.

The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices. The health education standards are grouped into three strands: Knowledge and Skills, Information Access and Use, and Community Health and Wellness. The in the standards in each strand are sequenced to progress in complexity from grade level to grade level. The standards are intended to provide students with the necessary knowledge, processes, and skills to make healthy choices and avoid health-risk behaviors identified by the Centers for Disease Control and Prevention (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries).

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

Goals and StrandsDescriptions

The purpose of health education is to develop health literate help students – students who acquire an understanding of health concepts and the skills needed to make apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the students will be able to do the following:

- Access, evaluate and synthesize information to protect, enhance, and advocate for their own and others' health, wellbeing, and safety across their lifespan.
- Critically analyse health information from a variety of sources (scientific information, health brochures, media messages, Internet sites) to make appropriate health decisions and access services needed to prevent or treat illness.
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing to build and manage respectful relationships.

The content for the Standards of Learning for health education is organized around the following three essential strands:

1. ~~Act with skill and reason to demonstrate an understanding of the concepts and behaviors that~~ Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of self and others. (**Knowledge and Skills**)~~(Essential Health Concepts)~~

The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies to establish as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development and application of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. Instruction will focus on the topics of hygiene, infectious, communicable and noncommunicable, contagious disease prevention, dental health, nutrition, sleep, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, by the end of their school health education experiences, students will have an comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, and an enhanced they will have the ability to engage in lifelong health behaviors use health knowledge and skills effectively to lead healthy lives.

2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (**Information Access and Use**)~~Healthy Decisions)~~

The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for to access valid health information and health promoting products and services is important in the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to have the ability to influence their health and wellness in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices and engage in healthy decision making.

3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (**Community Health and Wellness**)~~Advocacy and Health Promotion)~~

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, ~~to~~ respect others, follow school safety rules, and be responsible.

Knowledge and Skills – Essential Health Concepts

- K.1 The student will ~~identify and describe key health and safety concepts~~explain that the body is a living and growing organism. Key concepts/skills include
- a) Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);
 - b) Identify the effects of drugs and medicines on the body; as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.
 - c) Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet);
 - d) Recognize the need for regular physical activity.
 - e) Describe different types of physical activity.
 - f) Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors).
 - g) Describe the function of the teeth and how to take care of them.
 - h) Identify that hand washing reduces the chance of becoming sick.
 - i) Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt).
 - j) Describe pedestrian safety, to include using sidewalks and cross walks.
 - k) Describe bus safety practices, to include where to crossing in front of the bus and staying in the seat facing forward.
 - l) Describe emergency and nonemergency situations.
 - m) Identify emotions (e.g., happiness, sadness, anger, fear, frustration).
 - n) Describe what it means to be a friend and to show consideration and concern for others.
 - o) Identify household products that are harmful or poisonous.
 - p) Recognize the importance of a regular bedtime routine and enough sleep.

Healthy Decisions

- K.2 The student will ~~explain~~ identify the concept of being healthy decisions. Key concepts/skills include
- a) Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);
 - b) Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming);
 - c) Describe how germs (e.g., bacteria, viruses) ~~that may cause~~ lead to common diseases (e.g., cold, flu).
 - d) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.
 - e) Identify positive physical activity options and the benefits of being physically active every day.
 - f) Describe alternatives to television watching.
 - g) Describe healthy meal choices that include all food groups.
 - h) Describe how medicine can be helpful or harmful, and recognize poison warning labels.

- i) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults about safety before touching, ingesting, or inhaling unknown substances.
- j) Recognize that not all products advertised or sold are healthy or safe.
- k) Identify situations that require the use of each of the five senses.
- l) Recognize how the body's parts work together.
- m) Describe sun safety practices.
- n) Identify safe choices when walking, riding in a car and bus, and riding a bike.
- o) Identify the meaning of safety signs, symbols, and warning labels.
- p) Discuss how to express and handle emotions appropriately.
- q) Compare emergency and nonemergency situations.
- r) Identify why friends are important and how to cooperate and share with others.

Advocacy and Health Promotion

- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease, explain the concept of being safe. Key concepts/skills include
- a) Demonstrate how to call 9-1-1, the need for safety rules and practices;
 - b) the differences between Identify people who can help in an emergency and non-emergency situation or when in a dangerous or frightening situation fearful (e.g., family members, adults at school, health care professionals, public safety officials).;
 - c) Describe the how safety choices that can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, sitting in the back seat of vehicles with airbags).
 - d) Describe common safety rules and practices for individuals, families, and communities.
 - e) Describe why it is important to ask adults for help in an emergency and how to ask for help.
 - f) Discuss why medicines should only be taken under the supervision of an adult.
 - g) Describe ways to protect the five senses.
 - h) Describe ways to participate regularly in physical activities inside and outside of school.
 - i) Recognize that not all food products advertised or sold are healthy.
 - j) Describe a variety of foods that are healthy snacks foods.
 - k) Demonstrate how to brush and floss teeth correctly.
 - l) Demonstrate proper hand washing.
 - m) Practice using words to identify emotions.
 - n) Identify strategies for making friends.
 - o) Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others.
 - p) Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.
 - q) Describe ways to calm down before bed to prepare for sleeping.

Information Access and Use

- K.4 ~~The student will identify sources of health and safety information. Key concepts/skills include~~
- a) ~~a variety of information sources such as product safety symbols, television, radio, print materials, and electronic media;~~
 - b) ~~individuals, to include school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.~~

Community Health and Wellness

- K.5 ~~The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include~~
- a) ~~the peaceful resolution of conflicts;~~
 - b) ~~the importance of sharing information with trusted adults.~~

- ~~K.6—The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include~~
- ~~a) acceptable behavior in classrooms and during play;~~
 - ~~b) respect for the property and rights of others;~~
 - ~~c) respect for the personal space of others.~~

Grade One

Students in grade one learn about personal safety and their body's major organs systems and various health topics. They begin to understand how their decisions behaviors can impact their health and wellness now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the social media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

Knowledge and Skills Essential Health Concepts

- 1.1 The student will identify the basic components and functions of the systems of the human body systems, and the importance of safe practices, positive interpersonal relationships, and environmental health. Key concepts/skills include
- Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
 - Describe the principles of correct posture; for sitting, standing, and walking.
 - Describe the interconnection of all how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
 - Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices.
 - Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, safety when biking and using other recreational equipment.
 - Identify that medicines can be both helpful and harmful.
 - Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.
 - Describe characteristics that are unique to each individual.
 - Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.
 - Identify items and materials that can be reduced, recycled, or reused.

Healthy Decisions

- 1.2 The student will explain that good health is related to healthy-promoting decisions. Key concepts/skills include
- Discuss the importance of personal hygiene, to include care of one's teeth;
 - Compare and contrast personal safety behaviors; at home, at school, and in the community.
 - Explain the harmful effects of misusing medicines and drugs;
 - Determine how sleep habits; affect mood and academic performance.
 - Recognize that physical activity and is a form of healthy entertainment;
 - Compare and contrast healthy and less-healthy food choices. proper nutrition.
 - Explain the importance of making healthy decisions and how unhealthy decisions affect the body.
 - Describe the importance of having a healthy heart, brain, and lungs.
 - Select behaviors that help keep the heart, brain, and lungs healthy.
 - Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.
 - Practice correct posture for sitting, standing and walking. Explain how protective gear reduces injuries.
 - Explain how medications may look similar but have different functions.
 - Identify appropriate ways to express feelings that may make a person happy, and emotions that may make a person feel unhappy or mad.
 - Explain the role of listening in building and maintaining friendships.

- o) Explain the importance of responsible behaviors when interacting with others.
- p) Explain why it is important to properly dispose of trash properly, recycle materials, conserve water, and prevent water pollution.

Advocacy and Health Promotion

- 1.3 The student will ~~explain the need for~~ identify specific rules and practices to promote personal safety and socially responsible behaviors ~~and injury-free situations~~. Key concepts/skills include
- a) Explain ways to stay safe when riding in a bus and automobile safety;
 - b) Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street.
 - c) List playground safety; rules, and report hazards on the playground.
 - d) Practice fire safety; procedures.
 - e) Identify home safety; rules and ~~basic~~ guidelines for emergencies.
 - f) ~~Internet~~ Create safety rules for medications in the home;
 - g) Describe water safety; and ways to reduce risks around water.
 - h) bicycle, in-line skating, riding a skateboard or scooter, and other self-propelled vehicles
Identify the importance of sun safety;
 - i) Explain ~~how the need for~~ protective gear reduces injuries.
 - j) Identify individuals or community agencies that keep people safe.
 - k) Describe how to report a dangerous situation.
 - l) Demonstrate ways to express emotions appropriately.
 - m) Demonstrate cooperation with friends and classmates.
 - n) Demonstrate responsible behaviors when interacting with others.
 - o) Create strategies to keep the environment healthy, to include proper disposal of trash, ~~benefits~~ ~~of~~ recycling or reusing, and water conservation.
- 1.4 ~~The student will demonstrate healthy mental and emotional development. Key concepts/skills include~~
- ~~a) cooperation with others;~~
 - ~~b) adaptation to change;~~
 - ~~c) expression of ideas and thoughts to create positive relationships;~~
 - ~~d) the differences between positive and negative emotions.~~

Information Access and Use

- 1.5 ~~The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include~~
- ~~a) the role of community health care professionals;~~
 - ~~b) the purpose of community health care agencies.~~

Community Health and Wellness

- 1.6 ~~The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include~~
- ~~a) cooperative behavior;~~
 - ~~b) respect for others;~~
 - ~~c) adherence to school rules;~~
 - ~~d) acceptance of responsibility;~~
 - ~~e) respect for the property of others.~~
- 1.7 ~~The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include~~
- ~~a) the proper disposal of trash;~~
 - ~~b) the benefits of recycling;~~

- ~~e) the prevention of water pollution;~~
- ~~d) the effects of pollution on drinking water and marine life;~~
- ~~e) water conservation.~~

Grade Two

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

Knowledge and Skills Essential Health Concepts

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain ~~their~~ how each is connected to personal health. ~~Key concepts/skills include~~
- a) ~~the cardiovascular system;~~
 - b) ~~the digestive system;~~
 - e) ~~the skeletal system;~~
 - d) ~~the muscular system;~~
 - e) ~~the nervous system.~~
 - a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).
 - b) Recognize that germs cause colds and flu and can be spread from person to person (communicable).
 - c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.
 - d) Identify foods that come from plants and animals.
 - e) Identify characteristics of foods that should be consumed in limited quantities.
 - f) Identify foods and beverages that contain sugar and caffeine.
 - g) Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
 - h) Explain emotions associated with disappointment, loss, and grief.
 - i) Explain the difference between teasing and bullying.
 - j) Define self-image, and identify that individuals are unique.
 - k) Describe situations in which conflict may occur.
 - l) Explain how media (e.g., television, movies, Internet) influences behavior.
 - m) Explain the importance of assuming responsibility for personal safety.

Healthy Decisions

- 2.2 The student will ~~explain that~~ identify personal health decisions and health habits that influence health and wellness throughout life. ~~Key concepts/skills include~~
- a) Describe how food choices, ~~and~~ regular physical activity, and getting enough sleep are essential components of ~~contribute to~~ a healthy lifestyle;
 - b) Recognize the harmful effects of drugs, alcohol, and tobacco;
 - c) Explain the need for regular health checkups and screenings;
 - d) Describe ~~the importance of learning and using~~ the use of refusal skills to make good decisions;
 - e) Describe the use of nonviolent strategies to resolve conflicts.
 - f) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
 - g) Use a decision-making process to select healthy foods.
 - h) Identify ways to increase physical activity.
 - i) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
 - j) Recognize that tobacco smoke is harmful to health and should be avoided.

- ~~k) Explain why parents/guardians keep health records for their children.~~
- ~~l) Identify why medicines should only be taken under the supervision of an adult.~~
- ~~m) Explain healthy ways to express the emotions associated with disappointment, loss, and grief.~~
- ~~n) Discuss how to express needs and wants appropriately.~~
- ~~o) Describe characteristics of a trusted (e.g., friend and trusted adult).~~
- ~~p) Use appropriate strategies to Object appropriately to teasing and bullying.~~
- ~~q) Describe how to work and play cooperatively.~~
- ~~r) Describe how Compare self-image influences and personal success.~~
- ~~s) Describe nonviolent strategies to resolve conflicts.~~

Advocacy and Health Promotion

- 2.3 The student will describe the influences and factors that impact health and wellness. ~~Key~~ ~~concepts/skills include~~
- ~~a) Describe how heredity influences health and wellness.;~~
 - ~~b) Describe how the environment influences health and how to protect the environment.;~~
 - ~~c) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.;~~
 - ~~d) Explain how different dietary customs and traditions; influence health. self image and personal success.;~~
 - ~~e) Identify adults who can help with disappointment, loss, and grief, and separation.~~
 - ~~f) Identify and discuss how to show respect for similarities and differences between and among individuals.~~
 - ~~g) Describe how to keep food safe from harmful germs.~~
 - ~~h) Design a meal with food from each food group.~~
 - ~~i) Explain why it is dangerous to sniff, taste, or swallow unknown substances.~~
 - ~~j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.~~
 - ~~k) Develop a plan to use appropriate strategies to object to teasing and bullying.~~
 - ~~l) Identify emergency resources, services, and health care professionals in the community that influence health and wellness.~~

Information Access and Use

- 2.4 ~~The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include~~
- ~~a) health care professionals, resources, and services;~~
 - ~~b) emergency services;~~
 - ~~c) print, audiovisual, and electronic media.~~

Community Health and Wellness

- 2.5 ~~The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include~~
- ~~a) the impact of verbal and nonverbal aggressive behaviors;~~
 - ~~b) the effects of personal health decisions on other individuals.~~

Grade Three

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health decisions and the impact of personal decisions on self and others.

Knowledge and Skills Essential Health Concepts

3.1 The student will explain that health habits and practices impact personal growth and development.

Key concepts/skills include

- a) Identify healthy food and beverage choices based on nutritional content.
- b) Describe the benefits of physical activity and personal fitness.
- c) Recognize safe and harmful behaviors.
- d) Describe positive interaction with family, peers, and other individuals.
- e) Identify the major structures and functions of the digestive system.
- f) Describe why digestion is important and how the body uses digested food molecules.
- g) Explain the importance of water and healthy food choices for digestion and body function.
- h) Describe the benefits of getting enough sleep, ~~physical activity for personal health and well-being.~~
- i) Identify the steps for goal setting to adopt positive health practices.
- j) Define and describe noncommunicable diseases.
- k) Describe proper and improper use of prescription and nonprescription medications.
- l) Identify body systems affected by the use of alcohol, tobacco, inhalants and other drugs.
- m) Explain safety rules at home, at school, and in the community.
- n) Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, ~~acceptance~~ being accepted by peers, and losing a loved one.
- o) Explain the difference between bullying and conflict.
- p) Identify refusal skills and how to communicate directly, respectfully, and assertively.
- q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- r) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.
- s) Create strategies for personal safety when home alone, ~~caring for others, being~~ out in the neighborhood and community, ~~and when~~ online, and caring for others.

Healthy Decisions

3.2 The student will demonstrate the ability to use essential health concepts to improve personal health ~~use decision making skills to promote health and personal wellness.~~ Key concepts/skills include

- a) List the benefits of goal setting for personal health.
- b) Identify the process of resolving conflicts peacefully.
- c) Describe strategies for solving problems related to health.
- d) Determine when and how much water to drink to keep the body hydrated.
- e) Evaluate how physical activity and healthy food and beverage choices impact personal health.
- f) Compare proper and improper use of prescription and nonprescription medicines.
- g) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

- ~~h) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs use on body systems.~~
- ~~i) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.~~
- ~~j) Explain appropriate protective gear and the importance of following safety rules at home, at school and in the community when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.~~
- ~~k) Explain and the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.~~
- ~~l) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.~~
- ~~m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.~~

Advocacy and Health Promotion

- 3.3 The student will promote health and safety at school and at home ~~identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. Key concepts/skills include~~
- ~~a) Encourage others not to use alcohol, tobacco, inhalants, or other drugs. improper use of medicines;~~
 - ~~b) Demonstrate the use of refusal skills to counter negative influences;~~
 - ~~c) Describe the effects of nicotine, alcohol, and other drugs on body systems;~~
 - ~~d) Create a health message about the proper use of prescription and nonprescription medications. the use of common household items as inhalants;~~
 - ~~e) Explain the effects of mind-altering drugs on behavior.~~
 - ~~f) Evaluate the role of the digestive system in providing energy for the body.~~
 - ~~g) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.~~
 - ~~h) Practice disaster-preparedness procedures at home and at school.~~
 - ~~i) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.~~
 - ~~j) Identify ways in which health care has improved as a result of technology.~~
 - ~~k) Design effective strategies for expressing and managing emotions that may which include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.~~
 - ~~l) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.~~
 - ~~m) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.~~
 - ~~n) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.~~
 - ~~o) Practice positive interactions with family, peers, and others to promote personal health.~~
 - ~~p) Apply goal-setting strategies to make and keep friends.~~
 - ~~q) Make a commitment. Demonstrate positive ways to communicate in positive ways with family and friends.~~
 - ~~r) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.~~

Information Access and Use

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include
- ~~a) the use of health services and agencies to gain information;~~
 - ~~b) the ways in which health care has improved as a result of technology;~~
 - ~~e) the use of a variety of print, audiovisual, and electronic media resources.~~

Community Health and Wellness

- 3.5 — ~~The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include~~
- ~~a) dietary customs and practices;~~
 - ~~b) recreational activities;~~
 - ~~c) celebrations and traditions.~~

Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, and drug-abuse prevention of (including alcohol, tobacco, and other harmful substances). Students ~~begin to recognize the existence of myths related to health information,~~ distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Knowledge and Skills Essential Health Concepts

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affects personal health and academic achievement. ~~Key concepts/skills include~~
- a) Determine the nutrients needed for proper brain functioning;
 - b) Evaluate the importance of balance, variety, and moderation in a meal plan;
 - c) Identify the effects of malnutrition;
 - d) Analyze the impact of nutrients on growth and development;
 - e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.
 - f) Compare and contrast communicable and noncommunicable diseases.
 - g) Describe how viruses, bacteria, parasites, and fungi are spread.
 - h) Identify the major structures and functions of the immune system.
 - i) Recognize the effects of malnutrition and overnutrition (obesity) on the immune system.
 - j) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.
 - k) Determine how the serving sizes and sugar content for a variety of foods and beverages affects health.
 - l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.
 - m) Examine the impact of self-concept on health and academic achievement.
 - n) Identify feelings and emotions associated with loss and grief and their impact on health.
 - o) Describe steps to resolve a conflict.
 - p) ~~Research~~ Explain the difference between teasing and taunting.
 - q) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants and other drugs ~~use~~.
 - r) Describe the effects of air pollution on health.

Healthy Decisions

- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships ~~develop the skills necessary for coping with difficult relationships.~~ ~~Key concepts/skills include~~
- a) Demonstrate ~~development~~ of refusal skills;
 - b) Identify strategies for ~~identification~~ and reporting of bullying and aggressive behaviors;
 - c) Describe ~~development~~ of coping skills for handling the emotions of loss and grief;
 - d) Recognize ~~recognition~~ of harmful or abusive relationships;
 - e) Describe how to exhibiting self-control.
 - f) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.
 - g) Describe how the immune system defends against germs.
 - h) Compare the serving sizes and ~~amounts of~~ added sugars content of ~~the~~ foods served at meals and various ~~different~~ family celebrations.
 - i) Compare ~~serving portion~~ sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.

- ~~j) Describe why individuals choose to use or avoid not use alcohol, tobacco, inhalants, and other drugs.~~
- ~~k) Explain how physical activity, rest, and sleep affect health.~~
- ~~l) Describe how developing a healthy self-concept is an essential life skill.~~
- ~~m) Explain how teasing and taunting affects health.~~
- ~~n) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.~~
- ~~o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.~~
- ~~p) Identify adults who can help manage feelings and emotions resulting from loss and grief.~~
- ~~q) Identify obstacles and solutions to effective communication, and describe how to overcome them.~~
- ~~r) Explain the health consequences associated with air pollution.~~
- ~~s) Explain the health consequences of not practicing following safety practices (e.g., seatbelt and helmet use, home fire escape plan, swimming safety, sports safety).~~

Advocacy and Health Promotion

- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health and ~~evaluate the effects of alcohol, inhalants, tobacco, and other drug use on self, family, and community.~~ Key concepts/skills include
- ~~a) the impact on self, family, and community;~~
 - ~~b) the short and long term consequences of drug use;~~
 - ~~e) acts of violence and the use of weapons;~~
 - ~~d) laws related to illegal alcohol and tobacco use.~~
 - a) Identify accurate and inaccurate health information.
 - b) Analyze ~~health~~ resources for personal and community health from health care agencies, printed materials, broadcast media, Internet, and audiovisual materials.
 - c) Identify problems and possible solutions for community health issues.
 - d) Discuss the benefits of volunteering, and identify local volunteer opportunities.
 - e) Identify ways to boost the immune system to reduce risk of communicable or noncommunicable disease.
 - f) Describe the importance of early detection of health problems.
 - g) Compare recommended serving size and actual packaged ~~serving~~ size for foods or beverages.
 - h) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
 - i) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.
 - ~~j) Identify health resources that compare~~ Describe the relationship of positive self-concept, meeting academic goals, and participation in cocurricular and extracurricular activities.
 - k) Identify strategies and resources to manage feelings that may result from loss and grief.
 - l) Analyze positive strategies for resolving conflict.
 - m) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.
 - n) Practice communication skills to overcome common communication difficulties.
 - o) Develop strategies to reduce air pollution.
- 4.4 ~~The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease.~~ Key concepts/skills include
- ~~a) the body's defenses;~~
 - ~~b) the spread of germs (viruses, bacteria, and fungi);~~
 - ~~e) the difference between communicable and non-communicable diseases;~~
 - ~~d) the importance of early detection of health problems;~~

- e) ~~the role of regular physical activity, good nutrition, and healthy choices.~~

Information Access and Use

- 4.5 ~~The student will access and use health resources to improve personal and family health. Key concepts/skills include~~
 - a) ~~the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;~~
 - b) ~~identification of accurate and inaccurate health information.~~

Community Health and Wellness

- 4.6 ~~The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include~~
 - a) ~~personal responsibility for exhibiting healthy practices within the school and community setting;~~
 - b) ~~the benefits of volunteering.~~
- 4.7 ~~The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include~~
 - a) ~~identification of obstacles to communication and solutions to such obstacles;~~
 - b) ~~the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.~~

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students analyze the influences of ~~critique~~ advertising and various media displays and work with others to improve community on personal and community health.

Knowledge and Skills Essential Health Concepts

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health ~~demonstrate the interpersonal skills necessary to build healthy relationships.~~ Key concepts/skills include
- a) Recognize the development of positive social skills as essential ~~skills~~ for building and sustaining relationships.
 - b) Analyze the ~~use~~ role of active listening in refusal and conflict resolution ~~skills~~.
 - c) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
 - d) Describe how physical activity, sleep, and good health are related.
 - e) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.
 - f) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
 - g) Examine the health risks associated with unprotected sun exposure.
 - h) Recognize the importance of good hygiene habits.
 - i) Describe why some food groups have a greater number of recommended ~~portions~~ servings than other food groups.
 - j) Explain the concepts of eating in moderation and energy balance.
 - k) Identify the influence of marketing techniques on food and beverage choices.
 - l) Analyze the physical, academic, mental, and social benefits of regular physical activity.
 - m) Describe ways to prevent vision and hearing loss.
 - n) ~~Identify~~ Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.
 - o) Examine the influence of violence in the media on health behaviors.
 - p) Identify strategies for managing stress.
 - q) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
 - r) Examine community health issues.
 - s) Assess environmental health and safety issues in the community.
 - t) Explain the importance of sleep.

Healthy Decisions

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. ~~Key concepts/skills include~~
- a) Explain the relationship between health promotion and disease prevention.
 - b) Identify ~~the~~ connections between nutritional guidelines and weight management.
 - c) Practice strategies for managing stress.
 - d) Explain the importance of exercise and recreation.
 - e) Practice ~~the effects of~~ personal health habits that promote ~~on~~ cardiovascular respiratory fitness.
 - f) Recognize the importance of developing and maintaining a positive self-image.
 - g) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.
 - h) Select healthy foods and beverages for breakfast and lunch.
 - i) Demonstrate dental care, hand washing, and other personal hygiene habits.

- ~~j) Interpret information on food labels.~~
- ~~k) Employ Determine strategies to protect against the harmful effects of the sun.~~
- l) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.
- m) Show effective communication skills in emergency situations.
- n) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.
- o) Manage emotions appropriately in a variety of situations.
- p) Demonstrate effective communication skills to address harassing behaviors.
- q) Describe how to report harassing behaviors at school and at home.
- r) Demonstrate how to show respect for individual differences.
- s) Describe the consequences of an unhealthy environment.
- t) Analyze the physical, academic, social, and emotional benefits of getting enough sleep.

Advocacy and Health Promotion

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease and create a healthy community ~~analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs.~~ Key concepts/skills include
- ~~a) the effects on the integrated functioning of the body's systems;~~
 - ~~b) the effects on academic performance;~~
 - ~~e) the effects on relationships with family, peers, and other individuals.~~
 - a) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.
 - b) Support others in making positive food, ~~and~~ physical activity, and sleep choices.
 - c) Promote the value of community health and wellness.
 - d) Examine the role of self and others in causing or preventing injuries.
 - e) Identify how culture, family, friends, and the media influence health practices.
 - f) Explain the benefits of having positive relationships with family, friends, and neighbors.
 - g) Encourage others not to use alcohol, tobacco, or other drugs.
 - h) Develop a plan to prevent the spread of disease.
 - i) Describe ways to offer friendship and support to someone who was bullied.
 - j) Identify physical activities that students can do with friends and family to build positive relationships.
 - k) Advocate for a caring school environment.
 - l) Identify community health projects for peers and community groups to work on together.
 - m) Promote volunteerism and community service.
 - n) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.
 - o) Recognize that all individuals have a responsibility to protect and preserve the environment.
 - p) Identify strategies that you will employ to protect against the harmful effects of the sun.

Information Access and Use

- 5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
- ~~a) strategies for validating health information;~~
 - ~~b) tools for the critical evaluation of advertisements and promotions.~~

Community Health and Wellness

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
- ~~a) collaborative support for environmental issues;~~

- ~~b) the existence of customs and traditions;~~
- ~~e) promotion of the value of community health and wellness;~~
- ~~d) examination of community health issues;~~
- ~~e) development of community health projects;~~
- ~~f) promotion of volunteerism and community service.~~

Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students demonstrate injury-prevention behaviors at school and elsewhere. ~~They are resourceful and discriminating in accessing and critiquing health information.~~

Knowledge and Skills Essential Health Concepts

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. ~~Key concepts/skills include~~
- a) Recognize the importance of significant friends or adult mentors;
 - b) Analyze the relationship between self-image and gang-related behaviors;
 - c) Determine the effects of environmental influences on personal health;
 - d) Evaluate refusal strategies related to alcohol, tobacco, and other drugs; ~~use.~~
 - e) Assess the effects ~~prevention~~ of communicable and noncommunicable diseases on the functions of the body.
 - f) Identify and describe the major structures and functions of the urinary system ~~to include~~ (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.
 - g) Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.
 - h) Compare the intake of nutrients and metabolism.
 - i) Differentiate between ~~the~~ proper use and misuse of prescription and nonprescription medications.
 - j) Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.
 - k) Explain methods to reduce conflict, harassment, and violence.
 - l) Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.
 - m) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.
 - n) Explain the myths and facts about gangs and gang-related behaviors.
 - o) Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).
 - p) Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
 - q) Identify and interpret nonverbal cues.
 - r) Research the impact of air quality on body function during moderate and vigorous physical activity.

Healthy Decisions

- 6.2 The student will describe the influence of family, peers, and media on personal health decisions ~~use~~ knowledge of the body's structures and functions to make sound decisions related to personal health. Key concepts/skills include
- a) ~~relationships of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits;~~

- ~~b) the interconnection of the body systems;~~
- ~~e) the effects of disease on the functions of the body;~~
- ~~d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;~~
- ~~e) the positive and negative effects of prescription and over the counter medications on body functioning.~~
- a) Identify external influences that affect personal health choices.
- b) Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.
- c) Evaluate the influence of the media and marketing techniques on prescription and nonprescription medications choices.
- d) Identify the benefits of a tobacco-free environment.
- e) Analyze the role of self and others in avoiding risk-taking behaviors.
- f) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
- g) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.
- h) Analyze the benefits of following recommended daily allowances for macronutrients when ~~planning meals, snacks, and selecting beverages and~~ planning meals and snacks.
- i) Describe how screen time affects physical and social health.
- j) Recognize the importance of family, peers, and the media in preventing bullying.
- k) Explain the importance of friends or adult mentors ~~to~~in avoiding gang involvement.
- l) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.
- m) Explain the importance of understanding the feelings and perspectives of others.
- n) Describe how culture, media, and other external factors influence perceptions about body image and gender roles.
- o) Identify internal factors, such as criticism or stress, that influence emotional and social health.
- p) Use a decision-making process to determine when medical assistance is needed.

Advocacy and Health Promotion

- 6.3 The student will ~~develop~~ describe the personal strategies and skills for personal, social, and community health ~~connections between mental and physical development as they relate to adolescence. Key concepts/skills include~~
- a) Create a plan to prevent and manage ~~the effects of~~ stress.
 - b) Demonstrate ways to show respect for individual differences, ~~opinions, and beliefs of others.~~
 - c) Assess positive and negative responses to criticism.
 - d) Recognize the effects of peer pressure.
 - e) Evaluate a plan to prevent or manage the effects of bullying.
 - f) Analyze the influence of media on issues related to body image and weight management.
 - g) Assess personal and family wellness ~~for~~related to nutrition, ~~and~~ physical activity, and sleep choices.
 - h) Identify strategies to reduce illness and injury at home and at school.
 - i) Develop strategies to prevent chronic disease.
 - j) Monitor personal progress toward a physical activity, ~~and~~ nutrition, ~~at~~ and sleep goal.
 - k) Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients.
 - l) Analyze the reliability of health information.
 - m) Recognize the persuasive tactics used by various types of media.
 - n) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.
 - o) Determine strategies to protect against the harmful effects of the sun.

- ~~p) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.~~
- ~~q) Practice ways to resolve conflict nonviolently.~~
- ~~r) Identify the relationships among personal actions, self-image, and personal success.~~
- ~~s) Set personal boundaries for privacy, safety, and expression of emotions and opinions.~~
- ~~t) Encourage others to minimize pollution in the environment.~~
- ~~u) Create and monitor progress toward a goal to protect the environment.~~

~~6.4—The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include~~

- ~~a) the relationships among personal actions, self-image, and personal success;~~
- ~~b) the importance of accepting responsibility for personal actions;~~
- ~~c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;~~
- ~~d) identification and avoidance of risk-taking behaviors.~~

~~6.5—The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include~~

- ~~a) safety habits in vehicles and public areas;~~
- ~~b) first aid and safety practices;~~
- ~~c) strategies to prevent accidents and injuries;~~
- ~~d) the need for and use of protective gear;~~
- ~~e) awareness of behaviors that can result in violent acts.~~

Information Access and Use

~~6.6—The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include~~

- ~~a) assessment of personal and family wellness;~~
- ~~b) analysis of the reliability of health information;~~
- ~~c) recognition of the persuasive tactics used by various types of media;~~
- ~~d) interpretation of the contraindications for prescription drugs and over-the-counter medicines.~~

Community Health and Wellness

~~6.7—The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include~~

- ~~a) involvement in community and family projects;~~
- ~~b) increased participation as a leader;~~
- ~~c) development of conflict resolution skills;~~
- ~~d) respect for the opinions and beliefs of other individuals;~~
- ~~e) respect for rules and regulations.~~

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (~~e.g., nutritional, physical activity~~) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Knowledge and Skills Essential Health Concepts

- 7.1 The student will identify and explain essential health concepts to understand personal health use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- a) Identify alternatives to gang-related behaviors and acts of violence;
 - b) Recognition of harmful and risky behaviors;
 - c) Analyze the benefits of stress management and stress-reduction techniques;
 - d) Development of strategies for coping with disappointment;
 - e) Identify physical, social, and emotional factors that affect school success;
 - f) Describe how heredity influences growth and development.
 - g) Recognize the impact of difficult family situations; on physical, social, and emotional health.
 - h) Identify the benefits/development of healthy interpersonal relationships.
 - i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
 - j) Identify and describe the major structures and functions of the circulatory system.
 - k) Analyze the caloric and nutritional value of foods and beverages.
 - l) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.
 - m) Identify ways to increase daily physical activity.
 - n) Explain the concept of active transportation (walking and biking).
 - o) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.
 - p) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heat stroke, heat exhaustion, and hypothermia.
 - q) Describe the role of empathy in preventing bullying (in school and online).
 - r) Differentiate between passive, aggressive, and assertive communication.
 - s) Explain how violence, bullying, and harassment affect health and safety.
 - t) Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and when being online.
 - u) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
 - v) Identify consumer protections for health products and services.
 - w) Describe human activities that contribute to air, water, soil, and noise pollution.

Healthy Decisions

- 7.2 The student will use decision-making skills to promote health and personal wellness describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include
- a) Analyze the effects of nutrition on daily performance;
 - b) Examine the importance of participating in recreational and leisure activities;
 - c) Identify strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;
 - d) Determine the health benefits of regular physical activity and fitness;
 - e) Evaluate the impact of sleep and rest on physical and mental performance.

- f) Describe how healthy food choices and physical activity keep the circulatory system healthy.
- g) Use a decision-making process to evaluate daily food intake and nutritional requirements.
- h) Determine the cognitive and physical benefits of eating a healthy breakfast.
- i) Evaluate the accuracy of claims about dietary supplements and popular diets.
- j) Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions ~~for~~ concerning alcohol, tobacco, and drug use, and gang involvement.
- k) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
- l) Describe how a healthy environment is essential to personal and community health.
- m) Calculate the health benefits of active transportation.
- n) Compare current personal sleep and rest habits with recommended guidelines for teens.
- o) Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.
- p) Develop achievable goals for handling stressors in healthy ways.
- q) Explain why it is important to prevent bullying at school and online.
- r) Explain the importance of a positive (emotionally safe) school climate for school success.
- s) Describe how peers influence healthy and unhealthy behaviors.
- t) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
- u) Evaluate the relationship of social and environmental factors to individual and community health.
- v) Identify the community's financial resources dedicated to promoting health.

Information Access and Use Advocacy and Health Promotion

- 7.3 The student will promote healthy schools, families, and communities ~~investigate and analyze the various factors that guide an individual's decisions about health and wellness.~~ Key concepts/skills include
- a) Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
 - b) Evaluate the validity of information from different resources, and share findings with others.
 - c) Describe how family practices and customs promote positive health choices.
 - d) Create a campaign to promote cardiovascular health.
 - e) Promote the importance of regular health and medical screenings and medical examinations.
 - f) Encourage peers and family members to eat healthy foods and to be physically active.
 - g) Encourage nutrient-dense food choices at home and at school.
 - h) Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
 - i) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
 - j) Create strategies to promote awareness of consequences associated with gang involvement.
 - k) Identify ways to maintain a safe and healthy environment at school and at home.
 - l) Design and promote safe walking and bike routes to and from school or ~~to~~ another location in the community.
 - m) Create a personal and family plan to meet guidelines for sleep and rest.
 - n) Promote strategies for coping with disappointment and adversity.
 - o) Promote help-seeking for mental health concerns.
 - p) Create a campaign to prevent bullying in school and online.
 - q) Design an evaluation tool that measures ~~at~~ the safety and supportiveness of a school climate.
 - r) Demonstrate how to influence others to make positive health choices.
 - s) Create strategies to address differences between family values and beliefs and ~~the values~~ those of friends.
 - t) Identify a health care product or service for students, families, schools, or communities.

- u) Demonstrate ways to conserve and promote the conservation of~~accept responsibility and encourage others to conserve~~ natural resources.

Community Health and Wellness

- 7.4—~~The student will describe how family and community priorities influence an individual’s ability to reduce diseases and other health problems. Key concepts/skills include~~
- ~~a) the relationship of social and environmental factors to individual and community health;~~
 - ~~b) the community’s financial resources dedicated to promoting health;~~
 - ~~c) the community’s support of health services and partnerships;~~
 - ~~d) the availability of emergency response systems and services;~~
 - ~~e) the community’s support of recreational and leisure activities.~~
- 7.5—~~The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include~~
- ~~a) implementation of safe and healthy practices and behaviors;~~
 - ~~b) advocacy and use of appropriate methods of expressing opinions on health issues;~~
 - ~~e) the benefits of community service.~~

Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, ~~to include~~ the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Knowledge and Skills Essential Health Concepts

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health. ~~analyze and evaluate the relationship between health risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years.~~ **Key concepts/skills include**
- a) Identify the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk ~~for~~ of contracting specific diseases; diabetes, heart disease, and stroke.
 - b) Explain the roles of preventive health measures, immunization, and treatment in disease prevention;.
 - c) Describe the short- and long-term health issues related to alcohol, ~~abuse and tobacco,~~ and other drug use; including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
 - d) Explain the impact of failing to recognize issues related to emotional and mental health;.
 - e) Evaluate the health risks associated with feelings of immortality and invincibility;.
 - f) Identify the consequences of involvement in potentially dangerous situations; ~~such as the presence of~~ when weapons, physical violence and gangs are present.
 - g) Assess the health risks of a sedentary lifestyle;.
 - h) Analyze the risk factors associated with communicable and noncommunicable diseases.
 - i) Assess the health consequences of injuries, and identify leading injury-prevention measures.
 - j) Examine the health risks caused by food contaminants.
 - k) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
 - l) Identify and describe the major structures and functions of the brain and nervous system.
 - m) Explain how drugs affect the brain.
 - n) Research the signs, symptoms, and causes of addiction.
 - o) Describe the relationship between healthy behaviors and cognitive performance.
 - p) Analyze the role of tolerance and resilience in coping with stress.
 - q) Explain why seeking help for mental ~~conditions~~ health issues is important.
 - r) Describe the signs and symptoms of depression and suicide.
 - s) Explain how individual, social, and cultural differences may increase vulnerability to bullying.
 - t) Identify the benefits and risks of social networking.
 - u) Describe pollutants found in water, soil, and air and their impact on body systems.
 - v) Assess the health risks of not getting enough sleep.

Healthy Decisions

- 8.2 The student will apply health concepts and skills to the management of personal and family health. **Key concepts/skills include**
- a) Analyze the risks associated with gang-related activities; for self, family, and the community.
 - b) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues; at home and at school.
 - c) Evaluate the importance of developing relationships that are positive and promote wellness;.

- d) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
- e) Describe ways to maintain brain and nervous system health.
- f) Identify brain and nervous system disorders.
- g) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.
- h) Explain why most teens do not use alcohol, tobacco, or other drugs.
- i) Describe personal and family preventive health measures, including immunizations, nutrition, and physical activity, and sleep in preventing diabetes, heart disease, stroke, and other chronic diseases.
- j) Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
- k) Compare healthy and risky approaches to weight management.
- l) Examine the causes and effects of compulsive behaviors, such as eating disorders.
- m) Describe effective coping mechanisms for managing personal and family stress.
- n) Access accurate sources of information and about services about for mental, emotional, and social health.
- o) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
- p) Describe signs of self-harm behaviors.
- q) Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).
- r) Develop goals to analyze and manage the impact of social networking.
- s) Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

- 8.3 The student will ~~make choices~~ undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health. Key concepts/skills include
- a) ~~causes and effects of compulsive behaviors, such as eating disorders;~~ Design strategies to protect and promote brain and nervous system health.
 - b) ~~the relationship between personal health and cognitive performance~~ Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.
 - ~~e) Design strategies to protect and promote brain and nervous system health.~~
 - ~~ec) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.~~
 - ~~e) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and support cognitive performance and academic success.~~
 - ~~f) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases.~~
 - ~~ed) Evaluate the physical, mental, and social benefits of physical activity.~~
 - ~~he) Develop practical solutions for removing barriers to physical activity and healthy food choices.~~
 - ~~if) Identify strategies to drink more/increase water intake.~~
 - ~~ig) Create a plan to make healthy food choices, including choosing that includes fruits and vegetables, in a variety of settings.~~
 - ~~kh) Encourage family and peers to choose healthy foods.~~
 - ~~ji) Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.~~
 - ~~mj) Design a management plan to reduce stress.~~
 - ~~nk) Justify and encourage safe, respectful, and responsible relationships.~~
 - ~~o) Create a personal health goal that supports cognitive performance and academic success.~~
 - ~~pl) Identify resources for helping someone who is exhibiting self-harming behaviors.~~

- ~~m) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.~~
- ~~n) Analyze opportunities for community service.~~
- ~~o) Create strategies for helping others prevent or get help with bullying.~~
- ~~p) Develop guidelines for using social networks.~~
- ~~q) Create environmental design solutions that promote physical and psychological health.~~

Information Access and Use

- 8.4—~~The student will interpret and evaluate how health information, products, services, and agencies target adolescents. Key concepts/skills include~~
- ~~a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;~~
 - ~~b) the influence of multiple media resources on personal choices;~~
 - ~~c) consumer rights related to health products and services.~~

Community Health and Wellness

- 8.5—~~The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include~~
- ~~a) methods used to reduce health hazards and risks;~~
 - ~~b) the health risks associated with yielding to negative peer pressure;~~
 - ~~c) practices associated with healthy environments;~~
 - ~~d) opportunities for community service.~~

Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community.

Knowledge and Skills Essential Health Concepts

- 9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. ~~Key concepts/skills include~~
- a) ~~the use of current research and scientific study to interpret nutritional principles;~~ Identify and describe the major structures and functions of the endocrine system.
 - b) ~~a decision-making process for selecting health and wellness products;~~ Analyze personal risk factors for diabetes, heart disease, and stroke.
 - c) ~~development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;~~ Identify types of pathogens that cause disease.
 - d) Describe the importance maintenance of health habits that promote personal wellness;
 - e) implementation of a fitness and lifelong physical activity plan; Explain the body's need for amino acids, and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.
 - f) ~~establishment of personal parameters for appropriate and inappropriate health behaviors;~~ Evaluate how social environments affect health and well-being.
 - g) ~~utilization of a personal system for coping with distress and stress;~~ Identify guidelines for sleep, rest, nutrition, and physical activity.
 - h) ~~management of deadlines;~~ Explain the relationship between body composition and healthy body weight.
 - i) ~~peaceful resolution of conflicts;~~ Explain the relationship between body image and eating disorders.
 - j) ~~Analyze the deadly consequences of binge drinking;~~ personal risk factors for diabetes, heart disease, and stroke.
 - k) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.
 - l) Explain how alcohol and other drugs increase the risk of injury.
 - m) Examine how the consequences associated with gang involvement could effect self, family, and community.
 - n) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
 - o) Identify signs and symptoms of depression, and risk factors for suicide, and other self-destructive behaviors.
 - p) Identify causes of conflict with friends and family.
 - q) Describe the positive and negative impacts of social networking.
 - r) Examine the impact of global health issues on local communities.

Healthy Decisions

- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk, analyze and evaluate the relationships among healthy behaviors, disease prevention and control, and comprehensive wellness. ~~Key concepts/skills include~~
- a) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease. participation in activities that improve the cardiovascular system;

- b) development of a personal plan for remaining free of communicable diseases; Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.
- c) recognition of the value of proper nutrition, rest, and regular activity Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.
- d) Identify health risks and other factors that affect the function of the endocrine system.
- e) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.
- f) Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.
- g) Determine strategies to protect vision, hearing, and dental health.
- h) Identify common types of cancer, risk factors, and prevention strategies.
- i) Describe the benefits of organ donation.
- ~~j) Develop a personal plan for remaining free of communicable diseases.~~
- ~~kj) Apply a decision-making process for selecting health and wellness products.~~
- ~~kl) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.~~
- ~~ml) Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.~~
- ~~nm) Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.~~
- ~~on) Analyze situations involving risk and risky behaviors such as (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others. And~~
- o) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and harmful behaviors.
- p) Develop a personal system for coping with distress and stress.
- q) Demonstrate peaceful resolution of conflicts.
- r) Explain the importance of community mental health services.
- s) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.
- t) Explain short- and long-term consequences of inappropriate behaviors online.
- u) Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.
- v) Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
- w) Evaluate how public health policies influence health and disease prevention.
- x) Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- y) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.

Advocacy and Health Promotion

- 9.3 The student will demonstrate skills to advocate for personal and community health, analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include
- a) risky behaviors that may result in permanent disability for self or others; Create a one-day meal plan that meets daily values for vitamins and minerals.

- b) ~~the consequences of using weapons in acts of violence;~~Design a lifelong physical activity and wellness plan.
- c) ~~identification of situations involving risks;~~Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
- d) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock. ~~use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;~~
- e) Create strategies to manage deadlines.
- f) Create a message about the importance of avoiding gang involvement.
- g) Demonstrate healthy decision-making strategies related to weapons.
- h) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.
- i) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.
- j) Discuss ramifications of sharing personal information through electronic media.
- k) Develop a long-term family plan for ~~you~~self and/or ~~your~~ family to positively impact the environment.
- l) Create an action plan to prepare for a natural disaster.
- m) Develop a personal plan for remaining free of communicable diseases.
- n) Promote community health promotion and/or disease prevention projects.
- o) Identify school and community mental health resources.

Information Access and Use

- 9.4 ~~The student will use various sources of information to evaluate global health issues. Key concepts/skills include~~
- a) ~~the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);~~
 - b) ~~the benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).~~

Community Health and Wellness

- 9.5 ~~The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include~~
- a) ~~the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;~~
 - b) ~~promotion of community projects;~~
 - c) ~~development of school and community health programs for citizens of all ages;~~
 - d) ~~the need for community services;~~
 - e) ~~the awareness of health related social issues such as organ donation, homelessness, underage drinking, and substance abuse.~~

Grade Ten

Students in grade ten demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Knowledge and Skills Essential Health Concepts

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. ~~Key concepts/skills include~~
- a) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.
 - b) Analyze the effects of active and sedentary lifestyles.
 - c) Evaluate the ~~effects~~ causal relationship ~~of~~ between tobacco, alcohol, inhalant, and other drug use; and chronic disease.
 - d) Identify behaviors that result in intentional and unintentional injury.
 - e) Identify regular screenings, tests, and other medical examinations and their role in reducing health risks.
 - f) Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - g) Research technologies used to assess, monitor, improve, and maintain health.
 - h) Analyze how health literacy and health-science skills prepare one to become a productive citizen.
 - i) Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.
 - j) Identify characteristics of healthy peer, family, and dating relationships.
 - k) Evaluate potentially harmful and abusive relationships, including dangerous dating situations.
 - l) Analyze the consequences of using acts of violence to settle disputes.
 - m) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.
 - n) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, ~~and/or~~ substance abuse, and violence, and their impact on the community.
 - o) List examples and describe the risks of ~~having online identity and~~ personal information accessible to others online.
 - p) Identify health and medical science career opportunities that promote personal, community, and global health and wellness.
 - q) Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for ~~job-specific tasks~~ work-place skills in a health career.
 - r) Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).
 - s) Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.

Healthy Decisions

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include
- a) Recognize the protective factors ~~empowering effect of being assertiveness;~~
 - b) the impact of involvement in school and community activities; Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.
 - c) Evaluate the value of exercising self-control;
 - d) the merits of goal setting; Explain the importance of emotional health and when to seek support for self and others.
 - e) Analyze the influence of emotions and peer approval on personal decision making;
 - f) Investigate the influence of the environment on the individual;
 - g) Identify family health habits and behaviors as they relate to promotion of health and wellness;
 - h) Calculate the importance of support and encouragement from positive role models.
 - i) Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life.
 - j) Compare physical activity, sleep, and personal hygiene practices with research-based guidelines.
 - k) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.
 - l) Explain the importance of medical screenings and access to health care throughout life.
 - m) Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.
 - n) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.
 - o) Explain risk factors for and the warning signs of ~~and influences that may lead to suicide and self-harming behaviors and warning signs.~~
 - p) Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.
 - q) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing ~~both chronic diseases, and intentional and unintentional injuries.~~
 - r) Explain the importance of emotional health, and identify when and where to seek support for self and others.
 - s) Explain the value of positive self-image, self-esteem, and ~~exercising self-control when faced with peer pressure.~~
 - t) Identify strategies for the peaceful resolution of conflicts.
 - u) Compare and contrast assertive and aggressive communication and ~~its~~ their effectiveness in conflict resolution.
 - v) Explain reasons why teens use or ~~do not use~~ avoid drugs or alcohol and how positive role models can influence that decision.
 - w) Describe how and where to access community resources ~~for related to organ donation, homelessness, underage drinking, and/or substance abuse that affects the community.~~
 - x) Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and ~~plays a major role in quality and length of life, and years of healthy life lived~~ and describe strategies for risk reduction.
 - y) Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns.

Advocacy and Health Promotion

- 10.3 The student will ~~advocate for personal health and well-being and promote health-enhancing behaviors for others~~ ~~implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life.~~ Key concepts/skills include
- a) Describe strategies to reduce and prevent violence;
 - b) Practice procedures for peaceful resolution of conflicts;
 - c) Practice administration of emergency care;
 - d) ~~recognition of tendencies toward~~ Explain risk factors and influences that may lead to self-harming behaviors.
 - e) Demonstrate effective negotiation skills for avoiding dangerous and risky ~~recognition of life-threatening situations;~~
 - f) Design crisis-management strategies;for natural disasters and emergency situations.
 - g) Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
 - h) ~~Describe~~~~recognition of~~ when to seek support for self and others, and role-play various help-seeking strategies.
 - i) Advocate for mental health resources in the school and community.
 - j) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
 - k) Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.
 - l) Plan health-promoting strategies for managing personal technology use.
 - m) Determine personal strategies for improving access to health care and medical services for different stages of life.
 - n) Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
 - o) Present strategies to address abusive peer, family, and dating relationships.
 - p) Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement.
 - q) Model effective communication skills for addressing peer pressure.
 - r) Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
 - s) Describe rules and laws intended to prevent intentional and unintentional injuries.
 - t) Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, ~~loud noise, sun~~ exposure to sun and ~~loud noise, drinking, texting while driving, or driving while drowsy driving~~).
 - u) Establish goals for improving environmental health.
 - v) Create an educational career plan to become a health professional.
 - w) Identify high school courses that lead to health and medical science industry certifications.
 - x) Identify and create a plan to address a community health-related social issue such as organ donation, homelessness, underage drinking, ~~and~~ or substance abuse.
 - y) Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.

Information Access and Use

- 10.4 The student will ~~synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life.~~ Key concepts/skills include
- a) ~~marketing and advertising techniques to promote health and wellness;~~

- ~~b) the use of current technological tools to analyze health products and services;~~
- ~~e) involvement of local, state, and federal agencies in health related issues;~~
- ~~d) the impact of technology on the health status of individuals, families, communities, and the world;~~
- ~~e) employment opportunities in health related careers and professions.~~

Community Health and Wellness

~~10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include~~

- ~~a) the benefits of volunteering;~~
- ~~b) the outcome of drinking and driving;~~
- ~~e) the consequences of using acts of violence to settle disputes;~~
- ~~d) the need for organized efforts to address community health and wellness issues;~~
- ~~e) the responsibilities of citizens to promote the health and wellness goals of the community;~~
- ~~f) the value of positive role models;~~
- ~~g) the negative influence of teenage drug and alcohol use on younger members of the community.~~

Physical Education Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

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Preface

The 2015 Physical Education Standards of Learning represent the Virginia Board of Education’s ongoing commitment to ensure rigorous, relevant physical education standards that reflect current disciplinary knowledge and research to prepare all students to be capable, responsible, and self-reliant citizens in a global society. Knowledge about human movement is fundamental to optimizing health and performance and preventing injury and illness. As the United States struggles to rein in its growing \$2.7 trillion healthcare bill, leading national public health, medical, and government organizations and agencies have called on schools to adopt more strategies to help children participate in high-quality physical education and physical activity to improve the public’s health and to prevent and control chronic diseases.

In an increasingly sedentary world, schools provide the best opportunity for a population-based approach to enhance the physical, mental, and social development of every child through learning and engaging in a variety of motor skills. In “Make a Difference at Your School,” Centers for Disease Control and Prevention (CDC) reviewed scientific evidence and included 10 school-based strategies to prevent obesity. One of the recommended strategies is implementation of a high-quality course of study in physical education as the cornerstone of a comprehensive approach to promoting physical activity through schools. This not only provides opportunities for students to be active during the school day, but also helps them develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.

The 2015 standards reflect a comprehensive approach to learning and more accurately describe the developmental nature of understanding human movement concepts and attainment of skills (Motor Skill Development). Student knowledge of anatomical structures and functions has been scaffolded to provide context for a holistic understanding of human movement in the proposed standards (Anatomical Basis of Movement). The inclusion of anatomy and physiology concepts extends health-education knowledge, helps students understand movement, and prepares students for biology and other courses related to health sciences. The topics of personal fitness planning and physically active lifestyles have been combined to reinforce and emphasize that a person cannot have personal fitness without a physically active lifestyle. The addition of the concept of energy balance is essential for understanding the need for caloric intake to support body functioning and caloric expenditure for optimal cognitive and physical performance and healthy weight. Understanding energy balance provides the foundational knowledge necessary to empower students to think critically about their nutrition and activity choices and changing needs throughout life. The CDC document lists “knowledge, attitudes, skills, behaviors, and confidence” as important for high-quality physical education programs, and these skills are reflected in the Social Development strand. The 2015 standards change the third strand from Responsible Behaviors to Social Development to shift the emphasis on compliant behaviors to a focus on the knowledge and skill sets that students need to communicate, collaborate with others, and to be contributing participants in the larger community.

INTRODUCTION

Physical education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Physical education and physical activity have short- and long-term influences on the physical, cognitive, and psychosocial health and development of children and adolescents. Physical education in schools provides all students access to standards-based instruction that promotes health literacy, and the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy life. Physical education areas of study include human anatomy, physiology, exercise science, and kinesiology needed to apply discipline-specific biomechanical concepts critical to the development of physically literate individuals; psychology and socio-cultural analysis of functional fitness and sport; and other health-related fields in kinesiology.

The *Physical Education Standards of Learning for Virginia Public Schools* identify the academic content for the essential concepts, processes, and skills for physical education in kindergarten through grade twelve. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education to help students understand the benefits of achieving and maintaining a physically active lifestyle and learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

Physical education is unique in that it focuses on learning about and learning through physical activity. It offers many opportunities for students to build positive interpersonal relationships, improve self-esteem, communicate effectively, set goals, apply strategies to enhance performance, exercise self-management skills, collaborate, and develop a sense of social responsibility. It also provides a meaningful foundation for further study in preparation for careers related to the health sciences, sport and exercise science, education, recreation and leisure industries, physical performance, coaching, and fitness and community health management.

The physical education standards are grouped into five overarching content strands: Skilled Movement/Motor Skill Development, Movement Principles and Concepts/Anatomical Basis of Movement, Personal Fitness/Fitness Planning, Responsible Behaviors/Social Development, and Physically Active Lifestyle/Energy Balance. The standards in each strand are sequenced to progress in complexity from grade level to grade level. Achieving the performance expectations from the previous grade level serves as the foundation for attaining the benchmarks at the next level. The standards are intended to provide students with the necessary knowledge, processes, and skills to become physically educated, physically fit, and responsible in their physical activity choices socially competent, and able to make healthy choices behaviors for a lifetime.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence and program that best serves their own students.

Goals and Descriptions/Strands

The purpose of physical education is to help develop physically-literate students – students who acquire the knowledge, processes, skills, and confidence needed to make healthy decisions and engage in meaningful physical activity both in the present and for a lifetime. The practice of leading a healthy and physically active lifestyle will bring about personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. As a result of physical education instruction, the student will be able to do the following:

- Acquire, apply, and evaluate movement concepts and strategies to respond confidently, competently, and creatively in a variety of physical activity settings.
- Access, evaluate, and synthesize health-related information to protect, enhance, and advocate for health, well-being, safety, and participation in physical activity across a lifespan.

- Enjoy and engage in regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, and environmental health practices and outcomes.

The content of the Standards of Learning for physical education is organized around the following five essential strands of health and physical development and application:

1. *Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.* (~~Skilled Movement~~**Motor Skill Development**)

This ~~goal~~strand focuses student learning on the development and demonstration of competence in motor skills and a variety of movement forms, increasing the likelihood of participation in physical activities. Students will have movement experiences that build competent and confident movers through acquisition, performance, and refinement of movement skills in a variety of developmental, tactical, and cooperative activities. Movement competence is defined as the development of sufficient skill and ability to ~~assure~~ensure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. *Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement ~~principles and concepts~~ to learning and developing motor skills and specialized movement forms.* (~~Movement Principles and Concepts~~**Anatomical Basis of Movement**)

This ~~goal~~strand focuses student learning on understanding basic anatomy and physiology ~~and along with using~~ movement concepts and principles, to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, and biomechanics/kinesiology, ~~sport psychology, and sport sociology.~~ Active learning experiences will connect the anatomical content with activities being performed. Elementary students establish a ~~movement~~ basic musculoskeletal vocabulary and use simple concepts as they develop their movements. Middle school students learn and apply more complex concepts of human movement. High school students develop a working knowledge of ~~a variety of~~ human anatomy and physiology concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

3. *Achieve and maintain a health-enhancing level of personal fitness.* (~~Personal Fitness~~**Planning**)

This ~~goal~~strand focuses student learning on ~~the achievement of a~~ understanding the relationship between a health-enhancing level of physical fitness and the prevention of chronic disease. The intent is for students to explain the importance of fitness and active lifestyles, to be able to evaluate personal fitness levels, and to create an appropriate fitness plan with goals, activities, and timelines that will maintain and improve their levels of physical fitness. Recommended criterion-referenced wellness testing includes Progressive Aerobic Cardiovascular Endurance Run (PACER), cadence push-ups, cadence curl-ups, back-saver sit and reach, and trunk lift. Elementary students become aware of health-related fitness components (aerobic capacity, muscular strength and endurance, flexibility, and body composition), while and engaging in a variety of physical activities, and develop a basic fitness plan. Middle school students continue to learn about the components of fitness: how they are developed and improved, how they interrelate, and how they contribute to overall fitness to develop and implement a personal fitness plan. High school students plan, implement, evaluate, and modify a

personal, goal-driven fitness plan that enables them to achieve and maintain the level of fitness needed to meet their personal goals for various work-related, sport, and leisure activities.

4. *Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors) Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. (Social Development)*

~~This goalstrand directs students toward responsible~~ focuses student learning on the skills and behaviors that lead to personal and group success in physical activity, both in school and settings outside of school. Students will explain and apply skills for communication, cooperation, conflict resolution, goal setting and attainment, critical and creative thinking, resilience, and self-directed learning. Students will explain and demonstrate the importance of and ability to be safe in a variety of activities. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize respect similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behaviors of others in physical activity settings inside and outside of school.

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle) Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. (Energy Balance)*

~~The intent of this goal is for students to lead a physically active lifestyle, both in and outside of school. This goal connects what is taught in school with students' choices for physical activity outside of school. Elementary, middle, and high school students will identify and pursue various out-of-school opportunities to participate in regular physical activity at home, in their neighborhoods, and in their communities. Students will recognize physical inactivity as a primary risk factor for many chronic health conditions, and identify the many physical, social, and mental benefits associated with a physically active lifestyle that will enhance workplace skills and quality of life.~~

This goalstrand focuses student learning on energy balance (nutrition and fitness concepts – functional fitness) and explains the importance of energy balance for physical health and chronic disease prevention. This includes physical activity guidelines, types of physical activity needed for energy balance, importance of physical activity, health-related components of fitness, nutrition guidelines, meal planning, screen time, and sleep. Elementary students understand the basic nutrition and fitness concepts of energy balance. The middle school student will extend learning of energy balance to include nutrition, fitness concepts, physical activity, health-related components of fitness, nutrition guidelines, meal planning, screen time, and sleep and will explain the connection to personal health and fitness. The high school student will explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease for the present and into the adult years.

The combination of these five ~~goalsstrands~~ leads students toward being able to lead an active, healthy lifestyle skillfully, knowledgeably, responsibly, and vigorously.

Safety

Safety must be given the highest priority in implementing the K-12 instructional program for physical education. A safe learning environment is essential to a successful program. Indoor and outdoor

equipment and facilities should be inspected on a regular basis, and teachers should be prepared for any potential emergency. Correct and safe techniques, as well as wise selection of activities, resources, materials, and learning experiences appropriate to age levels, must be carefully considered for every instructional activity. Safe physical education learning environments require thorough planning, careful management, and constant monitoring of student behaviors and activities. Class enrollment should not exceed the designated capacity for the activity or classroom space.

While no comprehensive list exists to cover all situations, the following should be considered to minimize potential safety problems.

- Appropriate supervision should be provided at all times.
- Rules and routines should be established to ensure the safety of each student.
- All students should wear footwear that is supportive, secured to the foot, and that provides good traction.
- There should be obstacle-free space and buffer zones between courts/playing areas and/or teaching stations.
- Walls behind all baskets in a gymnasium should have matting affixed to them.
- Field space should be routinely inspected for obstacles and safety hazards, and any found should be reported immediately for repair or removal.
- Courts should be swept regularly and kept free of dirt and dust.
- Appropriate safety equipment should be worn during instruction, practice, and activity (e.g., shin guards, goggles).
- Adequate space should be provided for activity and number of participants.
- Equipment should be age-appropriate and modified equipment should be used when appropriate.
- Equipment should be inspected prior to each class session, or at least daily, depending on use.
- Unused equipment should be removed from playing areas.
- Students should engage in proper warm-ups and cool-downs.
- First-aid supplies, emergency contact information, and injury control protocols should be readily accessible.

Kindergarten

~~Students in kindergarten participate in a variety of movement experiences to develop~~ fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, students begin to learn key movement concepts that help them perform in a variety of educational games, dances, and gymnastics. They learn how their bodies react to vigorous physical activity. Students learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle.

Skilled Movement-Motor Skill Development

- K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- ~~the locomotor skills of~~ and differentiate between walking, running, hopping, galloping, and jumping ~~and landing.~~
 - ~~the non-locomotor movements of~~ bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing on one foot.
 - ~~a approaching-mature form (at least minimum of two critical elements;)~~ which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for (e.g., tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand.
 - a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking.
 - moving to a beat and to rhythmic patterns, using basic locomotor and non-locomotor rhythmic patterns.
 - moving forward, sideways, and in side-to-side directions.
 - moving at low, medium, and high levels.
 - traveling in straight, curving, and zigzagging pathways.
 - fast, slow, and moderate speeds.
 - jumping over a stationary rope and a self-turn single jump.
 - one roll (narrow or curled).

Movement Principles and Concepts Anatomical Basis of Movement

- K.2 The student will identify basic structures of the body and basic spatial awareness concepts demonstrate use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills.
- ~~Identify~~ Explain that the body has muscles and bones that help the body move.
 - Identify that the heart as a special muscle that helps the body move.
 - ~~Identify~~ Explain that moving faster makes the heart beat faster.
 - Demonstrate the concept of personal space.

Personal-Fitness Planning

- K.3 The student will identify basic fitness concepts participate for short periods of time in moderate to vigorous physical activities that cause an increase in heart rate, breathing rate, and body temperature.

- a) ~~Identify~~ Explain that physical activity helps the body grow.
- b) Identify activities that can be done at home to keep the body healthy.
- c) Identify physical activities that are done with family and with friends for fun.

~~Responsible Behaviors~~ Social Development

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- a) ~~Demonstrate good listening skills when learning procedures and receiving instructions.~~
 - a) Demonstrate ability to share and be cooperative and safe play with others.
 - b) Demonstrate an understanding of general and personal space.
 - c) Identify three classroom (procedural) rules.

~~Physically Active Lifestyle~~ Energy Balance

- K.5 The student will ~~identify basic concepts of energy balance~~ participate in regular physical activity.
- a) ~~Identify~~ Explain that food provides energy for movement.
 - b) Identify one fruit and one vegetable.
 - c) ~~Identify~~ Explain that fruits and vegetables help the body keep moving.
- K.6 ~~The student will explain why physical activity is good for health.~~

Grade One

Students in grade one ~~begin to~~ refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational games, dance and gymnastics. They continue to develop an understanding of key concepts and anatomical basis of movement principles and link these concepts and principles to their movement. Students explore and experiment with a range of movement experiences in a variety of environmental contexts, with the goal of becoming confident and competent movers. Students relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and wellness. They further their understanding of the importance of physical activity and energy balance (nutrition) in their lives. As students increase their understanding of movement, they gain a deeper understanding of how the body moves. Students continue to develop socially as they work safely alone and in groups. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

~~Skilled Movement~~Motor Skill Development

- 1.1 The student will demonstrate approaching mature form and the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- a) Demonstrate critical elements used ~~in the locomotor skills of walking, running, hopping, jumping and landing,~~ and distinguish between galloping, leaping, skipping, and sliding.
 - b) Demonstrate ~~critical elements used in non locomotor skills of~~ twisting, curling, bending, stretching, and balancing on different body parts (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
 - c) Demonstrate approaching mature forms (at least a ~~minimum~~ of two critical elements) for use in manipulative skills ~~performed alone~~ (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, and striking stationary object with hand or with short-handled implement equipment, throwing underhand, and volleying object upward with various body parts).
 - d) Demonstrate at least two critical elements for the manipulative skills of catching, throwing underhand, striking, dribbling, and kicking, while moving.
 - e) Demonstrate simple educational gymnastic ~~skills sequences that contain a~~ to include variety of balancing at different levels, two different rolls (narrow or curled), moving in two different directions, and transfer of weight, and flight.
 - f) Demonstrate moving to a beat or rhythmic pattern by keeping time to a simple beat, using a variety of locomotor and non locomotor skills. in personal (self-space) and general space.
 - g) Perform a teacher-led dance.
 - h) Demonstrate forward, sideways, backwards (slow), and side-to-side directions.
 - i) Demonstrate low, medium, and high levels.
 - j) Demonstrate straight, ~~curveing,~~ and zigzaging pathways.
 - k) Demonstrate fast, slow, and moderate speed movements.
 - l) Demonstrate consecutive jumps (more than one) with a self-turn rope.
 - m) Demonstrate consecutive jumps ~~(more than one)~~ with a long rope (student-turn).

~~Movement Principles and Concepts~~Anatomical Basis of Movement

- 1.2 The student will identify basic anatomical structures and basic spatial awareness concepts demonstrate improvement in locomotor, non locomotor, and manipulative skills while applying the movement concepts.
- a) ~~Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills. Identify where the brain is located.~~

- b) ~~Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.~~
Identify Explain that muscles attach to bones to help the body move.
- c) ~~Demonstrate force, levels, and direction when performing manipulative skills.~~ Describe how the heart and lungs work together to keep the body moving.
- d) Explain that the heart is a muscle that grows stronger with movement.
- e) Demonstrate appropriate use of personal and general space.

Personal-Fitness Planning

- 1.3 ~~The student will participate regularly in moderate to vigorous physical activities that cause increased heart and breathing rates.~~
- 1.43 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.
 - a) Identify activities to do at home to help the body move and grow.
 - b) Identify one activity that increases heart and breathing rates to make the heart stronger.
 - c) Describe and demonstrate activity at two or more intensity levels.

Responsible BehaviorsSocial Development

- 1.54 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
 - a) ~~Work cooperatively, and demonstrate safe equipment use with peers for short periods of time.~~
 - b) ~~Incorporate~~ Demonstrate safety rules for activity learned in physical education.
 - c) Demonstrate safe use of space.
 - d) Identify classroom (procedural) rules.

Physically Active LifestyleEnergy Balance

- 1.65 The student will identify basic nutrition concepts of energy balance ~~participate regularly in physical activities that require physical exertion and skill.~~
 - a) Name the ~~(USDA)~~ food groups as identified by the U.S. Department of Agriculture (USDA).
 - b) Name one food from each (USDA) food group.
 - c) ~~Identify~~ Explain that the body needs water.
 - d) ~~Identify~~ Explain that physical activity uses energy from foods.

Grade Two

Students in ~~second-grade~~ two focus on mature patterns, not on traditional games, while participating in a variety of movement experiences to develop fundamental motor skills and begin their progression toward locomotor skill patterns. They vary movement patterns and begin to combine skills in educational game, dance, and gymnastic activities. Students p~~Progress is apparent~~ Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including ~~understanding~~ understanding movement concepts, major muscles and bones, health-related fitness concepts, energy balance concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and begin to build skills to meet movement challenges ~~are capable of resolving conflicts.~~ They participate in physical activities at school and identify opportunities to participate in regular physical activity outside of school.

Skilled Movement-Motor Skill Development

- 2.1 The student will ~~continue to~~ demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- Demonstrate individually and with a partner the mature forms of manipulative skills of for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling.
 - Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight.
 - Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.
 - Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.
 - Demonstrate and differentiate between jogging and running.
 - Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control.
 - Demonstrate mature form for jumping forward with self-turn rope and jumping with long rope (student turn).
 - Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope.

Movement Principles and Concepts-Anatomical Basis of Movement

- 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving ~~apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.~~
- Identify/Describe ~~Use~~ the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
 - Use/Explain the importance ~~the concepts~~ of spatial awareness (personal and general space) (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.
 - Identify/Explain ~~that~~ the brain sends a message to the body to move.
 - Identify major muscles to include quadriceps, biceps, abdominals, and heart.
 - Explain that muscles tense to keep the body in a balanced position.
 - Identify major bones to include skull, ribs, and spine.
 - Identify the major structures of the cardiorespiratory system (heart and lungs).

Personal-Fitness Planning

- 2.3 The student will ~~identify~~ describe the components of fitness and ~~participate in~~ identify physical activities that promote aerobic capacity, muscular strength, endurance, and flexibility, and body composition.
- a) ~~Identify that physical fitness is the ability to work and play with energy to spare.~~
 - b) ~~Name and locate the large muscle groups.~~
 - e) ~~Demonstrate activities that utilize specific muscle groups.~~
 - a) Describe muscular strength as important ~~to~~ in lifting /moving heavy objects.
 - b) Describe muscular endurance as important ~~to~~ in moving throughout the day.
 - c) Describe flexibility as important ~~to~~ in moving in many directions.
 - d) Describe cardiorespiratory endurance as important for maintaining a healthy heart.
 - e) Describe body composition as the components that make up a person's body weight (percentages of fat, bone, water, and muscle in the human body).
 - f) Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
 - g) Identify opportunities to participate in regular physical activity outside of school.

Responsible Behaviors Social Development

- 2.4 The student will ~~identify and apply~~ exhibit, in physical activity settings, cooperative, respectful, and safe behaviors in physical activity settings.
- a) Identify one activity that is enjoyed and done outside of physical education class.
 - b) Identify one activity that is challenging and one way to improve the activity.
 - c) Demonstrate cooperative skills to include taking turns and sharing equipment.
 - d) Demonstrate safe participation individually and with others.
 - e) Identify two class safety rules.

Physically Active Lifestyle Energy Balance

- 2.5 The student will describe the energy intake components of energy balance and physical health and development~~identify opportunities to participate in regular physical activity outside of school.~~
- a) ~~Identify~~ Explain that dairy is important for bone growth.
 - b) Identify examples of healthy snacks.
 - c) Identify different hydration choices.
 - d) Explain that choosing nutritious foods and being physically active ~~is part~~ are components of being healthy.

Grade Three

Skill development remains a central focus for students in grade three as they begin to accept feedback from and provide appropriate feedback to others. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities to become confident and competent movers. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to energy balance and health benefits. Students continue to build knowledge of body structures and systems. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among ~~members of~~ their classmates.

Skilled Movement-Motor Skill Development

- 3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
- Demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).
 - Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner). Demonstrate a self-turn rope sequence of four different jumps.
 - Demonstrate simple dances in various formations, moving to a rhythm (e.g., perform, develop and refine a creative educational dance sequence)
 - Refine individual gymnastics skills, and perform Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
 - Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow.

Movement Principles and Concepts-Anatomical Basis of Movement

- 3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles apply movement principles in increasingly complex movement activities.
- Apply the concept of relationships open space while moving in space and using non-locomotor and manipulative skills.
 - Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner). Identify major muscles, to include hamstrings and triceps.
 - Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels.
 - Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna.
 - Name one activity and the muscles and bones that help the body perform the activity.

Personal-Fitness Planning

- 3.3 The student will describe the components and measures of health-related fitness, engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).
- Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).

- b) Identify one measure for each component of health-related fitness.
- c) Demonstrate one activity for each component of health-related fitness.
- d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA).

Responsible Behaviors/Social Development

- 3.4 The student will demonstrate an understanding of the purposes for rules, procedures, ~~etiquette~~, and respectful behaviors, while in various physical activity settings.
- a) ~~Demonstrate independence and good use of time while engaging in physical activity.~~ Explain the importance of rules for activities.
 - b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings.
 - c) Describe the importance of cooperating, and work cooperatively with peers to achieve a goal.
 - d) Implement teacher feedback to improve performance.
 - e) Provide appropriate feedback to a classmate.
 - f) Describe one group physical activity to participate in for enjoyment~~with others.~~

Physically Active Lifestyle/Energy Balance

- 3.5 The student will describe energy balance ~~identify and participate regularly in physical activities to improve skills and personal health.~~
- a) ~~Select and participate in physical activities during unscheduled times at home, at school, or in the community.~~
 - b) ~~Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.~~
 - a) ~~Describe~~ Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).
 - b) Identify one food per group to create a healthy meal that meets USDA guidelines.
 - c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula 1 ounce of water per 2 pounds of body weight.
 - d) Identify the macronutrients (fat, protein, carbohydrates).
 - e) Identify foods that are healthy sources of each macronutrient.

Grade Four

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles and knowledge of anatomical structures in individual movement performances, and tactical strategies in ~~simple partner~~ modified activities. Fitness assessment is appropriate at this grade level, and students ~~make interpretations of~~ the results of their assessments and set personal goals based on the results. Students exhibit ~~responsible behaviors and~~ appropriate etiquette, integrity, and conflict-resolution skills, and they apply proper rules and procedures.

Skilled Movement-Motor Skill Development

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.
- ~~Demonstrate proficiency~~ mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, ~~(e.g., to include overhand throw and catch with to a partner while moving, he/she runs to catch, overhand throw to a target for distance, dribbleing and passing soccer ball with varying speed while moving, dribbleing with non-dominant/non-preferred hand walking and dominant/preferred hand at various speeds, basketball to a moving receiver, catching thrown objects, continuously strikeing a ball against a backboard or wall with an implement)~~ with short-handled and long-handled implement, and underhand volley/strike.
 - ~~Create and Demonstrate moving to a rhythm (e.g., perform a variety of educational partner dance sequence dances with different international and regional American formations; create educational~~ with an apparent beginning, middle, and end, that integrates combining shapes, levels, pathways, and locomotor patterns).
 - ~~Create and Pperform a smooth flowing~~ continuous educational gymnastic sequences that combines four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.
 - Demonstrate the use of pacing, speed, and endurance in a variety of activities.
 - Demonstrate the ability to self-pace in a cardiovascular endurance activity.
 - Provide appropriate feedback to a peer to improve performance.
 - Create and perform a jump-rope routine (self-turn or long rope).

Movement Principles and Concepts-Anatomical Basis of Movement

- 4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns ~~understand and apply movement concepts and principles in complex motor skills.~~
- ~~Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).~~
 - ~~Apply movement principles and concepts to basic game strategies.~~
 - ~~Use movement principles to improve personal performance and provide feedback to others.~~
 - ~~Use feedback, including available technology, to improve performance.~~
 - Identify and describe the major components of the cardiorespiratory system to include heart, lungs, and blood vessels.
 - Identify major muscle groups to include deltoid and gluteal.
 - Identify major components of the skeletal system to include sternum, vertebrae, patella, and phalange.
 - Locate radial and/or carotid pulse.

- e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.
- f) Identify the concept of closing space during movement sequences.

Personal Fitness Planning

- 4.3 The student will apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels ~~correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.~~
- a) Identify Describe the components of health-related fitness and list associated measurements (e.g., cardiorespiratory endurance/aerobic capacity, muscular strength and endurance, flexibility, body composition).
 - b) Apply Analyze baseline data from a standardized health-related criterion-referenced test (Virginia wellness-related criterion-referenced fitness standards, CDC guidelines) health-related fitness assessment to determine personal fitness goals.
 - c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals. Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level.
 - d) Identify activities that can be done at school and activities that can be done at home to meet fitness goals.
 - e) Analyze post-fitness testing results, and reflect on goal progress/attainment.

Responsible Behaviors-Social Development

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
- a) Identify a group goal and the strategies needed for successful completion while ~~W~~working productively and respectfully with others ~~in achieving a common group goal.~~
 - b) ~~Work toward~~ Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements.
 - c) Define etiquette and demonstrate appropriate etiquette and application of rules and procedures.
 - d) ~~Identify the contributions various cultures have made to sport, dance, and recreational pursuits.~~ Define integrity and describe the importance of integrity in a physical activity setting.

Physically Active Lifestyle-Energy Balance

- 4.5 The student will explain the nutrition and activity components of energy balance ~~identify opportunities to participate in regular physical activity at school, at home, and in the community.~~
- a) Identify the number of calories per gram of fat (9), protein (4), and carbohydrates (4).
 - b) Explain the uses of salt and sugar and the harm of excessive salt and sugar intake.
 - c) ~~Identify~~ Describe how the body uses each macronutrient (fat, protein, carbohydrates).
 - d) Calculate the calories per gram of macronutrients for a variety of foods.
 - e) Explain the importance of hydration.
 - f) Compare different hydration choices.
 - g) Explain the role of moderate to vigorous physical activity (MVPA) for energy balance.

Grade Five

Students in ~~fourth~~-grade five apply movement principles and concepts and knowledge of anatomical structures and functions to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in ~~games~~ modified physical activities, dances, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to plan and improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

~~Skilled Movement~~Motor Skill Development

- 5.1 The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principles ~~proficiency in movement skills and skill combinations in complex movement activities.~~
- Demonstrate mature form proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand and underhand throw and catch, execution to a target, hand dribble, foot dribble, consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving.
 - Create and perform an educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.
 - Create and perform individual or group different types of rhythm/dance sequences including American and international dances and a jump-rope routine (self-turn or long rope).
 - Demonstrate use of space in a variety of activities.
 - Demonstrate use of accuracy in a variety of activities.
 - Demonstrate use of force in a variety of activities.
 - Apply concepts of direction and force to strike an object with purpose and accuracy.

~~Movement Principles and Concepts~~Anatomical Basis of Movement

- 5.2 The student will apply anatomical knowledge and movement strategies ~~understand and apply movement principles and concepts in complex movement activities.~~
- Apply principles of accuracy, force, and follow through when projecting objects.
 - Identify and demonstrate basic small group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
 - Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
 - Use feedback, including available technology, to improve performance.
- Identify components of major body systems to include cardiorespiratory, vascular, muscular, and skeletal.
 - Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements such as a ball strike, overhand throw, or volley.
 - Describe concepts of direction and force used to strike an object with purpose and accuracy.

Personal Fitness Planning

- ~~5.3 The student will describe short and long term benefits of engaging in regular physical activity.~~
- 5.43 The student will use personal fitness assessment data to enhance understanding of physical fitness.
- Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).

- b) Compare and analyze fitness data to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines) to assess levels of personal fitness and identify strengths and weaknesses describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).
- c) Create a basic personal fitness plan for at least one health-related component of fitness to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment.
- d) ~~Define~~ Explain the FITT (frequency, intensity, time, and type) principle.
- e) Calculate resting heart rate and calculate heart rate during a variety of activities.
- f) Explain the relationship between heart rate and cardiorespiratory fitness.

Responsible Behaviors Social Development

- 5.55.4 ~~The student will participate in establishing and maintaining a safe environment for learning~~ physical activities.
- a) ~~Work independently and with others to improve learning during physical activity.~~
 - b) ~~Display appropriate cooperative and competitive behaviors.~~
 - a) Create and implement rules and consequences for one or more activities.
 - b) Create and implement safety rules for at least one activity.
 - c) Create and implement etiquette for one activity.
 - d) Explain the importance of inclusion in physical activity settings.
 - e) Describe and demonstrate respectful behavior in physical activity settings.

Physically Active Lifestyle Energy Balance

- 5.6 ~~5.5~~ The student will identify and explain the nutrition component and activity guidelines for energy balance participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).
- a) Explain RDA (Recommended Dietary Allowance).
 - b) Explain that there are different RDA recommendations for children, teens, and adults.
 - c) Explain the effect of portion size on RDA.
 - d) Explain the purpose of vitamins and minerals.
 - e) Evaluate components of food labels for a variety of foods, to include macronutrients, RDA, and portion size.
 - f) ~~Identify~~ Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) every day.

Grade Six

Students in grade six ~~apply combine~~ fundamental skills ~~and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills.~~ ~~into more complex movement forms in modified game, dance, and recreational activities.~~ Cooperative and competitive small-group games are appropriate ~~as well as outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and sports (net/wall, striking/fielding, and goal/target), with an emphasis being~~ on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. ~~Students in grade six will explain the connection between energy balance and nutrition guidelines, meal planning, and heart rate.~~ Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

Skilled Movement-Motor Skill Development

- 6.1 The student will demonstrate and apply mature movement forms in a variety of activities ~~and identify the six components of skill-related fitness competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.~~
- ~~Combine and apply mature~~ locomotor and manipulative skills into specialized sequences ~~to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting a ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.~~
 - ~~Demonstrate~~ Create and perform ~~incorporating~~ movement sequences into a rhythmic or dance activity.
 - ~~Demonstrate skill in a variety of individual and team activities representative of different countries.~~ Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).
 - Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.

Movement Principles and Concepts-Anatomical Basis of Movement

- 6.2 The student will apply ~~both~~ movement principles and concepts ~~and apply knowledge of anatomical structures to movement-skill performance.~~
- Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.
 - ~~Use feedback, including available technology, to improve skill performance.~~ Apply knowledge of the skeletal system to identify types of joints and associated bones, to include ball-and-socket joint, pivot joint, hinge joint.
 - ~~Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).~~ Apply knowledge of anatomy and joint types to accurately describe a variety of specific movements such as throwing/catching, striking, volleying, and dribbling.
 - ~~Understand and apply~~ Describe basic offensive and defensive ~~tactics~~ strategies in noncomplex, modified, and small-sided activities (e.g., partner or small-group cooperative or competitive activities).

Personal Fitness Planning

- 6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making use personal fitness tools and data to improve or maintain physical fitness.
- a) Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to complete a self-assessment and develop goals for improvement in at least two fitness components.
 - b) Describe and apply the components of the FITT basic principles of training (e.g., FITT {frequency, intensity, time, type}, overload, progression) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility.
 - c) Define and calculate resting heart rate (RHR) and describe its relationship to aerobic fitness.
 - d) Describe how being physically active leads to a healthy body.
 - e) Interpret fitness data comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines).
 - f) Develop a personal fitness plan using baseline data to address one or more components of health-related fitness to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school.
 - g) Reassess health-related fitness components and reflect on personal fitness goals at least twice during the school year.
 - h) Describe rate of perceived exertion and identify associated activity levels.

Responsible Behaviors Social Development

- 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.
- a) ~~Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.~~
 - a) List and demonstrate Solve problems-solving skills, accept challenges, resolve conflicts resolution skills, and accept decisions-making with reason and skills.
 - b) ~~Follow Compare and critique rules, and safety procedures, and etiquette for two different physical activities.~~
 - c) Use practice time to improve performance. Reflect on completion of an improvement plan for a personally challenging skill or activity.
 - d) Describe the benefits of competitive and non-competitive physical activities.
 - e) Demonstrate integrity and apply rules/etiquette for a team-building activity.
 - f) Create and implement strategies to include others and promote safe participation in physical activities.

Physically Active Lifestyle Energy Balance

- 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity identify and seek opportunities to participate in regular physical activity at school, at home, and in the community.
- a) Create a one-day meal and snack plan based on Recommended Dietary Allowances (RDA), portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.
 - b) Describe the relationship between resting heart rate and exercise intensity.
 - c) Explain the impact of physical activity guidelines on energy expenditure.

Grade Seven

~~Students in grade seven, students~~ continue to develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They vary movement during dynamic and ~~changing unpredictable~~ game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. ~~They create plans for improving personal fitness.~~ Students continue to develop responsible personal and social skills and cooperative behaviors by demonstrating ~~decision-making problem solving skills~~, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others. ~~Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.~~

Skilled Movement~~Motor Skill Development~~

- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.
- ~~Use~~ Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
 - ~~Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).~~ Demonstrate offensive strategies and tactics to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage.
 - Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
 - ~~Create and~~ Demonstrate movements appropriate to a variety of rhythm patterns moving to a rhythm in selected folk, social, world, country, square, contemporary, and line dances.
 - Describe and demonstrate how movement is stabilized to include balance (center of gravity and center of support) and planes of movement.
 - Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity.

Movement Principles and Concepts~~Anatomical Basis of Movement~~

- 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.
- ~~Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).~~ Identify the “core muscles,” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.
 - Apply biomechanical principles (e.g., center of gravity, base of support, ~~trajectory~~) to understand and perform skillful movements.
 - ~~Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.~~ Describe the planes of motion in which movement occurs to include sagittal plane, frontal plane, and transverse plane.
 - Analyze skill patterns and movement performance of self and partner others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements.

- e) ~~Identify similarities in movements across different physical activities (e.g., overhand throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).~~

Personal Fitness Planning

- 7.3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.
- a) Identify safe practices for improving physical fitness.
 - b) Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, strategies action plan that incorporates the FITT (frequency, intensity, time, and type) principle, and timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, mid-year and end-of-year assessments, and reflection on progress for improving at least three self-selected components of health-related fitness.
 - c) Use a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.
 - d) Analyze the relationships among physical activity, caloric intake, and body composition.
 - e) ~~Demonstrate correct form when performing physical fitness activities. Compare and contrast aerobic and anaerobic capacity and muscle strength and endurance.~~
 - f) Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity.

Responsible BehaviorsSocial Development

- 7.4 The student will demonstrate and apply skills to work independently and with others in ~~cooperative and competitive~~ physical activity settings.
- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
 - b) Create guidelines and demonstrate how to solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner activity settings.
 - c) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others to improve the learning and when participating in physical activity environment.
 - d) Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.
 - e) Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills.
 - f) Identify positive mental and emotional aspects of participating in a variety of physical activities.
 - g) Describe how participation in physical activities creates enjoyment.
 - h) Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.

Physically Active LifestyleEnergy Balance

- 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance select and participate in physical activity to produce health related benefits.
- a) ~~Select and set goals, and participate at school and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.~~
 - b) ~~Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.~~

- a) Describe a Rate of Perceived Exertion (RPE) scale.
- b) Explain the connection between an RPE ~~rate of perceived exertion~~ scale and heart rate, and the body's response to physical activity.
- c) Define and describe the anaerobic and aerobic energy systems.
- d) Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.
- e) Create a snack plan including foods and beverages consumed before, during, and after a self-selected vigorous physical activity addressing nutrition needs for each phase and explaining the impact on and relationship to RDA, portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.
- f) Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.
- g) Explain the ~~impact and~~ importance of sleep for energy balance.
- h) Explain energy balance and how it leads to a healthy body.

Grade Eight

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. The grade-eight student applies knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They will demonstrate mature socially responsible behavior responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

Skilled Movement/Motor Skill Development

- 8.1 The student will apply and demonstrate movement concepts and skills demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
- Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.
 - Create a rhythmic movement sequence to music as an individual or in a group.
 - Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities.
 - Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy.
 - Demonstrate balance (center of support and center of gravity) in a variety of activities.
 - Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.
 - Demonstrate use of technology tools to analyze and improve performance.
 - Describe how movement is created in activities that involve agility, power, coordination, reaction time, speed, force, motion, rotation, and energy.
 - Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement.
 - Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others.
- 8.2 ~~The student will perform skills in several game/sport, dance, and recreational activities.~~
- ~~Use skill combinations competently in specialized versions of individual, dual, and team activities.~~
 - ~~Demonstrate skill in recreational pursuits (e.g., in line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).~~
 - ~~Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).~~

Movement Principles and Concepts**Anatomical Basis of Movement**

- 8.32 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact and respond to physical activity and movement to specific sport, dance, and recreational skill performance.
- Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands. Explain how body systems interact with one another during physical activity.
 - Apply Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
 - Understand and use basic Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively while playing specialized games/sports.
 - Analyze skill patterns performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner.
 - Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance. Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others.
 - Describe effects of exercise/activity on physical movement, body systems, and brain development.
 - Describe how muscles move bones to create paired movement by relaxing and contracting.
 - Identify types of joints and associated movements to include ball and socket (flexion/extension), pivot (rotation of one bone around another), and hinge (flexion/extension).
 - Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction.

Personal Fitness Planning

- 8.43 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.
- Self-assess level of physical activity and personal fitness on all components of health-related fitness, including body composition, and develop a plan, including SMART (specific, measurable, attainable, realistic, timely) goals, and action-plan strategies that include documentation of activities, mid-year and end-of-year assessments, reflection on progress, and timeline for maintenance or improvement.
 - Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement. Define and describe specificity, overload, and progression in relation to improving personal fitness.
 - Demonstrate Use a variety of resources, including available of technology tools to assess, monitor/record, and improve personal fitness.
 - Demonstrate the ability to calculate resting and target heart rate. Create and implement an activity plan to meet physical activity guidelines of 60 minutes a day that includes warm-up, cool down, and appropriate intensity levels.
 - Monitor heart rate before, during, and after moderate to vigorous physical activity (MVPA).

Responsible Behaviors**Social Development**

- 8.54 The student will describe and apply a variety of social and safety skills to achieve individual and group goals work independently and with others in cooperative and competitive in a variety of physical activity settings.
- Exhibit fair play and act responsibly in physical activity settings. Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury

- prevention, proper alignment, hydration, use of equipment, implementation of rules, and sun protection).
- b) Identify positive and negative effects of peer influence. Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.
- c) Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance for the unique characteristics, diverse backgrounds, and varying abilities of peers.
- d) Demonstrate basic movements used in stress-reducing activities (e.g., yoga, Pilates, and tai chi).
- e) Apply communication skills and strategies that promote team/group dynamics.
- f) Describe and demonstrate conflict-resolution skills.
- g) Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings.
- h) Analyze and compare social and emotional benefits of participation in a variety of activities.
- i) Identify opportunities for social interaction through physical activity in the community.

Physically Active LifestyleEnergy Balance

- 8.6 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.
- a) Participate regularly in health-enhancing and personally rewarding physical activities during unscheduled times.
 - b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.
 - a) Describe the relationship between poor caloric intake and health risk factors.
 - b) Explain the role of energy balance in weight management and body composition.
 - c) Describe types of body-composition measures and demonstrate appropriate use of one measure.
 - d) Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure.
 - e) Describe how an RPE scale can be used to adjust workout intensity during physical activity.
 - f) Describe the body's physiological responses to warm-ups and cool downs.
 - g) Identify activities that use the anaerobic and aerobic energy systems.
 - h) Create a one-week meal plan, including snacks and physical activity, based on Recommended Dietary Allowances (RDA), portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.

Grade Nine

~~Students in grade nine, students~~ complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. This may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target). ~~They~~ Students demonstrate the ability to use basic skills, strategies, and tactics in a variety of lifetime physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. Students will explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. They self-assess their skill performance and develop a personal physical activity program aimed at improving ~~it~~ motor skills, movement patterns, and strategies essential to performing a variety of physical activities. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence ~~of others~~ in making choices, respecting ~~all~~ others, avoiding conflict, ~~but are able to~~ resolving conflicts ~~it~~ appropriately, and using elements of fair play and ethical behavior in physical activity settings. Students demonstrate the knowledge, skills, and abilities required to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

~~Skilled Movement~~Motor Skill Development

- 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles ~~demonstrate competence~~ in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)) at least two self-selected, lifelong, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.
- Demonstrate proficiency and refinement ~~Apply competencies~~ in all locomotor, non-locomotor, and manipulative skills through appropriate ~~game/sport, dance, and recreational~~ activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target)).
 - Design, implement, evaluate, and modify a practice plan for ~~at least two~~ a self-selected skill, lifelong, skill-related physical activities. Key concepts include the motor learning process of analysis of performance; application of principles of movement and training; and focus on goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.
 - Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.
 - Apply physiological principles of warm-up, cool down, overload, specificity, and progression.
 - Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.
 - Demonstrate competency in one or more specialized skills in health-related fitness activities.

~~Movement Principles and Concepts~~Anatomical Basis of Movement

- 9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement ~~apply movement principles and concepts to specific sport, dance, and recreational skill performance.~~
- Explain and apply selected scientific principles, (e.g., to include physiological [(warm-up, cool down, overload, specificity, and progression)], and biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
 - Use movement principles and concepts to improve the movement performance of self and others. Analyze and evaluate proficient and efficient movement in relation to how movement is

directed, to include the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion), extension, and planes of movement.

- c) Apply the concepts and principles of the body's metabolic response to short and long-term physical activity.
- d) Explain the body's response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).
- e) Explain the anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration systems used for energy during activity.
- f) Analyze movement performance, and utilize feedback to learn or to improve the movement skills of self and others.

Personal-Fitness Planning

- 9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
- a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, and making timelines for a personal physical activity fitness plan, and evaluating the components and progress of the personal fitness plan.
 - b) Apply the FITT (frequency, intensity, time, type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals to the personal fitness plan.
 - c) ~~Include~~ Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
 - d) ~~Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.~~ Explain the relationship between heart rate, training zones, and exercise intensity, to include measures (e.g., heart rate monitors, pedometers, accelerometers) and appropriate training zones to meet exercise and personal fitness goals.
 - e) ~~Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.~~ Demonstrate appropriate techniques for resistance-training activities, machines, and/or free weights.
 - f) Calculate resting heart rate, target heart rate, and blood pressure.
 - g) Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
 - h) Define and describe terms and activities associated with fitness, to include set, repetition, isometric, isotonic, isokinetic, core, upper body, and lower body exercises.

Responsible Behaviors Social Development

- 9.4 The student will explain and demonstrate appropriate behaviors the skills needed to be safe, responsible, and respectful in all physical activity settings.
- a) ~~Act independently, and resist negative peer influences in physical activity settings.~~ Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
 - b) ~~Exhibit~~ Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
 - c) ~~Act responsibly to avoid~~ Apply conflict-resolution skills in physical activity settings.
 - d) Identify an opportunity for social support in a self-selected physical activity.

- e) Apply communication skills and strategies that promote positive team/group dynamics.
- f) Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.
- g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- h) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

Physically Active LifestyleEnergy Balance

- 9.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease ~~participate in school and community physical activities that are challenging and health enhancing and that provide opportunities for social interaction.~~
- a) ~~Maintain a record of daily participation in physical activities.~~ Explain the body's physiological response to individual levels of fitness, activity, and nutrition, including the roles of sugar, sodium, and fat.
 - b) ~~Develop and evaluate progress toward personal physical activity goals within and outside of physical education class.~~ Assess and analyze current energy balance, to include intake and expenditure, activity levels, food choices, and amount of sleep.
 - c) ~~Analyze long term physiological and psychological benefits that may result from regular participation in physical activity.~~ Explain body composition, using body mass index (BMI) and other measures, the variety of body types, and healthy body weight.
 - d) Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep.

Grade Ten

Students in grade ~~ten~~10 are proficient in ~~all~~ fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to ~~pursue~~ ~~participate in~~ throughout life ~~that may include~~ outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games. They understand and apply concepts and principles of mechanics and anatomy in relation to human movement and apply the concepts and principles of the body's metabolic response to short-term and long-term physical activity. ~~key movement and fitness principles and concepts for all activities in which they demonstrate competence.~~ Students are good leaders and good followers, they respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and they anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in ~~at least three~~ lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.

Skilled Movement ~~Motor Skill Development~~

- 10.1 The student will demonstrate proficiency in ~~all basic movement skills and patterns and competency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games~~ in at least ~~two~~ ~~three~~ self-selected, lifelong, skill-related physical activities.
- a) ~~Apply~~ ~~Demonstrate~~ ~~competencies~~ skill attainment in one or more lifetime activities all movement skills to appropriate game/sport, dance, and recreational activities.
 - b) ~~Design, implement, evaluate, and modify a plan for three or more lifelong, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, setting of goals, improvement of personal skills, and planning for future physical activity beyond school years.~~ Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.
 - c) Identify and demonstrate movement activities in each plane of movement (frontal, sagittal, and transverse) and activities that occur in multiple planes.
 - d) Demonstrate appropriate and proper use of equipment in one or more lifetime activities.

Movement Principles and Concepts ~~Anatomical Basis of Movement~~

- 10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities ~~apply movement principles and concepts to skill performance.~~
- a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms. Explain how the body responds to energy needs for anaerobic and aerobic activities, to include fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration.
 - b) ~~Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms. Analyze movement activities for component skills and movement patterns for one or more lifetime activities.~~
 - c) Identify and explain the relationship of opposing muscle groups (agonist/antagonist).
 - d) Design and implement a program for strength and conditioning.
 - e) Explain why blood pressure is an indicator of personal health.
 - f) Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

Personal-Fitness Planning

- 10.3 The student will demonstrate the ability to ~~independently~~ apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood to increase physical activity and improve personal fitness.
- a) ~~Select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance. Create a fitness and activity plan for the present and a potential plan for the future (postsecondary education, college/career) to address the health-related components of fitness.~~
 - b) Use a variety of resources, including available technology, to analyze current fitness and activity levels, ~~assess~~, and to improve physical activity and personal fitness.
 - c) Identify fitness needs to prevent health concerns in the present and into the future.
 - d) Identify the impact of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings.
 - e) Describe components of health-related fitness in relation to one career goal.
 - f) Explain the impact of physical activity on emotional and social well-being for the present and into the future.

Responsible BehaviorsSocial Development

- 10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.
- a) ~~Initiate and maintain appropriate personal behaviors in physical activity settings. Explain the importance of and demonstrate communication skills in physical activity settings.~~
 - b) ~~Exhibit leadership and the ability to follow others when working with a group. Explain the importance of critical thinking and problem solving for current and future health and fitness.~~
 - c) ~~Anticipate~~ Identify and avoid potentially dangerous situations in physical activity settings.
 - d) ~~Explain the role of sport in understanding the perspectives of other cultures. Explain the importance of understanding cultural diversity for personal health and fitness.~~
 - e) ~~Demonstrate respect for differences among people in physical activity settings. Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.~~
 - f) Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
 - g) Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates and tai chi).
 - h) Explain the importance of conflict resolution for current and future health and fitness.

Physically Active LifestyleEnergy Balance

- 10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood ~~analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle.~~
- a) ~~Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.~~
 - b) ~~Demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes.~~
 - c) ~~Describe common barriers to participation in regular physical activity and methods of overcoming these barriers.~~
 - a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities.
 - b) Evaluate current activity and intensity levels.
 - c) Evaluate current and future caloric expenditure and intake needs.
 - d) Evaluate current and future sleep needs.
 - e) Evaluate the caloric intake needs for before, during and after a variety of lifetime activities.
 - f) Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.
 - g) Explain the consequences of over-exercising.

Grade Eleven/Twelve (elective)

Elective physical education courses provide students with the opportunity to participate in physical activities for specific purposes. Students in elective physical education demonstrate the knowledge and understanding necessary to analyze movement performance in an activity of choice using scientific principles, and implement effective practice procedures for skillful performance in specialized movement forms. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently. Options for offering specialized-movement courses can be configured by quarter, by semester, or on a full-year basis. Students should be offered the opportunity to self-select an activity throughout the course. Students will select areas of concentration to study. Examples of possible choices are:

aerobics	lifelong activities	team sports
aquatics (swimming, kayaking, canoeing)	outdoor pursuits	weight management
cycling	Pilates	weight training/conditioning
dance	self-defense	
individual sports	skating	

Skilled Movement **Motor Skill Development**

11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period that apply to the selected specialized-movement activity.

- a) Exhibit Demonstrate a level of proficiency mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- b) Demonstrate an understanding of the rules Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level, and apply them appropriately.
- c) Demonstrate advanced movement patterns in self-selected movement or activity.
- d) Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities.
- e) Analyze movement activities to identify component skills and movement patterns.
- f) Conduct observations and skill analyses of others to improve skill performance.
- g) Create practice and game plans for optimal performance of movement patterns in self-selected sport/activity from the perspective of a coach, personal trainer, athlete, or other sport-related role.
- h) Select and apply appropriate practice procedures to learn skills and movement patterns in activities of personal interest.
- i) Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners.
- j) Compare and contrast strategies used in class performance of activities with college-level, pre-professional, or professional levels of activity.
- k) Apply physiological and biomechanical principles to improve performance in sport/activity.

Movement Principles and Concepts **Anatomical Basis of Movement**

11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movement skills and performance to skill performance of the selected specialized movement forms activity.

- a) Explain and apply selected biomechanical and physiological scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms, to include laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO₂ max).

- energy systems (aerobic and anaerobic), heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance.
- b) Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms. Analyze performance to identify physiological and biomechanical deficiencies, to include self-evaluation, peer evaluation, and teacher evaluation.
 - c) Explain the rules, safety protocols, relevant markings/lines for the field of play, offensive and defensive tactics, and common penalties and violations for selected activities.
 - d) Design, justify, and evaluate warm-up and cool-down sequences for selected activities.
 - e) Apply the FITT (frequency, intensity, time, and type) principle to improve skill performance.
 - f) Apply the specificity, overload, and progression (SOP) principle to the design and performance of a physical activity program to achieve physical benefits.
 - g) Analyze movement activities to identify component skills and movement patterns.
 - h) Analyze feedback about personal performance to improve skills including self-evaluation, peer evaluation, and teacher evaluation.

Personal-Fitness Planning

- 11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work ~~achieve and maintain a health-enhancing level of physical fitness.~~
- a) Participate independently in health-enhancing physical fitness activities. Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance).
 - b) Evaluate and adjust activity levels to meet personal fitness goals.
 - c) Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness.
 - d) ~~Identify~~ Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness.
 - e) Create fitness plans for a variety of individuals based on needs and goals.
 - f) Identify and evaluate community resources for selected physical and/or lifetime activities to include recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups.
 - g) Identify barriers to physical activity, to include those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers.

Responsible Behaviors Social Development

- 11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation ~~accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.~~
- a) Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury and organize a safe environment for skill practice.
 - b) Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport; care of equipment, and safe behaviors in the activity setting.
 - c) Demonstrate proper care of athletic/activity equipment.

- d) Demonstrate safe behavior when participating in or watching physical activity/sport.
- e) Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution.
- f) Demonstrate the ability to work cooperatively to accomplish a group goal.
- g) Advocate for rule change or modification in a sport or activity to facilitate safety or inclusion of individuals from the point of view of an athlete, coach, parent, or referee.
- h) Demonstrate respect for differences among people in physical activity settings.
- i) Develop and demonstrate strategies for inclusion of persons of diverse backgrounds and abilities.
- j) Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group.
- k) Create and implement a strategy to promote peer involvement in physical activity, such as social-networking campaign, a video announcement, or physical activity Web presence.

Physically Active Lifestyle Energy Balance

- 11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime ~~participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.~~
- a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in a self-selected physical activity.
 - b) Analyze current and changing activity and exercise levels for high school and college students or for employees in a chosen field.
 - c) Analyze current and future nutritional needs in relation to changes in growth/aging.
 - d) Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, nutrition-poor, high -odium foods.
 - e) Analyze current and future sleep needs for positively impacting academic and career success.
 - f) Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity.
 - g) Explain energy balance in relation to changing lifestyle needs from adolescence to adulthood.
 - h) Explain the relationship between caloric intake and caloric expenditure while at work and at rest.

Personal Fitness I/II (elective)

Personal Fitness is an elective physical education course that focuses on fitness, strength training, physical conditioning, and lifetime health concepts, activities and knowledge to promote health and wellness. This course is structured to develop individualized knowledge of weight training and physical conditioning for the beginning student and the advanced student. The course requires mastery of training principles and thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences. The course content is presented so that teachers may select strategies and instructional techniques designed to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance. Students will gain the necessary information and skills to plan and implement a personal fitness and conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime. Various training models will be presented that allow flexibility of instruction among diverse student needs. Students will continue to implement and modify personal fitness and conditioning programs.

Motor Skill Development

PF.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness-based activities.

- a) Demonstrate proficiency in personal fitness (strength training, physical conditioning, and fitness activities), through execution of appropriate basic and advanced skills, use of knowledge related to an activity to enhance performance, development of motor skills for a high level of participation, consistent and correct performance of skills, understanding motor cues and how to correct performance problems, displaying effort to learn and apply new skills, participating confidently with peers, applying skills to the development of a personal fitness program, possessing necessary physical fitness for vigorous participation, and correct selection of appropriate exercises based on personal goals and ability.
- b) Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness.
- c) Explain the relationship between health-related fitness activities and health problems, such as cardiovascular disease, obesity, and joint pain.
- d) Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness.
- e) Demonstrate correct techniques, form, and exercise procedures when performing strength training, physical conditioning, and fitness activities and exercises.
- f) Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals.
- g) Apply movement principles and concepts to skill performance of strength training, physical conditioning, and fitness activities.

Anatomical Basis of Movement

PF.2 The student will describe major body systems and explain the effects of physical activity on the systems.

- a) Describe the muscular system, including identification of the major muscles/muscle groups of the body and their function.
- b) Describe exercises/activities that increase the strength and flexibility of the muscular system.
- c) Describe the cardiovascular system, including identification of organs and their functions.
- d) Explain the effects of physical activity and training on the muscular and cardiovascular systems.

Fitness Planning

PF.3 The student will create a personal fitness and conditioning program for skill- and health-related components of fitness.

- a) Plan and describe a personal fitness and physical conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.
- b) Design, monitor, assess, and modify a personal fitness and physical conditioning program.
- c) Apply principles of training for planning and modifying levels of physical activity in personal fitness and physical conditioning plans.
- d) Evaluate a variety of strength-training programs and design a personal strength training program.
- e) Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.
- f) Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- g) Evaluate fitness and physical conditioning programs, products, and services to become an informed consumer.

Social Development

PF.4 The student will demonstrate social-competency skills in physical activity settings.

- a) Explain and demonstrate appropriate etiquette that exhibits respects for self and others within school and recreational fitness activity settings.
- b) Demonstrate safe practices, rules, and procedures in a physical activity setting.
- c) Explain the importance of inclusive and helpful behaviors in school and recreational fitness activity settings.

Energy Balance

PF.5 The student will explain energy balance in relation to health-enhancing nutritional and activity practices.

- a) Analyze nutrient needs and sound nutritional practices associated with physical activity and fitness.
- b) Analyze the consequences and risks associated with an inactive lifestyle.
- c) Analyze the benefits gained from participation in strength training, conditioning, and fitness programs.
- d) Explain the role of nutrition and fitness in relation to weight management.
- e) Evaluate the risks of performance-enhancing (ergogenic) supplements.

Fitness Instructor (elective)

The purpose of the Fitness Instructor elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on a variety of factors that affect one’s overall health, to include genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn a variety of business skills, to include effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Motor Skill Development

FL.1 The student will demonstrate mastery of the movement skills and patterns used to perform a variety of strength-training, conditioning, and fitness activities.

- a) Demonstrate correct movement skills and patterns for strength-training, physical conditioning, and fitness activities.
- b) Analyze movement activities for component skills and movement patterns.
- c) Describe and demonstrate activities specific to improving the skill-related components of fitness.
- d) Define and identify *activities of daily living* (ADL) as the tasks of everyday life.
- e) Apply movement skills and patterns to functional fitness activities that support ADL.
- f) Identify and describe advanced resistance-training techniques.
- g) Apply principles of exercise progression to improve fitness.
- h) Demonstrate correct and safe techniques and form when performing strength-training, physical conditioning, and fitness activities and exercises.
- i) Demonstrate proper use of fitness equipment, selectorized weight machines, and free weights.
- j) Demonstrate safety protocols and procedures for strength-training, physical conditioning, and fitness activities.
- k) Identify contraindications to advanced resistance-training techniques.
- l) Identify and describe factors that influence participation in physical activity and adherence to an exercise program.
- m) Explain principles that result in behavior change.
- n) Describe psychological factors that may influence a person’s ~~continued participation~~ ~~in~~ adherence to an exercise program.
- o) Identify and apply strategies to increase adherence ~~for continued participation~~ in an exercise program.
- p) Explain the role of the personal trainer in promoting an individual’s adherence to an exercise program.
- q) Identify and explain considerations for special populations.

Anatomical Basis of Movement

FL.2 The student will apply knowledge of anatomy and movement principles and concepts to skill performance in strength training, conditioning, and fitness activities.

- a) Identify the planes of movement and types of movement that occur in the frontal, sagittal, and transverse planes.
- b) Define common anatomical terms.
- c) Identify major bones of the skeletal system.
- d) Identify and describe types of joints, including hinge and multiaxial (ball and socket).

- e) Explain muscle structure and function, to include major muscles of the body, terms related to muscles, and muscle origins and insertions.
- f) Explain movements that result based on muscle origin and insertion.
- g) Explain how muscles contract, to include agonist and antagonist movements in relation to muscle contraction.
- h) Identify and explain curvatures of the spine.
- i) Perform and analyze postural evaluation of another individual.
- j) Perform and analyze movement evaluation for stability and mobility of the joints of another individual.
- k) Perform and analyze flexibility evaluation of another individual.
- l) Perform and analyze balance and core-strength evaluations of another individual.
- m) Identify contraindications to assessments of movement.
- n) Perform assessments to evaluate the health-related components of fitness.
- o) Perform assessments to evaluate the skill-related components of fitness.
- p) Identify contraindications to health-related and skill-related fitness assessments.
- q) Identify and explain different methods for determining body composition.
- r) Explain the benefits and challenges of different methods for determining body composition.
- s) Differentiate between recommendations for physical activity and training principles to meet goals for general health benefits, weight management, fitness improvements, and athletic performance enhancement.
- t) Explain the effects of acute and chronic exercise on aerobic and anaerobic energy systems.
- u) Explain the body's response to cardiorespiratory exercise.
- v) Explain the body's response to resistance training.
- w) Explain the body's response to warm-up and cool down.
- x) Explain blood-pressure response related to acute exercise, chronic exercise, and changes in posture.
- y) Explain reversibility or deconditioning and the effect on fitness and performance.
- z) Define common musculoskeletal injuries.
- aa) Compare and contrast muscle fatigue and delayed onset muscle soreness (DOMS) with musculoskeletal injury/overuse.
- bb) Explain inflammatory response and the healing process.
- cc) Identify and describe upper-extremity injuries.
- dd) Identify and describe lower-extremity injuries.
- ee) Identify and explain exercise modifications appropriate when participant is injured.

Fitness Planning

- FI.3 The student will plan and describe a personalized fitness and conditioning program for others that includes skill-related and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.
- a) Identify components of health/medical history.
 - b) Identify limitations of health/medical history.
 - c) Identify signs and symptoms common for cardiovascular, metabolic, or pulmonary diseases.
 - d) Conduct health and exercise history with another individual.
 - e) Develop SMART fitness goals with another individual based on fitness assessments and personal desired outcomes.
 - f) Apply FITT principle to improve or maintain cardiovascular and musculoskeletal fitness in healthy adults, seniors, youth, adolescents, and pregnant women.
 - g) Develop functional programming for stability, mobility, and movement.
 - h) Develop a resistance-training program with appropriate progressions.
 - i) Develop a cardiorespiratory-training program with appropriate progressions.
 - j) Evaluate fitness programming for others to determine effectiveness.

- k) Identify contraindications of cardiorespiratory exercise.
- l) Define and explain exercises to improve range of motion to include dynamic stretching, passive stretching, proprioceptive neuromuscular facilitation (PNF), and partner stretching.
- m) Identify contraindications of range of motion exercises.
- n) Describe different forms of mind-body exercise (e.g., yoga, Pilates, tai chi).
- o) Identify indications for use of mind-body exercise.
- p) Identify contraindications for mind-body exercise.

Social Development

- FL.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow, in order to accomplish group goals.
- a) Define and explain cultural competence and its importance in developing rapport with another individual.
 - b) Demonstrate effective teaching techniques for working with individuals of different learning styles, motivation levels, and physical activity levels.
 - c) Explain learning styles and instructional strategies to include visual, auditory, and kinesthetic.
 - d) Demonstrate effective and varied teaching techniques for a variety of exercises.
 - e) Demonstrate and explain how to respond in an emergency situation.
 - f) Identify signs of cardiac emergency.
 - g) Demonstrate CPR and AED procedures for adults and children.
 - h) Identify emergency situations requiring first aid.
 - i) Demonstrate first-aid techniques used in emergency situations.
 - j) Identify and describe universal precautions and personal protection used during CPR and first aid.

Energy Balance

- FL.5 The student will explain energy balance.
- a) Identify and explain dietary guidelines based on USDA recommendations.
 - b) Identify macronutrients used by the body for energy.
 - c) Identify the number of kilocalories found in macronutrients that provide energy.
 - d) Explain energy balance and relationship to weight gain, weight loss, or weight maintenance.
 - e) Explain lipid and lipoprotein profiles.
 - f) Explain the influences of nutrition and physical activity on lipid and lipoprotein profiles.
 - g) Explain the importance of hydration.
 - h) Explain how to maintain hydration in a physically active individual, including effective methods to rehydrate after exercise.
 - i) Identify and describe common supplements and ergogenic aids used by individuals in training programs.
 - j) Explain potential risks, benefits, and contraindications associated with use of supplements and ergogenic aids.
 - k) Explain the relationship between body composition and health.
 - l) Define terms related to body composition including *body mass index* (BMI), *lean body mass*, and *fat mass*.
 - m) Explain influences on body composition including diet, exercise, and behavior modification.
 - n) Identify and explain inappropriate weight loss methods.
 - o) Identify and explain eating disorders including anorexia nervosa and bulimia nervosa.
 - p) Explain the female athlete triad.

Professional Responsibilities

- FI.6 The student will identify and explain professional and legal responsibilities to manage a personal business and be employed as a personal fitness instructor.
- a) Identify and explain requirements to become a certified personal fitness instructor and maintain certification, to include certification requirements, requirements to maintain certification, and resources for professional development to increase knowledge and skill and maintain certification.
 - b) Identify and explain the role, scope of practice, and code of ethics of a personal fitness instructor.
 - c) Identify and describe professional responsibilities of a personal fitness instructor. t
 - d) Identify and describe necessary facility maintenance.
 - e) Explain and describe appropriate inspection and care of equipment to maintain safety and maximize use.
 - f) Identify and describe appropriate facility supervision to maintain safety of users.
 - g) Identify and describe legal considerations of working as a personal fitness instructor.

Driver Education Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

January ~~2008~~ 2015

Attachment C: Proposed Revisions to the Driver Education Standards of Learning

Preface

The *Driver Education Standards of Learning for Virginia Public Schools* provides the framework for the *Curriculum Guide for Driver Education in Virginia*, which defines the skills and competencies necessary to become a proficient user of the highway transportation system. As prescribed by §22.1-205 of the *Code of Virginia*, the curriculum guide serves as the Board of Education’s approved program of study for public, private, and commercial driver training school programs. Public and private school driver education programs are approved by the Board of Education, and commercial driver training schools are approved and licensed by the Virginia Department of Motor Vehicles.

The *Driver Education Standards of Learning* focus on core concepts and procedures and set clear, concise, and measurable expectations for novice drivers. The standards, which have been refined through public hearings and numerous rounds of feedback from parents, teachers, administrators, and representatives from higher education, are informed by teachers’ experience, content experts, research and national standards. Parents are encouraged to work with their children to help them achieve these standards, and teachers are encouraged to use simulation and other technologies to enhance student learning.

A major goal of Virginia’s educational agenda is to create an excellent statewide system of public education that meets the needs of all young people in Virginia. These Standards of Learning chart the course for achieving that objective.

Introduction

~~The *Driver Education Standards of Learning for Virginia Public Schools* provides the framework for the *Curriculum Guide for Driver Education in Virginia*. As prescribed by §22.1-205 of the *Code of Virginia*, this curriculum guide serves as the Board of Education's approved driver education and traffic safety program of instruction for public and private school programs. Commercial driver training schools are approved and licensed by the Department of Motor Vehicles as prescribed by VR 485-60-9201, and they follow the same course content as public and private school driver education programs.~~

Driver literacy is an important life skill. Cars do not crash; people crash them. The classroom and in-car driver education standards ~~focus on~~ are intended to help students develop conceptual understanding of safe driving practices and skill-based performance. The standards also stress the abilities to reason and connect safe driving attitudes; time, space, and distance perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. ~~skills with safe driving attitudes.~~ Emphasis is placed on linking the skills of visual search, skills, managing time and space management, and maintaining ~~balance~~ of balanced-vehicle balance control to risk-reducing driving strategies. Significant attention is given to risk-awareness of risks, driver maintenance of alertness, driver distractions, and the social and economic consequences of driving, occupant protection of occupants, ~~positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance.~~

Students begin driving by applying basic driving skills in low-to-moderate traffic environments and progress to demonstrating ~~of skills proficiency~~ in more complex traffic situations. The ability to move a car skillfully is not the same as the ability to drive safely. A well-educated driver helps to increase traffic safety. ~~When possible, teachers are also encouraged to use simulation and other technologies that will enhance student learning.~~

Successful completion of a state-approved driver education program does not make a teenager a responsible, experienced driver. Traffic safety education involves family, community, industry, government, and personal factors such as motivation and maturity, ~~and perception abilities.~~ These factors play a major role in the development of young safe drivers. Evidence shows that often it is not poor driving skills that lead to ~~cause~~ crashes/accidents among this age group, but inexperience, ~~and/or poor~~ inappropriate attitude, and/or lack of decision-making skills. The family, not the school, is in the best position to have a sustained effect on minimizing the risks faced by inexperienced drivers and encouraging responsible behaviors. Throughout the course, emphasis is placed on extensive supervised driving practice with a licensed parent, or guardian or other mentor. ~~to develop precision in the use of skills, processes, and responsibilities.~~

Safety

Safety must be given the highest priority in implementing the driver education instructional program. Teachers must be vigilant, focused, and able to control the vehicle at all times. Students must practice basic evasive braking and efficient, controlled steering maneuvers in low-risk driving environments. For every instructional activity, careful consideration should be given to ensure use of appropriate training techniques, driving environments, speed, and driving experiences. Selection of safe facilities for instruction and performance requires thorough route and lesson planning, careful management, and constant monitoring. Providing a safe learning environment is an essential part of any performance-based,

hands-on driving lesson, whether on a closed driving range, parking lot or public roadway. Students must follow safety guidelines, demonstrate appropriate safety techniques that lead to safe driving habits, and use safety equipment appropriately.

Goals

The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and to foster responsible driving attitudes and behaviors. As a result of quality traffic-safety instruction, students will be able to

- demonstrate a working knowledge of the laws governing the operation of a motor vehicle;
- identify and analyze responsible habits and behaviors and understand how the physical and psychological conditions ~~that~~ affect driver performance;
- apply knowledge, processes, and skills to become safe, competent users of the highway transportation system;
- use visual search skills and a systematic decision-making process to make risk-reducing decisions by adjusting speed and/or position;
- demonstrate balanced vehicle movement through precise and timely steering, braking, and accelerating under a variety of conditions; ~~and~~
- display responsible driving behaviors when alone and with peers;
- interact safely with other roadway users by predicting vehicle performance, avoiding conflicts, and minimizing and managing risks;
- identify how advancements in intelligent handling and stability technology systems affect driving practices;
- engage in meaningful, extensive supervised practice to progress from simple to more complex driving skills in low, moderate, and higher risk driving environments; and
- master precision movements for maintaining optimal vehicle balance and control in expected as well as unexpected circumstances.

Standards of Learning

- DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege. Key concepts include
- graduated driver licensing requirements and types of licenses;
 - traffic safety information in the Virginia Driver's Manual;
 - ~~c)~~ the motor vehicle section of the *Code of Virginia*;
 - ~~d)~~ the organ- and tissue-donation designation process;
 - interaction with law enforcement; and
 - responsibilities at a crash scene.
- DE.2 The student will demonstrate an understanding of basic vehicle operating procedures. Key concepts/skills include
- pre-driving procedures;
 - starting procedures (for automatic and manual transmissions);
 - vehicle information, warning, and control devices;
 - efficient accelerating, braking, and steering techniques; and
 - ~~e)~~ vehicle securing procedures.
- DE.3 The student will recognize the effects of momentum, gravity, and inertia on vehicle control and balance, and the relationship between kinetic energy and force of impact. Key concepts/skills include
- sitting and hand position;
 - steering, braking, and accelerating;
 - compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
 - managing front tire traction loss (understeer) and rear tire traction loss (oversteer); and
 - analyzing the cause and severity of types of collisions—head-on, near-frontal, broadside, rear-end, rollover, sideswipe.
- DE.4 The student will demonstrate the ability to manage visibility, time, and space to avoid ~~conflicts~~ collisions and reduce driving risks. Key concepts/skills include
- synthesizing information visually from the driving environment using ~~a~~ the SEEiT (Search, Evaluate and Execute in Time) space-management systematic decision-making process;
 - applying following-distance time and space concepts;
 - selecting appropriate speed, maintaining adequate gap, and judging distance;
 - estimating ~~passing~~ time and space needs for passing;
 - identifying and responding to open and closed spaces and changes to line-of-sight or path-of-travel; and
 - demonstrating targeting and tracking skills.
- DE.5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include
- roadway signs, signals, and markings;
 - right-of-way rules;
 - slope/grade of terrain; and
 - vehicle position and speed control.

- DE.6 The student will identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts/skills include
- a) entering, merging, ~~integrating into~~, and exiting from traffic flow;
 - b) managing interchanges;
 - c) selecting vehicle position and changing lanes; and
 - d) managing toll facilities.
- DE.7 The student will demonstrate the ability to communicate presence and intentions to other highway transportation users. Key concepts/skills include
- a) vehicle position and driver action;
 - b) vehicle communication devices; and
 - c) hand signals (~~i.e.,~~ for slow/stop, right turn and left turns).
- DE.8 The student will analyze and describe the physiological, psychological, and cognitive effects of alcohol and other drugs and their impact on a driver's awareness of risks and involvement in collisions. Key concepts include
- a) ~~prescribed prescription~~ and ~~over the counter~~ nonprescription medications;
 - b) illegal ~~or illicit~~ drugs;
 - c) effects of alcohol and other drugs on vision and space management;
 - d) synergistic effects of drugs; and
 - e) ways alcohol ~~is~~ and other drugs are eliminated from the body.
- DE.9 The student will identify and analyze the legal, health, and economic consequences associated with alcohol and other drug use and driving. Key concepts/skills include
- a) positive and negative peer pressure;
 - b) refusal and peer-intervention skills;
 - c) Implied Consent, Zero Tolerance, and Use and Lose laws;
 - d) Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions; and
 - e) court costs, insurance requirements, Virginia Alcohol Safety Action Program referral, and other costs.
- DE.10 The student will recognize the consequences of aggressive driving and ~~other~~ the influence of emotions ~~that influence~~ on driving behaviors. Key concepts include
- a) stress and anxiety;
 - b) anger management; and
 - c) the relationship between aggressive driving and road rage.
- DE.11 The student will analyze the effects of fatigue and other physical conditions on driver performance. Key concepts include
- ~~a)~~ e) circadian rhythms;
 - ~~b)~~ d) sleep deprivation;
 - ~~c)~~ a) short- and long-term physical and mental disabilities; and
 - ~~d)~~ b) chronic health conditions.

- DE.12 The student will identify distractions (e.g., multitasking, divided attention), that contribute to driver error. Key concepts include
- ~~a)~~ driver behaviors (e.g., eating, smoking, personal grooming);
 - ~~b)~~ cell phones and other portable technology devices;
 - ~~c)~~ passengers ~~and~~ pets;
 - ~~d)~~ vehicle accessories; and
 - e) insects and ~~animals~~ pets.
- DE.13 The student will identify changes in the environment that affect visibility and traction and demonstrate an understanding of appropriate driver reaction to these risks. Key concepts/skills include
- a) driving at night;
 - b) smoke- and weather-related conditions;
 - c) road ~~conditions and~~ construction and other adverse road conditions; and
 - d) vehicle stability and traction control systems.
- DE.14 The student will demonstrate an understanding of the proper use of vehicle occupant-protection features and analyze how they can reduce injury severity and increase collision survival. Key concepts/skills include
- a) active restraint systems;
 - b) passive restraint systems;
 - c) child restraint systems; and
 - d) ~~highway~~ other vehicle safety design features.
- DE.15 The student will identify and evaluate emergency-response strategies to reduce the severity of or avoid a collision in high-risk driving situations. Key concepts/skills include
- a) demonstrating evasive maneuvers, using braking and steering combinations;
 - b) managing off-road recovery;
 - c) understanding and managing front and rear traction control;
 - d) identifying open space; and
 - e) recognizing how decisions are influenced and limited by the environment, the vehicle, driver error, and driver capabilities.
- DE.16 The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway with
- a) pedestrians and animals;
 - b) bicycles, scooters, mopeds, and motorcycles;
 - c) tractor-trailers, trucks, and construction vehicles;
 - d) sport utility vehicles, recreation vehicles, and trailers;
 - e) emergency vehicles;
 - f) funeral processions;
 - g) passenger and school buses; and
 - h) farm machinery and horse-drawn vehicles.

- DE.17 The student will compare vehicle braking systems and explain and demonstrate proper braking techniques for various weather and roadway conditions. Key concepts/skills include
- demonstrating proper use of conventional brake systems of small and large vehicles;
 - engaging of two and four wheel antilock brake systems (ABS) and steering toward a target;
 - demonstrating and evaluating controlled braking, trail braking, and threshold braking; and antilock braking; and
 - analyzing how preventive maintenance reduces the possibility of brake failure and enhances safety.
- DE.18 The student will analyze how regular preventive maintenance reduces the possibility of vehicle failures and recognize the warning signs that indicate the need for maintenance, repair, or replacement. Key concepts/skills include
- vehicle warning devices;
 - lights and signals;
 - steering and suspension systems;
 - tires and braking systems;
 - cooling system and belts; and
 - fuel and ignition electronics.
- DE.19 The student will identify and describe the legal aspects of and ~~calculate~~ identify the financial responsibilities associated with purchasing, operating, maintaining, and insuring a motor vehicle. Key concepts include
- the Financial Responsibility Law;
 - required and optional insurance coverage;
 - title and vehicle registration;
 - vehicle inspection;
 - fuel, fluids, tires, and other maintenance costs; and
 - collision involvement.
- DE.20 The student will demonstrate competency in map-reading and trip-planning skills. Key concepts/skills include
- route planning;
 - map-reading and trip-planning technologies; and
 - calculating the cost of a trip.
- DE.21 The student will research and evaluate personal transportation needs and their impact on the environment and demonstrate skills necessary to be an informed consumer. Key concepts/skills include
- printed and Internet resources;
 - community resources;
 - vehicle pollution, including carbon monoxide, carbon dioxide, ozone-causing gases, and acids;
 - appropriate disposal of batteries, fluids, tires, and other environmentally hazardous materials; and
 - energy conservation, alternative or renewable sources of energy, and conservation of natural resources.

DE.22 The student will use vehicle reference points to establish vehicle position and execute basic driving maneuvers. Key concepts/skills include

- a) parking;
- b) turning;
- c) establishing lane position; and
- d) backing.

DE 23 The student will analyze how technological advancements in intelligent handling and stability control systems affect driving practices. Key concepts/skills include

- a) electronic stability control systems;
- b) occupant protection systems to include thorax, curtain, knee and other airbags; seatbelt technologies; and intelligent head restraints systems;
- c) adaptive cruise control and automatic emergency braking systems;
- d) lane-keeping assist and blind spot warning systems;
- e) reversing and other cameras; and
- f) adaptive front lighting.