K-8 Health and Physical Education Scope & Sequence

NOTE: Once a concept/skill has been introduced, it is assumed that it will be reinforced as needed or appropriate at subsequent grade levels.

2.1 Wellness – This area of curriculum is designed to foster development about the physical, social, emotional, and intellectual dimensions of wellness. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, deducing one's risk of contracting a disease, and preventing and treating simple injuries.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Personal Health** define wellness; identify and demonstrate personal and oral hygiene skills;	• **Personal Health** explain how making healthy choices and having healthy relationships contribute to wellness; demonstrate strategies that limit the spread of germs	• **Personal Health** describe and demonstrate self care practices that support wellness	• **Personal Health** describe and demonstrate personal hygiene practices	• **Personal Health** describe the physical, social and emotional dimensions of wellness; analyze the impact of health choices and behaviors	• **Personal Health** discuss the intellectual dimensions of wellness; discuss the appropriate use of healthcare and personal hygiene products; understand how technology impacts wellness	• **Personal Health** discuss how health data can be used to assess and improve wellness; understand how health knowledge, health choices, self control, resistance, and self management influence wellness	• **Personal Health** describe appropriate selections and uses of healthcare and personal hygiene products; investigate how technology and medical advances impact wellness	• **Personal Health** interpret health data to make predictions about wellness; evaluate the impact of health behaviors and choices on personal and family wellness
• **Growth and Development** name and locate body parts; compare characteristics of self with others	• **Growth and Development** describe how children are alike and how they are different	• **Growth and Development** name and locate body organs	• **Growth and Development** describe the structure and function of human body systems	• **Growth and Development** describe each human life stage; identify physical changes that occur; identify factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness	• **Growth and Development** compare and contrast body systems; understand that body systems work together to ensure wellness	• **Growth and Development** discuss ways to foster healthy growth; discuss how heredity and physiological changes contribute to an individual's uniqueness	• **Growth and Development** understand how body systems are interdependent and interrelated; investigate the physical, social, emotional, and intellectual changes that occur at life stages	• **Growth and Development** understand how environmental influences and varying social experiences contribute to an individual's uniqueness
• **Nutrition** illustrate and understanding of nutritious food choices; compare and contrast foods by culture	• **Nutrition** differentiate foods and food groups; describe tastes, textures, smells, shapes and colors of food	• **Nutrition** identify healthy foods; sort foods according to groups and sources	• **Nutrition** interpret food product labels; classify foods by nutritional content and value	• **Nutrition** differentiate between healthy and unhealthy eating patterns; understand that healthy eating provides energy	• **Nutrition** identify short and long term benefits associated with nutritional choices; analyze nutrition information on food labels	• **Nutrition** compare food choices based on nutrient content and value, calories, and cost	• **Nutrition** analyze how healthy eating patterns throughout life reduce health risks	• **Nutrition** describe the impact of nutrients on body system functioning; analyze how culture, health status, age and eating environmental influences eating habits

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• **Diseases & Health Conditions** understand why diseases/ health conditions need to be detected and treated early;	• **Diseases & Health Conditions** discuss common symptoms of diseases and health conditions	• **Diseases & Health Conditions** identify the difference between communicable and non communicable diseases; explain ways to prevent the spread of diseases	• **Diseases & Health Conditions** investigate ways to treat common childhood diseases and health conditions; understand that some diseases and health conditions are preventable	• **Diseases & Health Conditions** identify the signs and symptoms of diseases and health conditions; discuss the myths and facts of mental illness	• **Diseases & Health Conditions** compare and contrast methods used to diagnose and treat diseases and health conditions; differentiate between acute, chronic, and inherited diseases and health conditions	• **Diseases & Health Conditions** compare and contrast conditions prevalent in adolescents; identify mental health illness (phobias, anxiety and panic disorders and depression)	• **Diseases & Health Conditions** investigate current and emerging methods to diagnose and treat diseases; classify diseases and health conditions	• **Diseases & Health Conditions** analyze local and state public efforts to prevent and control diseases and health conditions; identify mental health illness (impulse disorders, depression, eating disorders, bipolar disorders)
• **Safety** recognize, identify and alert adults to potentially harmful health conditions or situations; identify warning symbols (red light, stop sign, etc.); identify community helpers; know how to dial 911	• **Safety** demonstrate ways to prevent injuries; identify warning labels found on medicines and household products; identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults	• **Safety** demonstrate simple first aid procedures (getting help, calling 911, knowing personal information); distinguish among "good/safe touch" and "bad/confusing touch"	• **Safety** differentiate between safe and unsafe situations; develop strategies to reduce the risk of injuries; understand that abuse can take several forms	• **Safety** analyze the short and long term impacts of injuries; demonstrate simple first aid (choking, control bleeding, care of minor wounds/burns)	• **Safety** compare and contrast characteristics of intentional and unintentional injuries; demonstrate simple first aid (rescue breathing, assessing a situation)	• **Safety** demonstrate simple first aid (care of sprains and bleeding); discuss the physical, social, and emotional impacts of abuse; identify what to do if any form of abuse is suspected or occurs	• **Safety** assess situations that may lead to risk of injury; demonstrate simple first aid (victim assessment, care of bleeding and wounds, burns); identify short and long term impacts of abuse	• **Safety** demonstrate simple first aid (Basic Life Support, fractures, shock, and poisoning); investigate short and long term impacts of injuries
• **Social and Emotional Health** label and describe a wide range of feelings; understand that living things have needs; empathize with feelings of others; channel negative feelings	• **Social and Emotional Health** demonstrate verbal problem solving skills without showing aggression; explain that human beings have basic needs (food, clothing, water, sleep, shelter, love;	• **Social and Emotional Health** demonstrate appropriate ways to express wants, needs, and emotions; identify possible causes of conflict; identify ways to resolve conflict; recognize various emotions; demonstrate sympathy and empathy	• **Social and Emotional Health** identify how individuals and family attempt to meet their needs; demonstrate strategies to prevent, reduce, and mediate conflict; demonstrate ways to cope with rejection, loss, and separation	• **Social and Emotional Health** distinguish between conflict, violence, vandalism, harassment, and bullying; discuss how culture, peers, and the media impact how emotions are communicated; explain how stereotypes influence personal growth and behavior; identify causes of stress	• **Social and Emotional Health** describe efforts to prevent conflict, vandalism, bullying, harassment, and violence; choose appropriate methods to deal with the above; compare and contrast ways to cope with change, crisis, rejection, loss and separation	• **Social and Emotional Health** examine factors (peer relationships, parental involvement) support healthy social and emotional development; discuss how stereotyping may influence goals, choices, and behaviors; describe the physical and emotional signs of stress	• **Social and Emotional Health** Identify the developmental tasks of adolescence; analyze the effectiveness of home, school, and community efforts; describe situations that may promote stress; demonstrate healthy ways to deal with stress	• **Social and Emotional Health** Analyze how personal assets, resiliency, and protective factors support healthy development; debate the consequences of conflict and violence

Adopted: September 2009

K-8 Health and Physical Education Scope & Sequence (cont'd)

2.2 Integrated Skills –This standard emphasizes health-enhancing personal, interpersonal, and life skills that will support a healthy, active lifestyle. This standard seeks to foster responsible health behaviors through critical thinking, decision making, problem solving, and communication skills.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Communication** express needs; demonstrate conversation skills	• **Communication** listen for various purposes; show interest, pleasure and enjoyment during listening activities	• **Communication** identify sources of health information; express ideas and opinions; know when to use refusal skills; demonstrate effective communication and listening skills	• **Communication** understand how to determine the validity and reliability of a health resource, present health information orally and in writing	• **Communication** identify a health problem for possible research; describe effective use of communication skills (refusal, negotiation, and assertiveness); identify ways to improve listening skills	• **Communication** summarize health information from a variety of valid and reliable health resources; describe and demonstrate active and reflective listening	• **Communication** present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience; compare and contrast the economic and social purposes of health messages presented in the media	• **Communication** analyze health ideas, opinions, and issues from a variety of valid and reliable health sources; assess the use of active and reflective listening	• **Communication** assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement; analyze the economic and political purposes and impacts of health messages found in the media.
• **Decision Making** make independent choices and plans from a broad range of diverse interest centers	• **Decision Making** explain the steps to making an effective health decision	• **Decision Making** discuss how parents, peers, and the media influence health decisions	• **Decision Making** outline the steps to making an effective decision	• **Decision Making** describe situations that might require a decision about health and safety; discuss how parents, peers, and the media influence health decisions and behaviors	• **Decision Making** demonstrate effective decision making in health and safety situations; analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made	• **Decision Making** analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices; explain how personal ethics influence decision making	• **Decision Making** demonstrate and assess the use of decision-making skills in health and safety situations; compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.	• **Decision Making** critique significant health decisions and discuss how the outcome(s) might have changed via communication and decision-making; predict social situations and conditions that may require adolescents and young adults to use decision making skills; discuss how ethical decision making requires careful thought and action
• **Planning and Goal Setting** develop a wellness goal	• **Planning and Goal Setting** develop a wellness goal	• **Planning and Goal Setting** explain why setting a goal is important	• **Planning and Goal Setting** develop a personal health goal and track progress	• **Planning and Goal Setting** describe ways to support the achievement of health goals	• **Planning and Goal Setting** use health data and information to formulate health goals	• **Planning and Goal Setting** develop strategies to support the achievement of short- and long-term health goals	• **Planning and Goal Setting** analyze factors that support or hinder the achievement of personal health goals	• **Planning and Goal Setting** analyze factors that support or hinder the achievement of personal health goals

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• **Character Development** respect rights of others	• **Character Development** perform assigned jobs and responsibilities	• **Character Development** explain that a person's character and values are reflected in the way the person thinks, feels, and acts	• **Character Development** describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship	• **Character** discuss how an individual's character positively impacts individual and group goals and success	• **Character Development** describe actions and situations that show evidence of good character	• **Character Development** discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others	• **Character Development** analyze how character development can be enhanced and supported by individual, group, and team activities; analyze personal and group adherence to student codes of conduct	• **Character Development** compare and contrast the characteristics of various role models and the core ethical values they represent; explain how community and public service supports the development of core ethical values
• **Leadership, Advocacy, and Service** work together (e.g., pair, triads and small groups) to complete projects and activities	• **Leadership, Advocacy, and Service** know how to enter into play when a group of children are already involved in playing; demonstrate respect for varying ideas and opinions	• **Leadership, Advocacy, and Service** act as a leader and a follower; Identify factors that lead to group success and help solve group problems; motivate group members to work together and provide constructive feedback; explain how volunteering enhances self-esteem	• **Leadership, Advocacy, and Service** describe and demonstrate the characteristics of an effective leader; acknowledge the contributions of group members; develop a position on a wellness issue	• **Leadership, Advocacy, and Service** choose appropriate ways to motivate them and celebrate accomplishments; demonstrate respect for the opinions and abilities of group members; develop and articulate group goals; discuss laws and regulations created to enhance wellness	• **Leadership, Advocacy, and Service** evaluate personal and group contributions towards the achievement of a goal or task; analyze a group's ability to improve its performance, and provide appropriate feedback; develop and articulate a group's goals and vision; formulate and express a position on health issues	• **Leadership, Advocacy, and Service** compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role; compare the use of cooperative and competitive strategies; discuss how individuals can make a difference by helping others	• **Leadership, Advocacy, and Service** demonstrate the ability to function effectively in both leadership and supportive roles; develop and articulate a group's goals, shared values, and vision; develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause	• **Leadership, Advocacy, and Service** discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments; plan and implement volunteer activities to benefit a health organization or cause
• **Health Services and Careers** discuss how community helpers contribute to personal and community wellness	• **Health Services and Careers** discuss how healthcare workers contribute to personal and community wellness	• **Health Services and Careers** explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied	• **Health Services and Careers** discuss wellness and fitness careers	• **Health Services and Careers** describe health and fitness services provided in the school and community	• **Health Services and Careers** describe and demonstrate how to seek help for a variety of health and fitness concerns	• **Health Services and Careers** investigate health and fitness career opportunities; categorize health and fitness services available in the school and community and demonstrate how to access them	• **Health Services and Careers** compare and contrast preparation and job requirements for health and fitness careers	• **Health Services and Careers** compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs

Adopted: September 2009

K-8 Health and Physical Education Scope & Sequence (cont'd)

2.3 Drugs and Medicines – This standard provides students with information about alcohol, tobacco, other drugs and medicines and the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Medicines** identify different kinds of medicines	• **Medicines** explain that medicines can be helpful or harmful	• **Medicines** explain that medicines, when used correctly, medicines can help keep people healthy; discuss basic rules when taking medicines	• **Medicines** distinguish between over-the-counter and prescription medicines; identify commonly used medicines and discuss why they are used	• **Medicines** discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult	• **Medicines** discuss factors to consider when choosing an over-the-counter medicine; discuss medicines used to treat common diseases and health conditions	• **Medicines** discuss the safe administration and storage of over-the-counter and prescription medicines; describe factors that impact the effectiveness of a medicine	• **Medicines** compare and contrast commonly used over-the-counter medicines; classify commonly administered medicines and describe the potential side effects of each classification	• **Medicines** recommend safe practices for the use of prescription medicines; compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements
• **Alcohol, Tobacco, and other drugs** Identify basic drug types	• **Alcohol, Tobacco, and other drugs** explain that tobacco use contributes to lung diseases and fires	• **Alcohol, Tobacco, and other drugs** discuss how tobacco smoke impacts the environment and the health of nonsmokers; discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes	• **Alcohol, Tobacco, and other drugs** describe the short- and long-term physical effects of tobacco use;	• **Alcohol, Tobacco, and other drugs** discuss the impact of second-hand/passive smoke on the health of nonsmokers; identify the short- and long-term physical and behavioral effects of alcohol use and abuse	• **Alcohol, Tobacco, and other drugs** describe ways to reduce the health impact of tobacco smoke on non-smokers; describe how the use and abuse of alcohol impacts behavior	• **Alcohol, Tobacco, and other drugs** describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease; describe how the use and abuse of alcohol contributes to the incidence of illness and injuries	• **Alcohol, Tobacco, and other drugs** investigate the health risks posed to nonsmokers by second hand/passive smoking; analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior	• **Alcohol, Tobacco, and other drugs** investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries; investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries
• **Dependency/ Addiction and Treatment**	• **Dependency/ Addiction and Treatment** explain that people who abuse alcohol, tobacco, and other drugs can get help	• **Dependency/ Addiction and Treatment** explain that some people cannot control their use of alcohol, tobacco, and other drugs	• **Dependency/ Addiction and Treatment** discuss signs that a person might have a dependency/addition problem	• **Dependency/ Addiction and Treatment** differentiate among drug use, abuse, and misuse	• **Dependency/ Addiction and Treatment** describe how advertising, peers, and adults have influence	• **Dependency/ Addiction and Treatment** identify where help can be found	• **Dependency/ Addiction and Treatment** analyze stages of dependency; identify the physical and psychological stages of dependency	• **Dependency/ Addiction and Treatment** predict the short- and long term impacts of substance abuse

Adopted: September 2009

K-8 Health and Physical Education Scope & Sequence (cont'd)

2.4 Human Relationships and Sexuality– Focus of standard is to provide students with an understanding of the physical, emotional, and social aspects of human relationships and sexuality.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Relationships** identify, compare, and contrast family member; illustrate representations of families; demonstrate socially appropriate affection for teachers and friends; define friendship	• **Relationships** talk about family routines and activities; dramatize roles and responsibilities of different family members; identify appropriate ways for children to show affection and caring	• **Relationships** identify different kinds of families and explain that families may differ for many reasons; explain that all family members have certain rights and responsibilities; explain that friends are important throughout life	• **Relationships** describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits; explain that families experiencing a change or crisis can get help if needed	• **Relationships** compare the roles, rights, and responsibilities of family members; discuss how culture and tradition influence personal and family development; describe the characteristics of a friend; discuss ways that families adjust to changes in the nature or structure of the family	• **Relationships** compare and contrast the interconnected and cooperative roles of family members; describe how peer relationships may change during adolescence	• **Relationships** describe the characteristics of a healthy relationship and discuss factors that support and sustain it; investigate ways that individuals and families enhance and support social and emotional health and meet basic human need; discuss different forms of dating and explain the role of dating in personal growth	• **Relationships** discuss changes in family structures and the forces that influence change; discuss factors that enhance and sustain loving, healthy relationships; describe the signs of an unhealthy relationship and develop strategies to end it; develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age	• **Relationships** compare and contrast the current and historical role of marriage and the family in community and society; describe how various cultures date or select life partners; analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage
• **Sexuality**	• **Sexuality**	• **Sexuality** explain the physical differences and similarities of the genders	• **Sexuality** describe the physical, social, and emotional changes occurring at puberty	• **Sexuality** discuss why puberty begins and ends at different ages for different people	• **Sexuality** describe the individual growth patterns of males and females during adolescence	• **Sexuality** discuss strategies to remain abstinent and resist pressures to become sexually active; identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them	• **Sexuality** discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty; analyze internal and external pressures to become sexually active	• **Sexuality** compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use

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• **Pregnancy and Parenting**	• **Pregnancy and Parenting**	• **Pregnancy and Parenting** explain that human beings develop inside their birth mother	• **Pregnancy and Parenting** explain that human beings are helpless when born, and must be fed, clothed, and nurtured	• **Pregnancy and Parenting** explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy; discuss how the health of the birth mother impacts the development of the fetus	• **Pregnancy and Parenting** discuss fertilization, embryonic development, and fetal development; recommend prenatal practices that support a healthy pregnancy;	• **Pregnancy and Parenting** discuss the potential challenges faced by adolescent parents and their families; describe the signs and symptoms of pregnancy	• **Pregnancy and Parenting** describe fertilization and each stage of embryonic and fetal development; discuss the importance of regular prenatal care	• **Pregnancy and Parenting** analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth; discuss the importance of regular prenatal care

Adopted: September 2009

K-8 Health and Physical Education Scope & Sequence (cont'd)

2.5 Motor Skill Development– Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. This standard includes participation in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Movement Skills** demonstrate large movements (e.g., hopping, galloping, jumping, running, and marching); start and stop on signal (e.g., freezing in a position when the music stops); explore different ways of moving body with and without music	• **Movement Skills** use objects and props to demonstrate coordination and expand spatial and cognitive learning (e.g., balls, hula hoops, Frisbees, balance beams); demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts	• **Movement Skills** perform movement skills with developmentally appropriate control; change the effort (force, flow, energy) or range (extension) of a movement skill; change a movement skill in response to a changing environment	• **Movement Skills** perform movement skills with developmentally appropriate form; correct movement errors in response to feedback; respond appropriately to visual and verbal cues during physical activity; define and use skill- and activity-specific vocabulary; discuss ways that personal and general space is used in all forms of physical activity	• **Movement Skills** demonstrate weight transfer, balance, coordination, and agility; demonstrate smooth transitions between sequential movement skills; demonstrate both improvised and choreographed movement sequences; respond to multiple changes in rhythm, tempo, beat, and musical style; discuss the importance of proper body mechanics when performing movement skills	• **Movement Skills** demonstrate developmentally appropriate form when using movement skills in applied settings; demonstrate the use of force and motion to impact the quality of physical movement	• **Movement Skills** evaluate the critical elements of a movement skill or skill combination; employ the principles of space, effort, and relationships to modify movement; perform planned movement sequences based on a theme and using rhythm or music	• **Movement Skills** demonstrate mechanically correct form and control when using and combining movement skills in applied settings; create and perform movement activities that combine movement skills into smooth flowing sequences; summarize how movement can be made more interesting, creative, or effective	• **Movement Skills** apply the impact of various applications of force and motion during physical activity; demonstrate how equilibrium, rotation, and range of motion impact performance; analyze the application of balance and counterbalance
• **Movement Concepts** use vocabulary to describe directional concept	• **Movement Concepts** identify body planes and parts; explain how changes in direction, pathways and levels can alter movement.	• **Movement Concepts** explain verbal and visual cues used to improve skill performance; distinguish between personal and general space; define and use basic movement vocabulary to describe physical activity	• **Movement Concepts** explain the fundamental principles of force, motion, base of support, and center of gravity; give examples of verbal and visual cues; discuss ways that personal and general space is used	• **Movement Concepts** define and use skill- and activity-specific vocabulary; discuss the importance of proper body mechanics; explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement	• **Movement Concepts** describe how to refine and increase control when performing movement skills.; discuss how practice, regular participation, and appropriate feedback improve performance.	• **Movement Concepts** discuss how movement activities pose opportunities for self-expression, creativity, and teamwork; analyze movement sequences for the proper use of body mechanics and suggest improvements	• **Movement Concepts** summarize how movement can be made more interesting, creative, or effective; discuss the stages of movement skill development; compare and contrast the use of space and flow in physical activities.	• **Movement Concepts** analyze the application of balance and counterbalance; describe how equilibrium, rotation, and range of motion impact performance; describe the influence of history and culture on games, sports, and dance.

• **Strategy**	• **Strategy**	• **Strategy** differentiate between competitive and cooperative strategies	• **Strategy** demonstrate the use of simple strategies	• **Strategy** explain the use of simple strategies	• **Strategy** demonstrate the use of offensive, defensive, and cooperative strategies	• **Strategy** describe the use of offensive, defensive, and cooperative strategies	• **Strategy** compare and contrast offensive, defensive, and cooperative strategies	• **Strategy** use offensive, defensive, and cooperative strategies effectively in applied settings
• **Sportsmanship, Rules, and Safety** Understand rules; demonstrate safe behaviors	• **Sportsmanship, Rules, and Safety** follow most classroom rules; follow basic activity and safety rules	• **Sportsmanship, Rules, and Safety** explain why good sportsmanship is important; explain that practice and being healthy contribute to safe and improved performance	• **Sportsmanship, Rules, and Safety** demonstrate positive behaviors during participation; describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity	• **Sportsmanship, Rules, and Safety** discuss the characteristics of good sportsmanship; demonstrate appropriate behavior as both a player and an observer during physical activity	• **Sportsmanship, Rules, and Safety** compare the roles and responsibilities of participants and observers; summarize general and specific activity rules	• **Sportsmanship, Rules, and Safety** recommend strategies to improve behavior, participation, and enjoyment.	• **Sportsmanship, Rules, and Safety** employ general- and activity-specific rules and analyze their impact on participation	• **Sportsmanship, Rules, and Safety** Analyze participant and observer behaviors for evidence of good sportsmanship
• **Sport Psychology**	• **Sport Psychology** understand that attitude affects the way we perform	• **Sport Psychology** explain that mental attitude influences physical performance	• **Sport Psychology** identify a mental strategy	• **Sport Psychology** describe a variety of mental strategies used to prepare for physical activity	• **Sport Psychology** describe the use of mental preparation strategies	• **Sport Psychology** demonstrate the use of mental preparation strategies	• **Sport Psychology** use specific strategies, including visualization and positive self-talk, to prepare for physical activity	• **Sport Psychology** assess the effectiveness of specific strategies

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K-8 Health and Physical Education Scope & Sequence (cont'd)

2.6 Fitness— This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power).

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• **Fitness and Physical Activity**	• **Fitness and Physical Activity** identify body responses associated with moderate to vigorous physical activity	• **Fitness and Physical Activity** Identify the components of health-related and skill-related fitness; identify activities that develop each component	• **Fitness and Physical Activity** discuss the physical, social, and emotional benefits of regular physical activity; describe how body systems respond to vigorous exercise; describe how technology has improved fitness activities	• **Fitness and Physical Activity** explain each component of health-related and skill-related fitness; explain how specific activities develop each component; discuss factors such as heredity, training, and diet that influence fitness	• **Fitness and Physical Activity** describe the physical, social, and emotional benefits of regular physical activity; describe how body systems adapt over time to regular physical activity; describe how gender, age, heredity, training, and health behaviors impact fitness	• **Fitness and Physical Activity** differentiate among activities that improve skill fitness versus health-related fitness; describe the relationship between physical activity, healthy eating, and body composition	• **Fitness and Physical Activity** summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity; differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time	• **Fitness and Physical Activity** predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness; distinguish between facts and fallacies regarding the marketing of fitness products, services, and information; describe ways to achieve a healthy body composition through healthy eating and physical activity
• **Training**	• **Training** define exercise; explain that participation in regular physical activity contributes to wellness	• **Training** explain that too much or not enough exercise can be harmful	• **Training** discuss the importance of regular physical activity	• **Training** describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity; explain that using performance-enhancing substances may be unsafe and illegal	• **Training** discuss the relationship between practice, training, and injury prevention; apply the appropriate training principles to various forms of physical activity used to improve personal fitness	• **Training** discuss how the principles of training improve personal fitness; describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances; discuss legal and competition issues related to their use	• **Training** recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional; describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods	• **Training** apply training principles to establish a progression of activity that will improve each component of fitness; investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances

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• **Achieving and Assessing Fitness**	• **Achieving and Assessing Fitness** engage in moderate physical activity	• **Achieving and Assessing Fitness** engage in moderate to vigorous physical activity that develops all components of fitness; monitor heart rate and breathing before, during, and after exercise; develop a fitness goal and monitor achievement of the goal	• **Achieving and Assessing Fitness** maintain continuous aerobic activity for a specified time period; demonstrate safe and appropriate techniques while engaging in fitness activities	• **Achieving and Assessing Fitness** monitor physiological responses before, during, and after exercise; develop a health-related fitness goal and use technology to track fitness status; demonstrate age and gender-specific progress towards improving each component of fitness	• **Achieving and Assessing Fitness** engage in physical activity at a target heart rate for a minimum of 20 minutes;	• **Achieving and Assessing Fitness** monitor physiological indicators before, during, and after exercise; assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan	• **Achieving and Assessing Fitness** engage in a variety of sustained, vigorous physical activities that enhance each component of fitness; use health data and information from internal and external sources to develop a personal fitness plan; use technology to evaluate the implementation and outcomes of the plan	• **Achieving and Assessing Fitness** perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate; monitor physiological indicators before, during, and after exercise and compare changes

Adopted: September 2009