

Comprehensive Health Standards Rationale

Parents and Guardians

It is understood that parents and guardians are the primary educators in their children's health; therefore, it is important to include the applicable statutes and state Board of Education rule in the comprehensive health education standards. Parents and guardians must be provided opportunities to preview school district policies, curriculum and take-home materials.

The ultimate goal of comprehensive health education is to help young people in Arizona achieve their fullest potential by attaining their highest level of health and wellness as students and adults. Basic to health education is the knowledge about the importance of the interrelationships of physical, behavioral, and social well-being and the prevention of diseases and other health problems. Students should learn to accept responsibility for personal health decisions and practices, work with others to maintain a healthy environment, as well as become informed consumers.

Rationale for Standard 1: Students comprehend concepts related to health promotion and disease prevention.

Comprehension of health promotion strategies and disease prevention concepts enables students to become health literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

Rationale for Standard 2: Students demonstrate the ability to access accurate health information.

Accessing valid health information and health promoting products and services is important in the prevention, early detection and treatment of most health problems. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

Rationale for Standard 3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. Accepting responsibility and practicing health-enhancing behaviors can contribute to a positive quality of life.

Rationale for Standard 4: Students analyze the influence of culture, media, technology and other factors on health.

Health is influenced by a variety of factors that coexist within society. The ability to analyze, evaluate and interpret the influence of culture, media and technology on health is important in a rapidly changing world. The health literate, responsible and productive citizen draws upon the contributions of these factors to strengthen individual, family and community health.

Rationale for Standard 5: Students demonstrate the ability to use interpersonal skills to enhance health.

Personal, family and community health are enhanced through effective communication. The ability to organize and to convey information, beliefs, opinions, and feelings (both verbal and nonverbal) are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect for self and others.

Rationale for Standard 6: Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

Decision-making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles, thus improving the quality of life.

Rationale for Standard 7: Students demonstrate the ability to advocate for personal, family and community health.

Quality of life is dependent on an environment that protects and promotes the health of individuals, families and communities. Responsible citizens who are health literate communicate and advocate for positive health in their communities.

§ 15-102. Parental involvement in the school; definition

- A. The governing board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district, including:
1. A plan for parent participation in the schools which is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline.
 2. Procedures by which parents may learn about the course of study for their children and review learning materials.
 3. Procedures by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion.
- B. The policy adopted by the governing board pursuant to this section may also include the following components:

1. A plan by which parents will be made aware of the district's parental involvement policy and the provisions of this section, including:
 - (a) Rights under the family educational rights and privacy act of 1974 relating to access to children's official records.
 - (b) The parent's right to inspect the school district policies and curriculum.
 2. Efforts to encourage the development of parenting skills.
 3. The communication to parents of techniques designed to assist the child's learning experience in the home.
 4. Efforts to encourage access to community and support services for children and families.
 5. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
 6. Identifying opportunities for parents to participate in and support classroom instruction at the school.
 7. Efforts to, with appropriate training, support parents as shared decision makers and to encourage membership on school councils.
 8. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
 9. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
 10. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- C. For the purposes of this section, "parent" means the parent or person who has custody of the child.

R7-2-303. Sex Education

- A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements.
1. Common schools: Nature of instruction; approval; format.
 - a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course study.
 - i. This supplement may only be taken by the student at the written request of the student's parent or guardian.
 - ii. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
 - iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-eighth of the school year for grades K-4.
 - iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-quarter of the school year for grades 5-8.
 - b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.
 - i. Each local governing board contemplating the offering of elective sex education

shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.

- ii. The local governing board shall review the total instruction materials for lessons presented for approval.
 - iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval.
 - iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.
- c. Format of instruction.
- i. Lessons shall be taught to boys and girls separately.
 - ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
 - iii. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
2. High Schools: Course offering; approval; format.
- a. A course in sex education may be provided in the high schools of Arizona.
 - b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.
 - c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.
 - d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.
3. Content of instruction: Common schools and high schools.
- a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:
 - i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and
 - ii. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.

- b. All sex education materials and instruction which discuss sexual intercourse shall:
 - i. Stress that pupils should abstain from sexual intercourse until they are mature adults;
 - ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;
 - iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;
 - iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;
 - v. Promote honor and respect for monogamous heterosexual marriage; and
 - vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.
- B. Certification of compliance. All districts offering a local governing board-approved sex education course of lesson shall certify, under the notarized signature of both the president of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph (C). Acknowledgment of receipt of the compliance certification from the state Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.
- C. All districts offering state Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

§ 15-716. Instruction on acquired immune deficiency syndrome; department assistance

- A. Each common, high and unified school district may provide instruction to kindergarten programs through the twelfth grade on acquired immune deficiency syndrome and the human immunodeficiency virus.
- B. Each district is free to develop its own course of study for each grade. At a minimum, instruction shall:
 - 1. Be appropriate to the grade level in which it is offered.
 - 2. Be medically accurate.
 - 3. Promote abstinence.
 - 4. Discourage drug abuse.
 - 5. Dispel myths regarding transmission of the human immunodeficiency virus.
- C. No district shall include in its course of study instruction which:
 - 1. Promotes a homosexual life-style.
 - 2. Portrays homosexuality as a positive alternative life-style.
 - 3. Suggests that some methods of sex are safe methods of homosexual sex.
- D. At the request of a school district, the department of health services or the department of education shall review instruction materials to determine their medical accuracy.
- E. At the request of a school district, the department of education shall provide the following assistance:
 - 1. A suggested course of study.
 - 2. Teacher training

3. A list of available films and other teaching aids.
- F. At the request of a parent, a pupil shall be excused from instruction on the acquired immune deficiency syndrome and the human immunodeficiency virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction.

Physical Activity Standards Rationale

A wealth of information has been accumulated to point to the importance of physical activity in promoting health and wellness. Evidence also indicates that habits (lifestyles) established in youth are likely to influence adult lifestyles and associated health and wellness. Physical activity, a primary risk factor for many chronic health conditions, is an integral part of comprehensive school health education but also must be promoted as an important educational goal. Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher order skills include decision-making and problem solving required to become informed, lifetime physical activity consumers.

Rationale for Standard 1: Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Movement competence implies the development of sufficient ability to enjoy participation in physical activities and re-establish a foundation to facilitate continued motor skill acquisition and increased ability to engage in developmentally appropriate daily physical activities. In addition to achieving competence in a few movement forms, which increases the likelihood of lifetime activity participation, the students apply concepts from exercise science disciplines that will help them achieve independence in developing movement competence in new movement forms. The focus is on movement forms appropriate for lifetime activity involvement and the establishment of personal competence.

Rationale for Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and become self-directed lifelong learners who are informed physical activity consumers.

Accessing accurate physical activity information, products and services is important to become informed, responsible physical activity consumers.

Rationale for Standard 3: Students exhibit a physically active lifestyle.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is taught in school with students' choices for physical activity outside of school. Students are more likely to participate in physical activities if they have had opportunities to develop interests that are personally meaningful to them.

Rationale for Standard 4: Students achieve and maintain a health-enhancing level of physical fitness. The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop personal fitness levels above those necessary for health-enhancement, based on unique personal needs and interests and necessary for many work situations and active leisure participation. Health-related fitness components

include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level.

Rationale for Standard 5: Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. Behaviors such as safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports, and positive social interaction are necessary for all students to develop effective communication skills.

Rationale for Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

The intent of this standard is to develop respect for similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race and socioeconomic status.

Rationale for Standard 7: Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

The intent of this standard is for students to develop an awareness of the intrinsic benefits of participation in lifelong physical activity. Physical activity can provide opportunities for enjoyment, physical fitness and personal challenge.

Table 1. Comprehensive Health Education Standards

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

STANDARD 2

Students demonstrate the ability to access accurate health information.

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

Table 2. Physical Activity Standards

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

STANDARD 3

Students exhibit a physically active lifestyle.

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

STUDENT 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

ADDENDUM
A Brief Description of Ten Major Content Areas in
Comprehensive School Health Education

1. **Community Health** includes topics such as individual responsibility; healthful school, home and community environments; community health resources and facilities; official and nonofficial health agencies; health service careers; pollution control; community involvement; current issues; and trends in medical care.
2. **Consumer Health** addresses health care resources i.e., knowing what is available and how to be an educated consumer.
3. **Environmental Health** addresses individual and community responsibility, pollution, effects of environment on health, environmental protection agencies, population density, world health, waste disposal, sanitation, laws and career choices.
4. **Family Life Education** covers information about family dynamics, building relationships, child abuse, choices about relationships, family planning, parenting skills, sex education, and sexually transmitted diseases such as HIV infection and AIDS.
5. **Injury Prevention and Safety** includes learning about first aid and emergency health care and addresses the prevention of unintentional injuries. (Many schools include violence prevention and homicide as health issues within this content area.)
6. **Mental and Emotional Health** includes building self-esteem, effectively coping with stress, and communication skills, among others.
7. **Nutrition** addresses a balanced diet, food preparation, reading and understanding food labels, differences in nutritional needs for pregnant women, and more.
8. **Personal Health** includes physical fitness and lifetime activities, cardiovascular health, sleep, rest, relaxation, recreation, growth and development, oral health, vision and hearing, body systems and their functions, aging, personal wellness plans, and positive health habits and choices.
9. **Prevention and Control of Disease** addresses heart disease, stroke, diabetes, cancer, HIV/AIDS and others.
10. **Substance Use and Abuse** refers to the use and misuse of tobacco, alcohol, and other drugs and often includes topics such as positive decision-making, individual responsibility, substances beneficial to humankind, the classification of substances and their effects on the body, and the formation of habits and their influence.

The ten major content areas in this addendum are provided to assist local school districts in developing sequential curricula. It will be left to the discretion of the local district to determine the emphasis of each of the content areas. The Comprehensive Health Education and Physical Activity Standards are the required competency indicators, while the addendum is a tool to be used by school districts as a cross-reference.

COMPREHENSIVE HEALTH STANDARDS

BY LEVEL: FOUNDATIONS (Grades 1-3)

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

- **1CH-F1. Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual well-being**

PO 1. Explain positive effects of a balanced, healthy lifestyle (e.g., being alert, rested, energetic, healthy)

PO 2. Explain importance of personal health-promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity)

- **1CH-F2. Identify indicators of mental, emotional, social and physical health during childhood**

PO 1. Describe how feelings affect behavior (e.g., anger, fear, pride, happiness, sadness, frustration)

PO 2. Recognize the importance of developing friendships

PO 3. Describe at least three ways to prevent the spread of germs

- **1CH-F3. Describe the basic structure and functions of the human body systems**

PO 1. Identify the parts of the digestive and circulatory system

PO 2. Describe the functions of the digestive and circulatory systems

- **1CH-F4. Describe how heredity, family life and individual lifestyle affect personal health**

PO 1. Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight)

PO 2. Explain how eating/activity habits effect lifestyle

- **1CH-F5. Describe how environmental health and personal health are related**

PO 1. Show relationships of behavior to environment (e.g., weather and appropriate dress, pollen and allergies/asthma, pollution and respiration, pollution and skin)

- **1CH-F6. Identify health problems that should be detected and treated early and the reasons why**

PO 1. Describe health problems and early detection

PO 2. Describe the benefits of early treatment

- **1CH-F7. Identify the characteristics, causes, prevention and treatment of common childhood injuries and illnesses**

PO 1. List common childhood illnesses, their causes and prevention

PO 2. List common childhood injuries, their causes, prevention and treatment

PO 3. Illustrate ways to keep germs from spreading

PO 4. Illustrate ways to prevent injuries

STANDARD 2

Students demonstrate the ability to access accurate health information.

- **2CH-F1. Identify characteristics of accurate health information (e.g., research-based, current) and health promoting products (e.g., weight scales, thermometers, eye glasses) and services (e.g., school meal program, school nurse, after school activities)**

PO 1. List sources of accurate/reliable health information

PO 2. List health promoting products

PO 3. Name health promoting services that contribute to health

- **2CH-F2. Demonstrate the ability to locate resources from home, school and community that provide accurate health information**

PO 1. Describe health/emergency agencies that provide services (e.g., community health agencies, schools, poison control centers, Web sites)

- **2CH-F3. Explain how media influences the selection and use of health information, products and services**

PO 1. Describe how advertisement affects choices

PO 2. Identify ways media (movies) influence health decisions

- **2CH-F4. Demonstrate the ability to locate home and school health helpers**

PO 1. Convey how to access appropriate health/emergency services

- **2CH-F5. Locate and describe the roles of resources (health workers and organizations) from the school and community**

PO 1. State appropriate agencies to contact

PO 2. Identify resources (e.g., parents, health department, fire department)

- **2CH-F6. Describe the consequences of appropriate and inappropriate use of drugs and medicine**

PO 1. Identify safe practices of taking medicine and storing it properly

PO 2. Identify the harmful affects of inappropriate use of drugs and medicine

- **2CH-F7. Identify when and how to seek emergency medical assistance and shelter**

PO 1. Demonstrate how to contact parents and/or emergency services in emergency situations

PO 2. Recall emergency numbers

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- **3CH-F1. Identify responsible health behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)**

PO 1. Discuss responsible health behavior vs. risky or harmful behaviors

- **3CH-F2. Identify personal health needs and strategies to maintain or improve one's well-being**

PO 1. Discuss good health habits

PO 2. Discuss ways to promote and maintain good health habits

PO 3. Establish a plan for personal health standards

- **3CH-F3. Identify hazards found in the home, school and community and demonstrate ways to avoid or reduce the threats**

PO 1. List hazards found in the home, school, and community

PO 2. Discuss ways to avoid and/or reduce the threats

- **3CH-F4. Apply skills to manage stress**

PO 1. Identify causes of stress

PO 2. Describe ways to reduce stress

- **3CH-F5. Demonstrate first aid procedures and appropriate responses to common emergencies in the home, school and community**

PO 1. Describe a minimum of three first aid procedures

PO 2. Determine correct response in case of accident or sudden illness

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

- **4CH-F1. Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures**

PO 1. Demonstrate awareness of individual and ethnic variation of food choices and exercise

- **4CH-F2. Explain how the media influence health behaviors**

PO 1. Describe how advertising influences health behavior

PO 2. Describe how movies and cartoons influence health behavior

- **4CH-F3. Describe ways technology can influence personal health**

PO 1. Explain how technology has influenced personal health (e.g., 911 system, X-rays, blood pressure cuffs, thermometers)

- **4CH-F4. Explain how information from school and family influences health**

PO 1. Same as concept

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

- **5CH-F1. Distinguish between verbal and nonverbal communication**

PO 1. Describe differences between nonverbal and verbal communication

- **5CH-F2. Describe characteristics needed to be a responsible friend and family member**

PO 1. Explain what it means to care and be a friend

PO 2. List characteristics needed to be responsible

- **5CH-F3. Describe ways to communicate care, consideration, and respect of self and others**

PO 1. Explain how one communicates feelings (nonverbal and verbal)

PO 2. Show use of effective "I" messages

- **5CH-F4. Demonstrate healthy ways to express needs, wants and feelings, and identify a variety of ways to deal with them constructively and appropriately**

PO 1. Resolve conflict in socially acceptable ways

PO 2. Formulate self-esteem building skills

- **5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships**

PO 1. Explain characteristics of attentive listening

PO 2. Illustrate effective listening skills

- **5CH-F6. Describe refusal skills to enhance mental, emotional and physical health**

PO 1. Explain how refusal skills enhance mental, emotional and physical health

PO 2. Practice positive behavior towards others

- **5CH-F7. Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict**

PO 1. List negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

PO 2. Explain the difference between negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

- **6CH-F1. Apply a sound decision-making process to resolve health issues and problems**

PO 1. Explain positive strategies to resolve problems

PO 2. Describe positive strategies to resolve health issues

PO 3. Demonstrate positive decision-making to resolve a health issue or problem

- **6CH-F2. Explain the effects of personal health care choices**

PO 1. Identify the effects of personal health choices (positive and negative)

- **6CH-F3. Set a personal health goal and track progress toward its achievement**

PO 1. List a personal health goal

PO 2. Chart progress toward achievement

STANDARD 7

Students demonstrate the ability to advocate for personal, family and community health.

- **7CH-F1. Describe a variety of methods to convey accurate health information and ideas**

PO 1. Same as concept

- **7CH-F2. Collect information about health issues**

PO 1. State health issues (safety, personal care, disease prevention, substance abuse prevention, nutrition, emotional and family life)

- **7CH-F3. List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing)**

PO 1. Same as concept

PHYSICAL ACTIVITY STANDARDS

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

- **1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills**

PO 1. Perform all eight locomotor skills with mature form (walk, run, hop, jump, skip, slide, gallop and leap)

PO 2. Perform four manipulative skills with mature form

PO 3. Perform four nonlocomotor skills with mature form

PO 4. Perform movement skills to a rhythm

- **1PA-F2. Adapt a skill area (e.g., dribbling, passing, dance sequence) to the demands of a game-like situation**

PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms)

PO 2. Combine a variety of physical activities (e.g., various travel patterns in relation to music, locomotor and nonlocomotor combinations)

- **1PA-F3. Demonstrate beginning skills of a few specialized movement forms**

PO 1. Dribble and pass a variety of objects to self and around stationary objects (hands, feet and equipment)

PO 2. Throw and kick using mature form

PO 3. Strike a ball repeatedly with hand or object

PO 4. Toss and catch a ball alone or with a partner

- **1PA-F4. Combine movement skills in applied settings**

PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts

PO 2. Demonstrate skills of chasing, fleeing, dodging to avoid others

- **1PA-F5. Apply critical elements to improve personal performance in fundamental and selected specialized movement skills**

PO 1. Demonstrate critical elements of a fundamental skill (e.g., throwing, kicking, striking)

PO 2. Use concepts of space, effort, and relationships that vary the quality of movement

- **1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others**

PO 1. Use feedback to improve personal performance

PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provide feedback to that student

- **1PA-F7. Apply concepts that impact the quality of increasingly complex movement performance (e.g., maintaining a wide base of support in a balance activity)**

PO 1. Understand that appropriate practice improves performance (e.g., a ball must be passed in front of a moving player; the lower the center of gravity, the more stable an object)

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

- **2PA-F1. Identify several activities related to each component of health-related physical fitness**

PO 1. Identify the components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)

PO 2. Identify and demonstrate several activities related to each component of physical fitness

- **2PA-F2. Explain that muscles produce movement and begin to identify muscles**

PO 1. Name and locate large muscle groups

PO 2. Demonstrate activities that utilize specific muscle groups

- **2PA-F3. Demonstrate how to perform physical fitness tests**

PO 1. Demonstrate correct form when performing physical fitness activities

STANDARD 3

Students exhibit a physically active lifestyle.

- **3PA-F1. Select and participate regularly in physical activities for the purpose of improving skill and health**

PO 1. Participate regularly in physical activity for the purpose of improving skill performance

PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle

- **3PA-F2. Identify the benefits derived from regular physical activity**

PO 1. Describe health benefits that result from regular and appropriate participation in physical activity

PO 2. Identify benefits of at least one activity they regularly participate in

- **3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure**

PO 1. Same as concept

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.

- **4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram**

PO 1. Identify the components of health-related physical fitness, (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition)

PO 2. Identify and demonstrate several activities related to each component of physical fitness

- **4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness (goal setting)**

PO 1. Engage in appropriate physical activity that results in the improvement of health-related physical fitness

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

- **5PA-F1. Follow, with few reminders, activity-specific rules, procedures and etiquette**

PO 1. Respond positively to an occasional reminder about a rule/infraction

PO 2. Use expected behaviors in physical activity settings

- **5PA-F2. Utilize safety principles in activity situations**

PO 1. Stop activity immediately at the signal to do so

PO 2. Demonstrate and use equipment safely and responsibly

PO 3. Use the rules of physical education on the playground

- **5PA-F3. Work cooperatively and productively with a partner or small group**

PO 1. Use respect during all physical activity

PO 2. Work cooperatively with another to complete an assigned task

- **5PA-F4. Work independently and on-task for short periods of time**

PO 1. Demonstrate specific teacher-directed skills until a signal is given to end task

PO 2. Demonstrate the ability to share equipment with other students before repeating a turn

- **5PA-F5. Interact with peers while participating in group activities**

PO 1. Treat others with respect during physical activity

PO 2. Resolve conflicts in socially acceptable ways

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

- **6PA-F1. Participate in multicultural physical activities**

PO 1. Identify one's own cultural/ethnic roots

PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods

- **6PA-F2. Explain the attributes that individuals with differences can bring to group activities**

PO 1. Display consideration of others' abilities in physical activity settings

- **6PA-F3. Describe differences and similarities among the activities of a variety of national, cultural and ethnic backgrounds**

PO 1. Share with peers an activity, dance or game in which he/she has participated with family or friends

STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

- **7PA-F1. Practice activities to increase skill and fitness competence (goal setting)**

PO 1. Select activities that are personally challenging and rewarding

PO 2. Explain how repeated practice will lead to skill and fitness success

PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities

- **7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities**

PO 1. Same as concept