

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: READINESS (Kindergarten)

Note: This document consists of comprehensive health standards (CH) 1 through 7, and physical activity standards (PA) 1 through 7

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

- **1CH-R1. Identify personal well-being health behaviors**

PO 1. Name healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least 5 fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

PO 2. Demonstrate healthy behaviors that relate to:

- a) personal hygiene (tooth brushing, flossing, hand washing, grooming, etc.)
- b) nutrition (eating a variety of foods, trying new foods, eating at least 5 fruits and vegetables per day)
- c) physical activity (participating in some form of physical activity every day)

- **1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health**

PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, pride)

PO 2. Discuss, through pictures, a variety of emotions experienced daily

- **1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet)**

PO 1. Name body parts by teacher illustration

PO 2. Locate at least five out of seven body parts illustrated

- **1CH-R4. Describe how the family influences personal health**

PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits)

PO 2. Describe how families share time together

- **1CH-R5. Identify elements of the environment (air, water, ground and pollutants) that affect personal health**

PO 1. Identify different types of pollution

PO 2. Describe something in the air, water, and ground that affect personal health

- **1CH-R6. Identify basic symptoms of, and prevention strategies for, common illnesses and diseases**

PO 1. List signs and symptoms of common illnesses

PO 2. Name common communicable diseases

- **1CH-R7. Describe why the body needs nutrients for energy, growth and body maintenance**

PO 1. Describe why the body needs food

PO 2. Identify healthy snack choices

- **1CH-R8. Identify safe and healthy eating habits**

PO 1. Select foods that contribute to good health

PO 2. State the importance of breakfast

PO 3. List safe eating habits

STANDARD 2

Students demonstrate the ability to access accurate health information.

- **2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information**

PO 1. Name who are health helpers

PO 2. Identify emergency medical service (e.g., dial 911)

PO 3. Illustrate access to emergency medical service

- **2CH-R2. Demonstrate the ability to locate home and school health helpers**

PO 1. State your name, physical address and phone number

PO 2. Describe resources (health helpers) available at home and at school

STANDARD 3

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

- **3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene and relationships play in maintaining them**

PO 1. Discuss the value of good health habits (e.g., adequate sleep, exercise, nutrition)

PO 2. Demonstrate universal precautions through examples (e.g., not touching blood/bodily fluids, hand washing)

- **3CH-R2. Identify behaviors that are safe and those that are harmful**

PO 1. List safe behaviors and harmful behaviors

PO 2. Name safety rules for walking, riding in a car and on a bike

- **3CH-R3. Identify types of injuries and their causes**

PO 1. List injuries and causes

PO 2. Draw a picture of someone injured and show the cause of the injury

- **3CH-R4. Identify stressful situations, feelings and physical responses**

PO 1. Recognize stressful situations

PO 2. Recognize feelings and physical responses to stress

STANDARD 4

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

- **4CH-R1. Identify the different foods of various cultures**

- PO 1. List different foods from various cultures

- PO 2. Use foods from various cultures to make a meal (using the food guide pyramid)

- **4CH-R2. Identify media influences on health behaviors**

- PO 1. List at least two health behaviors that are influenced by the media

- PO 2. List how media influences health behaviors

STANDARD 5

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

- **5CH-R1. Identify verbal and nonverbal communication**
 - PO 1. Differentiate between nonverbal and verbal communication
- **5CH-R2. Describe characteristics of responsible individuals, friends and family**
 - PO 1. List what makes a person responsible
 - PO 2. Practice responsible health behavior
- **5CH-R3. Identify a need, want and feeling**
 - PO 1. Same as concept
- **5CH-R4. Identify how to communicate care, consideration, and respect of self and others**
 - PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others
- **5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships**
 - PO 1. List characteristics of attentive listening skills
 - PO 2. Illustrate behavior that demonstrates active listening
- **5CH-R6. Identify refusal skills that enhance health**
 - PO 1. List refusal skills
 - PO 2. Recognize when to use refusal skills (when to say “no”)
- **5CH-R7. Identify behaviors in conflict situations**
 - PO 1. Name behaviors seen in conflicts

- **5CH-R8. Differentiate between negative and positive behaviors used in conflict situations**

PO 1. Identify negative and positive behaviors in conflict situations

- **5CH-R9. Demonstrate nonviolent strategies to resolve conflict**

PO 1. Same as concept

STANDARD 6

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

- **6CH-R1. Identify the decision-making process**

- PO 1. List steps in the decision-making process

- **6CH-R2. Set a personal health goal and record progress toward achievement**

- PO 1. List your personal health goals

- PO 2. Record progress toward achievement

STANDARD 7

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

- **7CH-R1. Identify accurate health information**

PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution)

- **7CH-R2. Identify positive health choices**

PO 1. List positive health choices

PHYSICAL ACTIVITY STANDARDS

STANDARD 1

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

- **1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor and nonlocomotor skills**
 - PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley)
 - PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop, and leap)
 - PO 3. Demonstrate a variety of nonlocomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock and sway)

- **1PA-R2. Demonstrate mature form in walking and running**
 - PO 1. Same as concept

- **1PA-R3. Identify fundamental movement patterns (e.g., skip, strike)**
 - PO 1. Recognize movement patterns of manipulative, locomotor, and nonlocomotor skills

- **1PA-R4. Identify a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)**
 - PO 1. Demonstrate an understanding of movement concepts in physical activity (space awareness, body awareness, qualities of movement, and relationships)

- **1PA-R5. Describe appropriate concepts to performance (e.g., change direction while running)**
 - PO 1. Perform movement concepts in physical activity
 - a) *space awareness*: personal space, direction, level, pathways, planes
 - b) *body awareness*: shapes, balance, body weight transfer, flight
 - c) *qualities of movement*: time, speed, force, flow
 - d) *relationships*: among body parts, objects and people with people

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-R1. Identify that physical activity is necessary to build good physical fitness**

PO 1. Explain that physical fitness is the ability to work and play with energy to spare

PO 2. Identify feelings that result from participation in fitness activities

- **2PA-R2. Identify that there are different parts of physical fitness**

PO 1. Explain that warm-up activity and cool-down are essential parts of a fitness activity

- **2PA-R3. Identify the different parts of physical fitness**

PO 1. Demonstrate aerobic, muscular strength, muscular endurance and flexibility activities

STANDARD 3

Students exhibit a physically active lifestyle.

- **3PA-R1. Engage in moderate to vigorous physical activity**

PO 1. Participate regularly in moderate to vigorous physical activity

PO 2. Participate in gross motor activity of a moderate to vigorous nature

- **3PA-R2. Select and participate in activities that require some physical exertion during personal choice times**

PO 1. Explain how some physical exertion is good for personal well-being

PO 2. Participate in a wide variety of activities outside of physical education class

- **3PA-R3. Identify likes and dislikes connected with participation in physical activity**

PO 1. Explain how exercise is good for one's health

STANDARD 4

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

- **4PA-R1. Sustain moderate to vigorous physical activity for short periods of time**

PO 1. Same as concept

- **4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity**

PO 1. Recognize that moderate physical activity increases heart rate and breathing rate

STANDARD 5

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

- **5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices**

PO 1. Follow identified rules and procedures

PO 2. Work in a group setting without interfering with others

PO 3. Handle and care for equipment safely and responsibly

- **5PA-R2. Share space and equipment with others**

PO 1. Take turns using a piece of equipment

PO 2. Participate in physical activity, respecting other's personal space

STANDARD 6

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

- **6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability)**

PO 1. Participate with peers without regard to personal differences (e.g., race, gender, ability)

- **6PA-R2. Demonstrate cooperation with others in group tasks**

PO 1. Demonstrate willingness to participate in all group activities

PO 2. Explain how sharing with others can lead to positive feelings (e.g., acceptance, belonging to the group)

STANDARD 7

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

- **7PA-R1. Engage in physical activities**

- PO 1. Explain that activity is good for one's health

- PO 2. Identify feelings that result from participation in physical activities

- PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, fine motor)

- **7PA-R2. Try new movement activities and skills**

- PO 1. Participate in a wide variety of physical activities