

Health and Fitness Standards

**Essential Academic Learning Requirements:
A Recommended Grade-by-Grade Sequence
for
Grade Level Expectations – Grades K-12**



Health and Fitness Grade Level Expectations (GLEs)

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Overview – Health and Fitness Grade Level Expectations (GLEs)

Washington State has embraced the challenge to ensure that all students become educated and engaged in a lifetime of health and fitness. Teaching our students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives. The essential academic learning requirements (EALRs) in health and fitness establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning. These guidelines represent the effort to improve the clarity, coherence, inclusiveness, and manageability of our State's standards and the recommended guidelines for health and fitness education.

Introduction – Health and Fitness GLEs

OSPI is committed to helping educators provide high quality instruction for all Washington students. This document provides all educators, parents, and community members access to essential learning expectations to ensure all students achieve success. To that end, teachers can use the suggested examples as starting points in designing learning and to guide ongoing Classroom-Based Assessments (CBAs).

Washington's school reform efforts focus on setting clear and high expectations for what students should know and be able to do. The EALRs articulate the State's expectations and learning standards. The CBAs for Health and Fitness are a part of the 2008 Washington Assessment for Student Learning (WASL), and they are designed to measure whether students have met these standards.

A drafting team relied on both the feedback from various committees and guidance from national standards' documents to refine and shape their work. From this guidance, the EALR Benchmark Indicators were clarified, given added specificity, and expressed with the appropriate cognitive demand in the form of GLE statements, with bulleted examples that described possible student performances demonstrating the learning at each grade level.

The Evidence of Learning (EOL) is a bulleted list of ways students can demonstrate learning, considered essential to the GLE. Educators are encouraged to identify additional ways in which the student can demonstrate proficiency. An example statement may be included to provide samples of possible *student demonstrations* to give educators additional illustrations of the learning. These examples are not exhaustive, and educators should find multiple ways by which learners can demonstrate what they know.

An understanding of good health and fitness concepts and practices is essential for all students. Businesses have already started to realize the extent to which poor health practices can undermine an employee's effectiveness and ability to succeed. The same

is true of students. Teaching our students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives.

Establishing Learning Goals and EALRs

The journey began with the establishment by law of four state learning goals. Working from those goals, teams of teachers, parents and business leaders created over-arching “Essential Academic Learning Requirements,” or EALRs for reading, writing, mathematics, science, social studies, health and fitness, and the arts. Each EALR describes the “big picture” skills and knowledge we want students to learn over the course of their K-12 school experience.

There are four EALRS for health and fitness – two for health education and two for fitness education – which describes the research, reasoning, and analytical skills students should be able to apply to each of these disciplines.

For each EALR, there are more specific statements, called “components,” and for each of these, up until the development of this document, there were benchmarks that described what students should know and be able to do in 5th and 8th grades and in high school.

The Next Step: Health and Fitness Grade Level Expectations (GLEs)

Now we have taken the next step by providing K-12 educators with fully-developed GLEs that specify what students should learn as they progress from grade to grade. Like the EALRS, the GLEs have been developed by statewide teams led by practicing health and fitness educators.

Establishing Essential Academic Learning Requirements (EALRs)

There are four EALRs for health and fitness:

- EALR 1 captures movement, physical fitness, and nutrition.
- EALR 2 recognizes dimensions of health, stages of growth and development, reduces health risks, and promotes safe living.
- EALR 3 analyzes and evaluates the impact of real-life influences on health.
- EALR 4 analyzes personal information to develop an individualized fitness plan.

A Grade-by-Grade Sequence

The GLEs provide a grade-by-grade sequence of concepts. Local school districts are not required to follow this exact sequence; districts can reorder them within grade bands (e.g., 3-5, 6-8, and 9-12). However, districts are encouraged to consider the mobility of their students and the advantages of following the recommended sequence to ensure that their students have equitable access to all of the skills that build a strong health and

fitness background. The goal of the GLEs is to assist teachers and local districts in designing the K-12 health and fitness scope and sequence and to develop lessons and instruction that ensures all students have an opportunity to master the skills and standards contained in the EALRs and GLEs.

Goals for the Health and Fitness GLEs

According to the Centers for Disease Control and Prevention (CDC), the number of overweight children has tripled to an estimated 15%—or about 8 million—over the past three decades, and nearly doubled among children 6 to 11 years of age. Insufficient physical activity and excessive calories consumed is well known as a critical factor for this alarming increase in overweight and obese adolescents. Because most children spend a substantial portion of their day in school, physical education is an essential and integral component of a total educational program.

Quality physical education can assist in academic performance, play a major role in the health-care costs for Washington as well as provide students with a global perspective through movement and social enrichment.

Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, or community-based sports) have important but distinctly different goals than physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness. However, these activities do not provide the content of a comprehensive, standards-based physical education program, and thus should not be allowed to fulfill a physical education requirement.

Health and fitness education contributes to developing good health and safety principles which can lead to a lifetime of healthy practices. Quality health and fitness education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles.

RCWs and WACs for Health and Fitness

RCW 28A.150.210

Basic education act — Goal.

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational

achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and **health and fitness**.
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.230.040 Physical education in grades one through eight.

Every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics.

WAC 392-410-135 Physical education -- Grade school and high school requirement.

(1) Grades 1-8. Pursuant to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived pursuant to RCW 28A.230.040.

(2) Grades 9-12. Pursuant to RCW 28A.230.050, a one credit course or its equivalent shall be offered in physical education for each grade in the high school program (grades 9-12).

Recess, as normally provided, cannot be used to meet the requirement of an average of 100 minutes per week of instruction in physical education. Recess provides unstructured play opportunities that allow children to engage in physical activity.

According to the National Association for Sport and Physical Education (NASPE), recess is not viewed as a reward but as a necessary educational support component for all children. Therefore, students should not be denied recess so they can complete class work or as a means of punishment.

RCW 28A.230.040**Physical education in grades one through eight.**

Every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics.

RCW 28A.230.050 Physical education in high schools.

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

RCW 28A.230.095 Essential academic learning requirements and assessments.

By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of superintendent of public instruction.

What is the difference between physical education and physical activity?

The terms “physical education” and “physical activity” seem to be used interchangeably by many people; however, they are quite different. To provide just physical activity (which is VERY important) during the day may be based on fitness-oriented activity with limited knowledge on appropriate motor development of children.

Physical Education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles.

The physical education setting, whether the gym, field, or multipurpose room, is the classroom in which the curriculum of physical education is conducted and is taught by a certified physical education specialist. This class should be treated with the same level of professional concern as other learning environments.

When children learn and have the time to develop and practice skills, they have the increasing opportunity to find enjoyment in sport and physical education which can carry into an active adult lifestyle. To provide quality physical education can assist as a solution for creating active adults.

A positive physical education experience can inspire children about physical activity. An understanding of good health and fitness concepts and practices is essential for all students. The physical education course shall be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the EALRs and GLEs.

Physical Activity is defined by the Centers of Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure.

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Exercise is a subset of physical activity that is planned, structured, and repetitive and is done to improve or maintain physical fitness.

Physical activity and exercise is the application of what is learned in physical education class. Children need time to learn and practice to master basic locomotor skills. Good physical education is to develop (teach) individuals who will have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. As we move forward to assure access to physical education and physical activity, we need to assure the program offerings meet the rigor of quality in all respects.

A quality physical education program would include an environment in which:

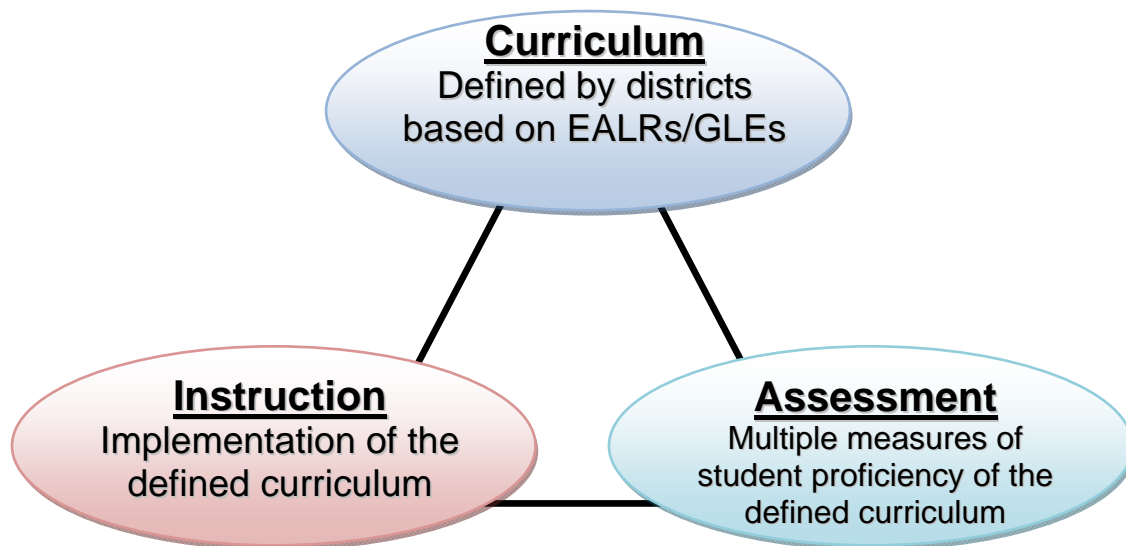
- Curriculum aligns with state standards for health and fitness EALRs/GLEs.
- Children are given the opportunity to learn with appropriate time and space for practice and with appropriate supplies.
- Children are taught by a certified health and fitness specialist.
- Children are instructed and assessed in the cognitive, affective, and psychomotor domains.

Physical Activity is a BEHAVIOR

and

Physical Education is a CURRICULUM
that helps create and support physical activity.

*Quality physical education leads to a
lifetime of physical activity.*



**Physical Education is Instruction, Curriculum,
and Assessment all together, where physical
activity is any type of movement.**

Physical inactivity is part of the problem of overweight youth. Physical activity is part of the solution. Physical education is a critical component to increasing physical activity.

School physical education programs are the one place that:

1. **All** children can participate in regular physical activity.
2. **All** children can become physically educated for a lifetime of physical activity

What is the relationship between Physical Education and Athletics?

While athletics are a valuable part of school life, athletics are extra-curricular activities and do not promote participation by all students. Physical education can enhance interest in athletics. Athletics are not a replacement for physical education, but contribute valuable additional physical activity time to involved students.

Physical education will teach knowledge of skills and concepts necessary for safe and healthy living, and in turn, for successful learning, while athletics typically focuses on one sport.

Athletics is described as an active sport requiring physical exertion and competition; a contest between athletes; participation in sports events as an extracurricular activity. As we know, the importance of athletics is critical to some students, but this population needs physical education to guarantee they have the opportunity to learn what a physically educated person should know and be able to do after high school athletics.

There is a grave difference in physical education, physical activity, and athletics; each holding an extremely beneficial meaning and important place in the educational system.

Athletics are enrichment activities that occur outside of the normal school day and are optional activities, but physical education is a component of the curriculum.

Summary

Inactivity is a leading cause of preventable death. A physically inactive population is at increased risk for many chronic diseases, including heart disease, stroke, colon cancer, diabetes, and osteoporosis. A well-designed physical education curriculum will promote a lifelong physically active lifestyle that can enhance longevity and quality of life.

The National Association for Sport and Physical Education (NASPE) believes that every student in our nation's schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet children's developmental needs, which in turn helps to improve mental alertness, academic performance, and readiness and enthusiasm for learning.

There can be no doubt that school-based physical education can make an important contribution to the health of the next generation of Americans. In addition to the health benefits, there is growing evidence that regular physical activity enhances learning and school achievement. In the same way that exercise benefits the muscles, heart, lungs,

and bones, it also strengthens key areas of the brain. Physical activity fuels the brain with oxygen, enhances connections between neurons, and assists in memory. Children in daily physical activity have shown superior academic performance and more positive attitudes toward school.

This framework provides schools and teachers with a guide for creating aligned curricula and learning experiences in health and fitness education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. The practice of leading a healthy and physically active lifestyle will bring about personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

HEALTH AND FITNESS ESSENTIAL ACADEMIC LEARNING REQUIREMENTS AND RATIONALES

K–12 EALR Statement

K–12 Component

Grade Level Expectations (GLEs)

K 1 2 3 4 5 6 7 8 9 10 11 12

• Evidence of Learning (EOL)

Example

EALRs AND RATIONALES

There are four EALRs in health and fitness. Within each EALR, there are several components. The first components address basic concepts, and the latter components ask students to apply their understanding of this core content.

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 – Develops motor skills and movement concepts as developmentally appropriate.

Component 1.2 – Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

Component 1.3 – Understands the concepts of health-related fitness, and interprets information from feedback, evaluation, and self assessment in order to improve performance.

Component 1.4 – Understands the concepts of skill-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Component 1.5 – Understands relationship of nutrition and food nutrients to body composition and physical performance.

Health and Fitness EALR 2 – The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1 – Recognizes dimensions and indicators of health.

Component 2.2 – Understands stages of growth and development.

Component 2.3 – Understands the concepts of prevention and control of disease.

Component 2.4 – Acquires skills to live safely and reduce health risks.

Health and Fitness EALR 3 – The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1 – Understands how family, culture, and environmental factors affect personal health.

Component 3.2 – Evaluates health and fitness information.

Component 3.3 – Evaluates the impact of social skills on health.

Health and Fitness EALR 4 – The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1 – Analyzes personal health and fitness information.

Component 4.2 – Develops and monitors a health and fitness plan.

UNDERSTANDING GRADE LEVEL EXPECTATIONS (GLES)

Essential Academic Learning Requirement (EALR): A broad statement of the learning that applies to grades K–12.

Component: A statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.

Grade Level Expectation (GLE): This is **grade-specific** information about the EALR and component and includes a statement of *cognitive demand** and the *essential content or process* to be learned.

Evidence of Learning: A GLE might include a bulleted list of ways students can demonstrate learning considered essential to the GLE. Educators are encouraged to identify additional ways in which the student can demonstrate proficiency.

Examples: These might also be included to provide samples of possible *student demonstrations* to give educators additional illustrations of the learning. These examples are not exhaustive and educators should find multiple ways by which learners can demonstrate what they know.

Numbering System: Identifies the EALR, the component, and the GLE. In the example at right, the EALR is **1**, add the component (**1.3**), add the GLE (**1.3.1**).

CBA: Refers to one of the OSPI-developed Classroom-Based Assessments (CBAs) that could be used to assess students' ability to meet this GLE. The CBAs are the Washington Assessment of Student Learning in Health and Fitness and can be accessed at:
<http://www.k12.wa.us/assessment/WASL/HealthFitness/default.aspx>
 The CBA will be hyperlinked to the above website.

Underlined word or group of words: Refers to a hyperlink that will have a pop-up box with a definition of the word or group of words.

* An adaptation of *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy* (Anderson, et al., 2001) was used to categorize the cognitive demand required of the student.

EALR 1.0 The student acquires the skills and knowledge necessary to maintain an active life: **Movement, physical fitness, and nutrition.**

Component 1.3 – Understands the components of health-related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.

GLE	Grade 9
1.3.1	<p>Applies the <u>components of health-related fitness</u>.</p> <ul style="list-style-type: none"> ▪ Uses <u>FITT principle</u> to plan and participate in activities promoting each of the <u>components of health-related fitness</u>. <p>Example- When participating in cardiorespiratory activities, intensity should be between 60 to 85 percent of the target heart rate.</p> <p>CBA: <u>Concepts of Health and Fitness</u></p>

Elementary (K-5), EALR 1

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 - Develops motor skills and movement concepts as developmentally appropriate.

GLE	K	1	2	3	4	5
1.1.1	<p>Demonstrates <u>mature form</u> in <u>locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Demonstrates at least two <u>critical elements</u> used in <u>locomotor</u> skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip. Example- Jumps by taking off and landing on both feet. 	<p>Demonstrates <u>mature form</u> in <u>locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Demonstrates <u>critical elements</u> used in <u>locomotor</u> skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip. Example- Hops by taking off on one foot and landing on the same foot. Demonstrates <u>locomotor</u> skills in a variety of activities. Example- Runs in a <u>tagging</u> and <u>fleeing</u> activity. Demonstrates a variety of <u>balance and control skills</u> in <u>locomotor</u> activities. Example- Maintains balance while walking on a line or a balance beam. 	<p>Demonstrates <u>mature form</u> in <u>locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Identifies the <u>critical elements</u> of <u>locomotor</u> skills. Example- Leaps by taking off on one foot and landing on the opposite foot. Demonstrates <u>mature patterns</u> and smooth transitions from one <u>locomotor</u> skill to another. Example- Shows progression of hop to skip. Demonstrates a variety of <u>balance and control skills</u> in <u>locomotor</u> activities. Example- Maintains body control while galloping. Demonstrates <u>locomotor</u> skills in a variety of activities and <u>lead-up games</u>. Example- Uses walking/jogging/running skills in soccer keep-away with small groups. 	<p>Applies <u>locomotor</u>, <u>non-locomotor</u>, <u>manipulative</u>, <u>balance</u>, and <u>rhythmic skills</u> in <u>traditional</u> and <u>non-traditional</u> activities that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Demonstrates <u>mature patterns</u> and smooth transitions between movement skills. Example- Uses hop, skip, and jump in the triple jump. Demonstrates <u>motor skill combinations</u> in a variety of increasingly <u>complex movement activities</u>. Example- Uses walking, bending, and kicking to punt a ball. Demonstrates a variety of <u>balance and control skills</u> in increasingly <u>complex movement activities</u>. Example- Uses <u>dynamic balance</u> in <u>traverse climbing activities</u>. Demonstrates <u>manipulative skills</u> with stationary targets. Example- Throws to a stationary receiver. Demonstrates <u>manipulative skills</u> while moving/traveling. Example- <u>Strikes</u> a ball with a paddle while walking. Demonstrates <u>complex</u> 	<p>Applies <u>locomotor</u>, <u>non-locomotor</u>, and <u>manipulative</u>, <u>balance</u>, and <u>rhythmic skills</u> in <u>traditional</u> and <u>non-traditional</u> activities that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Demonstrates <u>mature patterns</u> and smooth transitions between movement skills in <u>group activities</u>. Example- Receives a ball on the run. Demonstrates <u>motor skill combinations</u> in <u>group activities</u>. Example- Uses reach, step, and strike to serve. Demonstrates a variety of <u>balance and control skills</u> in <u>group activities</u>. Example- Demonstrates a stable base of support while performing a forearm pass. Demonstrates <u>manipulative skills</u> using a variety of objects in <u>group activities</u>. Example- Throws and catches a flying disc (foam, plastic) in Ultimate. Demonstrates <u>manipulative skills</u> with stationary and moving targets in <u>group activities</u>. Example- Serves and returns a pickleball at a wall or with a partner. Demonstrates <u>manipulative</u> 	<p>Applies <u>locomotor</u>, <u>non-locomotor</u>, and <u>manipulative</u>, <u>balance</u>, and <u>rhythmic skills</u> in <u>traditional</u> and <u>non-traditional</u> activities that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> Demonstrates <u>mature patterns</u> and smooth transitions between movement skills in <u>lead-up games</u>. Example- Fields a ground ball and throws to a base. Demonstrates movement skill combinations in <u>lead-up games</u> and <u>group activities</u>. Example- Drops/tosses and <u>strikes</u> in a tennis serve. Demonstrates a variety of <u>balance and control skills</u> in <u>lead-up games</u> and <u>group activities</u>. Example- Performs a handoff with control in a relay race. Designs and performs <u>repeatable sequences</u> of tumbling activities using smooth transitions. Example- Performs a cartwheel into forward roll into an <u>inverted balance</u>. Demonstrates <u>manipulative skills</u> using a variety of objects in <u>lead-up games</u> and <u>group activities</u>. Example- Passes/sets a volleyball (beach ball, trainer) in a

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<p>1.1.2</p>	<p>Demonstrates <u>mature form</u> in <u>non-locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>non-locomotor</u> skills: bend, twist, stretch, push, pull, turn, swing, sway, and rock. Example- Twists at the waist. ▪ Demonstrates <u>static and dynamic balance</u> using a variety of body parts and objects. Example- Balances on knees and one hand. 	<p>Demonstrates <u>mature form</u> in <u>non-locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>non-locomotor</u> skills with a partner in a variety of activities: bend, twist, stretch, push, pull, turn, swing, sway, and rock. Example- Bends to make the letter “M” shape with a partner. ▪ Demonstrates <u>static and dynamic balance</u> using a variety of simple sequences. Example- Performs crabwalk, stork stand, and bearwalk. 	<p>Demonstrates <u>mature form</u> in <u>non-locomotor</u> skills that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>mature form</u> in <u>non-locomotor</u> skills in a variety of activities. Example- Twists while batting an object. ▪ Demonstrates <u>static and dynamic balance</u> using a variety of sequences. Example- Performs a forward dip step, turn/pivot, backward dip step, then performs a scale on balance beam/bench. 	<p><u>movement sequences</u> using various rhythms. Example- Performs the chicken dance.</p>	<p><u>skills</u> while moving/traveling in <u>group activities</u>. Example- Passes and catches using a scoop while jogging. ▪ Organizes and demonstrates <u>complex movement sequences</u> using various rhythms. Example- Performs a Tinikling activity.</p>	<p>three with three modified game.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>manipulative skills</u> with stationary and moving targets in <u>lead-up games</u> and <u>group activities</u>. Example- Performs a basketball pass to a stationary/moving partner. ▪ Demonstrates <u>manipulative skills</u> while moving in <u>lead-up games</u> and <u>group activities</u>. Example- Dribbles and passes a ball with a partner toward a goal. ▪ Applies increasingly <u>complex movement sequences</u> using various rhythms. Example- Creates a partner routine synchronized to music while jumping rope. ▪ Demonstrates the ability to document practice for improved movement <u>proficiency</u>. Example- Records activities on a teacher-designed worksheet.
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<p>1.1.3</p>	<p>Demonstrates <u>mature form</u> in <u>manipulative skills</u> that contribute to movement proficiency.</p> <ul style="list-style-type: none"> Demonstrates at least two <u>critical elements</u> used in the <u>manipulative skills</u>: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation. Example- Steps in opposition, bends knees, and follows-through in an underhand roll. 	<p>Demonstrates <u>mature form</u> in <u>manipulative skills</u> that contribute to movement proficiency.</p> <ul style="list-style-type: none"> Demonstrates <u>critical elements</u> used in the <u>manipulative skills</u>: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble. Example- Catches a ball, demonstrating the following components: feet astride, body in-line, visually tracks object, reaches, and absorbs. Demonstrates <u>manipulative skills</u> in a variety of activities alone and with a partner. Example- Strikes a balloon using various body parts. Demonstrates <u>manipulative skills</u> using implements in a variety of activities. Example- Strikes a ball by using a foam paddle. 	<p>Demonstrates <u>mature form</u> in <u>manipulative skills</u> that contribute to movement proficiency.</p> <ul style="list-style-type: none"> Demonstrates <u>mature form</u> in <u>manipulative skills</u> in a variety of activities. Example- Traps a ball in soccer. Demonstrates <u>manipulative skills</u> using implements in a variety of activities. Example- Bats off of a tee in T-ball. Demonstrates <u>manipulative skills</u> using a variety of objects. Example- Catches/tosses objects (scarves, bean bags) while juggling. Demonstrates <u>manipulative skills</u> with stationary targets. Example- Kicks a ball toward a goal. 			
<p>1.1.4</p>	<p>Demonstrates balance and rhythmic movement skills in <u>traditional</u> and <u>non-traditional</u> activities.</p> <ul style="list-style-type: none"> Demonstrates <u>static and dynamic balance</u> in <u>traditional</u> and <u>non-traditional</u> activities. Example- Demonstrates body control in a forward roll. 	<p>Demonstrates balance and rhythmic movement skills in <u>traditional</u> and <u>non-traditional</u> activities.</p> <ul style="list-style-type: none"> Demonstrates <u>static and dynamic balance skills</u> found in educational gymnastics. Example- Performs a stork stand. Demonstrates <u>static and dynamic balance skills</u> found in artistic gymnastics. Example- Performs scales or egg rolls. Demonstrates simple rhythmic patterns using <u>locomotor</u> and <u>non-locomotor</u> skills for self- 	<p>Demonstrates balance and rhythmic movement skills in <u>traditional</u> and <u>non-traditional</u> activities.</p> <ul style="list-style-type: none"> Demonstrates a variety of <u>static and dynamic balance skills</u> in tumbling sequences. Example- Demonstrates body control in a forward roll to backward roll or <u>monkey jump</u> to cartwheel. Demonstrates combinations of rhythmic patterns using a variety of <u>locomotor</u> and <u>non-locomotor</u> skills. Example- Jumps in bunny hop or bends in hokey pokey. 			

<p>1.1.5</p>	<p>Recognizes <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Recognizes <u>concepts of personal and general space</u> while moving safely in a variety of activities. Example- Recognizes <u>personal space</u> in ribbon or wand activities. ▪ Recognizes <u>concepts of pathways</u> while moving safely in a variety of activities. ▪ Recognizes <u>concepts of levels</u> while moving safely in a variety of activities. ▪ Recognizes <u>concepts of direction</u> while moving safely in a variety of activities. ▪ Recognizes <u>concepts of relationships</u> while moving safely in a variety of activities. ▪ Recognizes <u>concepts of static and dynamic balance</u> while moving safely in a variety of activities. ▪ Recognizes <u>concepts of effort</u> while moving safely in a variety of activities. 	<p>expression. Example- Performs rhythmic patterns in cultural dances or using rhythm sticks.</p> <p>Understands <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Understands <u>concepts of personal and general space</u> while moving safely in a variety of partner activities. Example- Understands the difference between <u>personal space</u> and <u>general space</u> while working with a partner. ▪ Understands <u>concepts of pathways</u> while moving safely in a variety of partner activities. ▪ Understands <u>concepts of levels</u> while moving safely in a variety of partner activities. ▪ Understands <u>concepts of direction</u> while moving safely in a variety of partner activities. ▪ Understands <u>concepts of relationships</u> while moving safely in a variety of partner activities. ▪ Understands <u>concepts of static and dynamic balance</u> while moving safely in a variety of partner activities. ▪ Understands <u>concepts of effort</u> while moving safely in a variety of partner activities. 	<ul style="list-style-type: none"> ▪ Demonstrates moving to a rhythm by combining <u>locomotor</u> and <u>non-locomotor</u> skills to perform basic folk and creative dance sequences. Example- Demonstrates a simple line dance. <p>Demonstrates <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>concepts of personal and general space</u> while moving safely in a variety of small group activities. Example- Demonstrates effective use of <u>personal space</u> and <u>general space</u> in small group activities. ▪ Demonstrates <u>concepts of pathways</u> while moving safely in a variety of small group activities. ▪ Demonstrates <u>concepts of levels</u> while moving safely in a variety of small group activities. ▪ Demonstrates <u>concepts of direction</u> while moving safely in a variety of small group activities. ▪ Demonstrates <u>concepts of relationships</u> while moving safely in a variety of small group activities. ▪ Demonstrates <u>concepts of static and dynamic balance</u> while moving safely in a variety of small group activities. ▪ Demonstrates <u>concepts of effort</u> while moving safely in a variety of small group activities. 	<p>Applies <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Applies <u>movement concepts</u> in <u>dynamic and cooperative situations</u>. Example- Demonstrates the <u>concept of levels</u> using parachute activities. ▪ Applies <u>movement concepts</u> to basic game strategies of offense and defense. Example- Demonstrates the <u>concept of relationships</u> (defender is between offender and goal). ▪ Shows a variety of dances that include various <u>movement concepts</u>. 	<p>Analyzes <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Integrates <u>movement concepts</u> in <u>increasingly complex activities</u>. Example- Demonstrates the <u>concept of effort</u> in a hockey partner drill. ▪ Compares and contrasts basic game strategies in <u>increasingly complex activities</u>. Example- Demonstrates spacing vs. bunching up in a variety of games. ▪ Analyzes a variety of dances that include various <u>movement concepts</u>. 	<p>Evaluates <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Tests <u>movement concepts</u> in <u>complex movement activities</u> and game situations. Example- Evaluates a peer's application of <u>movement concepts</u> in a game setting using a rubric. ▪ Critiques dances which include a variety of <u>movement concepts</u>.
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Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
 Component 1.2 - Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

GLE	K	1	2	3	4	5
1.2.1	<p>Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</p> <ul style="list-style-type: none"> Describes rules and procedures. Example- Freezes on stop signal. Describes safe use of equipment when engaged in physical activities. Example- Maintains safe personal space when using a jump rope. Understands safety rules related to participation in physical activity. Example- Turns scooter over when not using. Understands when to rest. Example- Takes a break when tired and then restarts. Understands when to hydrate. Example- Drinks water before, during, and after exercise. Understands the importance of wearing proper shoes and clothing for safe participation. Example- Wears shoes that support physical activity and prevent injury (e.g., no wheels, flip-flops, etc.). 	<p>Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</p> <ul style="list-style-type: none"> Understands rules, procedures, and proper use of equipment. Example- Uses equipment as instructed. Describes healthy choices related to rest, hydration, and proper clothing when participating in physical activity. Example- Ties shoes so they will stay on during a soccer kick. Describes safety rules related to participation in physical activity. Example- Watches where traveling in large group activities. 	<p>Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</p> <ul style="list-style-type: none"> Demonstrates safe use of equipment when engaged in physical activities. Example- Waits to throw until partner gives catching signal. 	<p>Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</p> <ul style="list-style-type: none"> Applies rules, procedures, and proper use of equipment. Example- Keeps hockey stick below knee level. 	<p>Analyzes safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</p> <ul style="list-style-type: none"> Points out role in maintaining a safe learning environment. Example- Wears paddle safety strap when playing pickleball. 	<p>Evaluates safety rules and procedures in a variety of physical activities. CBA: <u>Get Fit Summer</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Critiques <u>etiquette</u> and application of rules and procedures. Example- Explains why the volleyball should be rolled under the net on change of service (as opposed to thrown over the net). Applies <u>safety principles</u> when performing age-appropriate activities. Example- Maintains appropriate following distance when riding bikes. Applies knowledge of safety precautions to take before, during, and after a workout. Example- Warms up prior to stretching.

HEALTH

PHYSICS	1.2.2	Applies social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates cooperative behaviors in physical activities. Example- Invites others to join group. 	Applies social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates cooperative behaviors in physical activities. Example- Encourages others in a relay race. 	Applies social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates cooperative behaviors in physical activities. Example- Works cooperatively toward a common goal. ▪ Demonstrates positive <u>sportsmanship</u>. Example- High-fives an opponent after an activity. 	Applies social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates cooperation in small and large group activities. Example- Invites everyone in the group to share ideas. Allows girls to join the game with boys. ▪ Participates in group discussions related to <u>etiquette</u>, rules, and procedures. 	Applies social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates cooperation when working to achieve a common goal. Example- Respects teammates' ideas in team building activities. ▪ Demonstrates <u>etiquette</u> and application of rules. Example- Avoids stepping in an opponent's putting path. 	Analyzes social skills necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Integrates cooperation during competitive and non-competitive activities. Example- Honors group decisions. ▪ Points out rule violations and resolution strategies. Example- Calls own fouls (uses rock, paper, and scissors to resolve conflicts).
	1.2.3	Recognizes strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Recognizes the concepts of offense and defense in a variety of activities. Example- Understands the difference between a <u>tagger</u> and a <u>fleer/dodger</u>. 	Recognizes strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Recognizes the concepts of offense and defense in a variety of individual, partner, and group activities. Example- Understands when your group has the ball, you are on offense. When your group does not have the ball, you are defense. 	Understands strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Understands the concepts of offense and defense in a variety of individual, partner, and group activities. Example- Explains defense means guarding or protecting something. 	Understands strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Understands basic strategies in games and activities. Example- Moves to an open space as a receiver. 	Applies strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates basic strategies in games and activities. Example- Demonstrates 1-to-1 defense, staying between opponent and the goal. 	Applies strategies necessary for effective participation in physical activities. <ul style="list-style-type: none"> ▪ Demonstrates basic strategies in games and activities. Example- Passes the ball ahead of a receiver traveling towards the goal.

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
Component 1.3 - Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE	K	1	2	3	4	5
1.3.1		Recognizes basic vocabulary and <u>components of health-related fitness</u> . <ul style="list-style-type: none"> ▪ Recognizes moderate vs. vigorous physical activity. Example- Recognizes changes in body signals during slow activities vs. fast activities. ▪ Recognizes cardiorespiratory endurance. 	Understands basic vocabulary and <u>components of health-related fitness</u> . <ul style="list-style-type: none"> ▪ Describes each of the <u>components of health-related fitness</u>. Example- Describes flexibility is bending, twisting, and stretching. ▪ Describes the benefits of 	Applies <u>components of health-related fitness</u> . <ul style="list-style-type: none"> ▪ Classifies daily activities that require each of the different <u>components of health-related fitness</u>. Example- Understands playing on monkey bars at recess is <u>muscular strength</u> or <u>muscular endurance</u>. 	Analyzes <u>components of health-related fitness</u> . <ul style="list-style-type: none"> ▪ Points out benefits of physical activity for the heart, lungs, and muscles. Example- Understands jumping rope contributes to the prevention of heart disease. ▪ Distinguishes the <u>components of health-related fitness</u> as 	Analyzes <u>components of health-related fitness</u> . CBA: <u>Get Fit Summer</u> CBA: <u>Concepts of Health and Fitness</u> CBA: <u>Welcome to Our School</u> <ul style="list-style-type: none"> ▪ Analyzes progress in a <u>fitness log</u>. Example- Compares current fitness score to health standards.

		<p>Example- Recognizes body signals such as increased pulse.</p> <ul style="list-style-type: none"> ▪ Recognizes muscular strength. Example- Recognizes that pushing, pulling, or lifting something heavy a few times develops strength. ▪ Recognizes muscular endurance. Example- Recognizes that pushing, pulling, or lifting for a long time develops muscular endurance. ▪ Recognizes flexibility. Example- Recognizes that twisting, bending, and stretching improve flexibility. 	<p>each of the <u>components of health-related fitness</u>. Example- Describes cardiorespiratory endurance as participation in physically demanding activities for longer periods of time.</p> <ul style="list-style-type: none"> ▪ Gives examples of physical activities which incorporate one or more of the <u>components of health-related fitness</u>. Example- Understands a curl-up is <u>muscular strength</u> if done a few times; a curl up is <u>muscular endurance</u> if done for long periods of time. 	<ul style="list-style-type: none"> ▪ Classifies a variety of physical activities into their appropriate places on the <u>Activity Pyramid</u>. Example- Gymnastics and tumbling are Activity Pyramid Level 3/Flexibility activities. ▪ Classifies fitness assessments to corresponding <u>components of health-related fitness</u>. Example- Understands sit-and-reach measures flexibility; PACER measures cardiorespiratory endurance. ▪ Demonstrates proper technique in health-related fitness assessments. Example- Demonstrates proper trunk extension (not raising chin above 12" to protect back from hyperextension). 	<p>they relate to the <u>Activity Pyramid</u>. Example- Understands lifestyle activities, such as walking the dog, should be done more frequently than sedentary activities, which do not contribute to health-related fitness.</p> <ul style="list-style-type: none"> ▪ Infers how the <u>FITT principle</u> affects development of <u>components of health-related fitness</u>. Example- Understands the importance of playing active games at home frequently, with high intensity, contributes to heart health, as compared to sedentary activities such as surfing the internet for long periods of time. ▪ Infers how the <u>components of health-related fitness</u> and improved performance in a variety of activities are related. Example- Understands that a healthy level of muscular endurance would enable an individual to snowshoe or bicycle for long trips. ▪ Points out proper technique for health-related fitness assessments. Example- Evaluates a peer's performance effectively (uses rubric for a correct push-up). 	<ul style="list-style-type: none"> ▪ Distinguishes among lifetime activities which improve <u>components of health-related fitness</u>. Example- Communicates that power walking improves cardiorespiratory endurance; canoeing/kayaking develops muscular endurance. ▪ Integrates <u>FITT principle</u> with <u>components of health-related fitness</u> using the <u>Activity Pyramid</u>. Example- Explains flexibility recommendations for Activity Pyramid Level 3 are: Frequency = 3-7 days/week. Intensity = stretch more than normal. Time = how many times (or reps) each day. Type = butterfly, quadriceps stretch. ▪ Analyzes how the <u>FITT principle</u> affects development of health-related fitness. Example- Compares personal fitness scores with exercise habits (frequency) to determine areas for focus. ▪ Draws conclusions based on criteria from fitness assessments for effective goal setting. Example- Sets appropriate goal, based on sit-and-reach score.
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Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
 Component 1.4 - Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE	K	1	2	3	4	5
1.4.1		<p>Recognizes basic vocabulary of the <u>components of skill-related fitness</u>. (<u>Agility</u>, <u>balance</u>, <u>coordination</u>, <u>power</u>, <u>reaction time</u>, and <u>speed</u>).</p> <ul style="list-style-type: none"> ▪ Recognizes <u>agility</u>. Example- Recognizes quick movement. ▪ Recognizes <u>static and dynamic</u> balance. Example- Recognizes standing still. ▪ Recognizes <u>coordination</u>. Example- Recognizes eye-hand or eye-foot coordination. ▪ Recognizes <u>power</u>. Example- Recognizes strength. ▪ Recognizes <u>reaction time</u>. Example- Recognizes time needed to act quickly. ▪ Recognizes <u>speed</u>. Example- Recognizes short sprints. 	<p>Understands basic vocabulary of the <u>components of skill-related fitness</u>.</p> <ul style="list-style-type: none"> ▪ Understands the basic <u>components of skill-related fitness</u>. Example- Understands quick movement, standing still, eye-hand or eye-foot coordination, strength, time needed to act quickly, and short sprints. ▪ Describes the benefits of each of the <u>components of skill-related fitness</u>. Example- Starting a race quickly is a benefit of <u>reaction time</u>. ▪ Gives examples of physical activities which incorporate one or more of the <u>components of skill-related fitness</u>. Example- Understands shuttle run is an activity with <u>agility</u> and <u>dynamic balance</u>. 	<p>Applies <u>components of skill-related fitness</u>.</p> <ul style="list-style-type: none"> ▪ Applies <u>components of skill-related fitness</u> to improve performance in a variety of activities. Example- Understands <u>power</u> can increase jumping distance in the standing long jump. ▪ Relates <u>components of skill-related fitness</u> to daily activities. Example- Understands <u>coordination</u> may be improved when raking the leaves. 	<p>Applies <u>components of skill-related fitness</u>.</p> <ul style="list-style-type: none"> ▪ Relates <u>components of skill-related fitness</u> in a variety of physical activities. Example- Understands <u>static balance</u>, <u>coordination</u>, and <u>power</u> are developed when performing yoga. 	<p>Analyzes <u>components of skill-related fitness</u>. CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Distinguishes among lifetime activities which improve <u>components of skill-related fitness</u>. Example- Understands kayaking improves <u>coordination</u>, <u>dynamic balance</u>, and <u>power</u>.

Fitness

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
 Component 1.5 - Understands relationship of nutrition and food nutrients to body composition and physical performance.

GLE	K	1	2	3	4	5	
HEALTHY	1.5.1	<p>Recognizes how the body's function is affected by food consumption.</p> <ul style="list-style-type: none"> Identifies healthful and non-healthful foods. Example- Understands milk is healthy, and soda is unhealthy. Recognizes the importance of eating breakfast. Example- Recognizes breakfast gets brain and body ready for learning. 	<p>Understands how the body's function is affected by food consumption.</p> <ul style="list-style-type: none"> Describes groups of the <u>Food Guide Pyramid</u>. Example- Understands fruits are things that have seeds and grow on vines, bushes, and trees. Understands that food provides energy for the body. 	<p>Understands how the body's function and composition are affected by food consumption.</p> <ul style="list-style-type: none"> Describes how each food group contributes to a healthy body. Example- Describes that dairy products build strong bones. Explains importance of eating a variety of healthy foods to reduce health risks and promote growth. Example- Explains eating a variety of healthy foods reduces risk of illness, obesity, and promotes healthy vision, bones, heart. 	<p>Understands how the body's function and composition are affected by food consumption.</p> <ul style="list-style-type: none"> Classifies which <u>nutrients</u> belong to each food group. Example- Matches calcium to dairy group. Understands relationship between caloric intake and expenditure. Example- Understands consuming healthy foods will result in more energy to play longer. Understands the importance of reading <u>food labels</u>. Example- Understands food labels provide important information about calories and nutrients. Explains how food provides nutrition and energy (carbohydrates, protein, and fat). Example- Understands grains have carbohydrates which provide quick energy. 	<p>Understands how the body's function and composition are affected by food consumption.</p> <ul style="list-style-type: none"> Classifies <u>nutrients</u> found among food groups. Example- Recognizes protein and Vitamin D are two nutrients in the dairy group. Explains how serving size impacts a healthy body. Example- Understands excess calories lead to weight gain; moderating calories lead to weight maintenance. Explains information found on a <u>food label</u>. Example- Describes serving size, nutrients, fiber, calories. 	<p>Analyzes how the body's function and composition are affected by food consumption. CBA: <u>Mrs. Trimble's Muffins</u> CBA: <u>Concepts of Health and Fitness</u> CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> Analyzes how <u>nutrients</u> support a healthy body. Example- Understands Vitamin A supports vision and bone growth. Compares and contrasts <u>food labels</u> for nutrition information. Example- Compares labels of two bars (Granola bar vs. energy bar). Analyzes the impact of healthy eating on both physical and academic performance. Example- Understands sugar intake leads to low energy and decreased academic focus.
	1.5.2			<p>Understands information from dietary evaluation and self-assessment in order to improve performance.</p> <ul style="list-style-type: none"> Summarizes number of servings from each food group in a meal. 	<p>Applies information from dietary evaluation and self-assessment in order to improve performance.</p> <ul style="list-style-type: none"> Classifies information in a food journal Example- Sorts foods into corresponding groups on the <u>food pyramid</u>. 	<p>Analyzes information from dietary evaluation and self-assessment in order to improve performance.</p> <ul style="list-style-type: none"> Analyzes a food journal for missing <u>nutrients</u>. 	<p>Analyzes information from dietary evaluation and self-assessment in order to improve performance. CBA: <u>Mrs. Trimble's Muffins</u> CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> Draws conclusions from a food journal for missing <u>nutrients</u> and selects foods to fill gaps.

Elementary (K-5), EALR 2

Health and Fitness EALR 2 - The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1 - Understands dimensions and indicators of health.

GLE	K	1	2	3	4	5
2.1.1	<p>Understands <u>dimensions and indicators of health</u> (emotional, physical, intellectual, and social).</p> <ul style="list-style-type: none"> Understands <u>well</u> and <u>not well</u>. Discusses ways to care for body (skin, hair, teeth). Example- Brushes teeth at least twice daily. 	<p>Understands <u>dimensions and indicators of health</u>.</p> <ul style="list-style-type: none"> Discusses clues that indicate <u>well</u> and <u>not well</u>. Example- Clues may include feeling energetic is well; feeling tired is not well. 	<p>Understands <u>dimensions and indicators of health</u>.</p> <ul style="list-style-type: none"> Describes each <u>dimension of health</u>. Discusses various life choices and their effects on health. Example- Understands that not going to bed on time (life choice) might mean not ready to learn (effect). 	<p>Understands <u>dimensions and indicators of health</u>.</p> <ul style="list-style-type: none"> Gives examples of each <u>dimension of health</u>. Example- Understands anger, sadness, and excitement are examples of emotional health. Explains personal responsibility for practicing healthy life choices. Example- Chooses a bottle of water instead of soda at the movie theater. Gives examples of responsible personal health behaviors. Example- Understands that going to bed early enough to get nine hours of sleep is a responsible health behavior. 	<p>Understands <u>dimensions and indicators of health</u>.</p> <ul style="list-style-type: none"> Describes <u>wellness</u>. Example- Wellness is when one has health in all dimensions. Explains how being well reduces health risks. Example- Understands that sleeping, eating well, and exercising reduce risk of becoming diabetic. Explains ways to improve health and <u>wellness</u>. Example- Understands that being active during free time improves health. 	<p>Understands <u>dimensions and indicators of health</u>. CBA: <u>A Cartoon Role Model</u> CBA: <u>New Kid on the Block</u> CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> Discusses how healthy habits contribute to overall health. Example- Understands that showing respect improves healthy friendships. Describes strategies for improving <u>dimensions of health</u>. Example- Builds healthy friendships, makes healthy food choices, and spends time reading instead of playing video games.

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Health and Fitness EALR 2 - The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.2 - Understands stages of growth and development.

GLE	K	1	2	3	4	5
2.2.1	<p>Understands the structure and function of <u>body systems</u> (circulatory, respiratory, skeletal, muscular, digestive, and nervous).</p> <ul style="list-style-type: none"> Names the <u>five senses</u> and their functions. 	<p>Recognizes the structure and function of <u>body systems</u>.</p> <ul style="list-style-type: none"> Recognizes the basic function of the muscular system. Example- Muscles move the body. Recognizes the basic function of heart and lungs. Example- 	<p>Recognizes the structure and function of <u>body systems</u>.</p> <ul style="list-style-type: none"> Identifies function of <u>body systems</u>. Example- Recognizes the brain sends a message to the muscles to tell the body what to do. Recognizes heart rate and breathing are affected by 	<p>Understands the structure and function of <u>body systems</u>.</p> <ul style="list-style-type: none"> Describes connections between muscular and skeletal systems. Example- Describes that the skeleton cannot move without muscles. Describes <u>major muscles</u> and 	<p>Understands the structure and function of <u>body systems</u>.</p> <ul style="list-style-type: none"> Describes connections among <u>body systems</u>. Example- Understands the nervous system communicates with the muscular system which moves the skeletal system. Explains habits for healthy 	<p>Understands the structure and function of <u>body systems</u>. CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Describes function of the endocrine system. Example- Understands the endocrine system regulates growth and development.

<p>2.2.2</p> <p style="text-align: center;">H E A L T H</p> <p>2.2.3</p>		<p>Understands the heart pumps the blood to body parts; the lungs help with breathing.</p> <ul style="list-style-type: none"> ▪ Identifies parts of the five sensory organs and their basic function. Example- Recognizes taste buds help taste different flavors. 	<p>exercise. Example- Recognizes when exercising, the heart pumps faster and breathing rate increases.</p> <ul style="list-style-type: none"> ▪ Recognizes the pathway food takes through the body. Example- Traces the food pathway through the digestive system using a diagram. 	<p>their role in movement. Example- Understands biceps pull; quadriceps extend.</p> <ul style="list-style-type: none"> ▪ Describes <u>major bones</u> and their role in movement. Example- Understands the femur supports standing. 	<p>growth and development. Example- Explains that a healthy habit is sitting up straight.</p> <ul style="list-style-type: none"> ▪ Describes behaviors that will protect body systems. Example- Understands wearing a helmet when rollerblading will protect the skeletal system. <p>Understands changes occurring during puberty.</p> <ul style="list-style-type: none"> ▪ Describes physical changes occurring during puberty. Example- Understands when working hard, body odor may occur. ▪ Describes how physical changes during growth and development affect emotional health. Example- Understands hormonal changes affect mood. <p>Understands hereditary factors that affect growth, development, and health.</p> <ul style="list-style-type: none"> ▪ Gives examples of hereditary factors that affect growth and development. Examples- Recognizes hereditary factors such as height, body type, and eye color. 	<ul style="list-style-type: none"> ▪ Explains stages and characteristics of human growth and development. Example- Explains that height/weight change during puberty. <p>Understands changes occurring during puberty.</p> <ul style="list-style-type: none"> ▪ Understands hormonal and physical changes occurring during puberty. Example- Understands hair grows under arm pits. ▪ Describes benefits of daily hygiene practices during puberty. Example- Discusses benefits of washing arm pits and using deodorant. <p>Understands hereditary factors that affect growth, development, and health.</p> <ul style="list-style-type: none"> ▪ Explains hereditary factors that affect growth. Example- Explains that parents' height influences child's height.

Health and Fitness EALR 2 - The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.3: Understands the concepts of prevention and control of disease.

GLE	K	1	2	3	4	5	
H E A L T H	2.3.1	<p>Recognizes how to prevent or reduce the risk of contracting a <u>communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Defines <u>germ</u>. ▪ Identifies basic hygiene techniques to reduce illness. Example- Washes hands or sneezes in sleeve. ▪ Recognizes the role doctors and nurses play in keeping people healthy. Example- Recognizes doctors provide yearly check-ups. 	<p>Understands how to prevent or reduce the risk of contracting a <u>communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Describes common illnesses, such as cold and flu, and their symptoms. Example- Understands symptoms of a cold include coughing and runny nose. ▪ Recognizes methods of germ transmission. Example- Recognizes touching dirty tissues or sharing drinks transmits germs. ▪ Describes steps for communicating when not feeling well. Example- Describes steps: who to talk to, how to express needs, how to listen, and how to get information. 	<p>Understands how to prevent or reduce the risk of contracting a <u>communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Describes the role of vaccines and regular medical check-ups. Example- Understands vaccines can help prevent certain diseases. ▪ Describes ways to prevent the spread of disease. Example- Describes the benefit of staying home when sick. 	<p>Understands how to prevent or reduce the risk of contracting a <u>communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Describes <u>virus</u> and <u>bacteria</u>. Explains function of immune system. Examples- Explains the immune system keeps the body healthy and fights infections. 	<p>Understands how to prevent or reduce the risk of contracting a <u>communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Explains how common childhood illnesses are treated. Example- Understands rest and fluids help fight a cold. ▪ Understands <u>communicable disease</u>. 	<p>Understands how to prevent or reduce the risk of contracting a <u>communicable disease</u>. CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> ▪ Discusses HIV/AIDS and Hepatitis. Example- Discusses HIV/AIDS and Hepatitis lowers immunity to other viruses. ▪ Discusses spread of HIV/AIDS and Hepatitis. Example- Understands HIV/AIDS can spread when certain body fluids of a person with HIV get into another person's body. ▪ Discusses prevention and vaccines for HIV/AIDS and Hepatitis. Example- Avoids contact of body fluids with someone who has Hepatitis. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u>
	2.3.2	<p>Recognizes how to prevent or reduce the risks of <u>non-communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Identifies personal health habits that reduce the risk of <u>non-communicable diseases</u>. Example- Understands importance of regular exercise (to avoid heart disease) and balanced nutrition (to avoid diabetes). 	<p>Recognizes how to prevent or reduce the risks of <u>non-communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Defines <u>allergies</u>. ▪ Identifies common allergens and allergy symptoms. Example- Recognizes peanut allergy symptoms might include scratchy throat and difficulty breathing. ▪ Identifies ways to minimize exposure to allergens. Example- 	<p>Understands how to prevent or reduce the risks of <u>non-communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Understands <u>non-communicable diseases</u> are not transmitted from one person to another. Example- Understands a person can't catch cancer from someone else. ▪ Describes <u>asthma</u>. ▪ Explains the triggers of an asthma attack. 	<p>Understands how to prevent or reduce the risks of <u>non-communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Explains differences between <u>communicable</u> and <u>non-communicable diseases</u>. Example- Describes flu vs. stroke. 	<p>Understands how to prevent or reduce the risks of <u>non-communicable disease</u>.</p> <ul style="list-style-type: none"> ▪ Understands <u>non-communicable disease</u>. ▪ Describes ways to reduce risks of <u>non-communicable diseases</u>. Example- Describes physical activity, healthy eating, and not using tobacco as ways to reduce risks. 	<p>Understands how to prevent or reduce the risks of <u>non-communicable disease</u>. CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> ▪ Describes how family history can affect personal health. Example- Understands ways to prevent high blood pressure or sickle cell anemia.

		Understands if allergic to grass, don't play on a recently mowed field.	Example- Understands cold air is a trigger of an asthma attack.			
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Health and Fitness EALR 2 - The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.4 - Acquires skills to live safely and reduce health risks.

GLE	K	1	2	3	4	5	
H E A L T H	2.4.1	<p>Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Recognizes abusive situations and how to get help. Example- Recognizes wanted touch vs. unwanted touch and tells a trusted adult until action is taken. Identifies risky situations and how to get help while at school. Example- Recognizes bullying and explains how to ask an adult for help. 	<p>Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Describes risky situations. Example- Understands walking alone in the dark is dangerous. Explains an unwanted touch. Example- Recognizes an unwanted touch is when someone touches parts of the body that are normally covered by a bathing suit or asking you to touch their body parts normally covered by a bathing suit. Explains how risky situations can be avoided in the home. Example- Understands household poisons should be put in a locked cabinet. 	<p>Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Describes a stranger. Example- Understands a stranger is someone you don't know. Explains how risky situations can be avoided in the community. Example- Understands if you find a needle, don't touch it, tell an adult. Explains safety rules to prevent injuries from weapons. Example- Understands if you find a weapon, don't touch it, tell an adult. 	<p>Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Describes ways to stay safe from strangers. Example- Understands to not provide personal information over the phone or internet. Describes ways to identify a gang. Example- Describes clothing, body language/signals, tattoos that identify gang members. Describes appropriate responses when dealing with harassment, bullying, intimidation, and abuse. Example- Describes how to say "no" and tell a trusted adult(s) until action is taken. 	<p>Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Gives examples of different types of abuse. Example- Describes verbal, emotional, sexual, and substance abuse. Describes appropriate responses when dealing with harassment, bullying, intimidation, and abuse. Example- Describes how to support a peer by seeking a trusted adult for help. 	<p>Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <p>CBA: New Kid on the Block CBA: Welcome to Our School</p> <ul style="list-style-type: none"> Analyzes scenarios to identify risky situations and appropriate responses. Example- Analyzes scenario: Friend offers a cigarette. Risk = Unhealthy choice. Response = Say "no" and tell an adult. Points out risks associated with providing personal information through technology. Example- Points out risks of giving out name/number on the internet (might be exposed to unwanted strangers).
	2.4.2	<p>Recognizes emergency situations and demonstrates skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Recognizes the difference between an emergency and non-emergency situation in which you might need help. Example- Understands difference between a scraped knee 	<p>Understands emergency situations and demonstrates skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Understands the difference between an emergency and non-emergency situation in which you might need help. Example- Understands difference between loss of a baby tooth 	<p>Understands emergency situations and demonstrates skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Describes the difference between an emergency and non-emergency situation. Example- Understands difference between a splinter (non-emergency) vs. a bloody 	<p>Understands emergency situations and demonstrates skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Describes safety rules to follow in case of a disaster. Example- Understands <i>duck and cover</i> are rules for an earthquake. Describes how to find appropriate phone numbers in 	<p>Understands emergency situations and demonstrates skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Explains how to follow universal first aid precautions. Example- Uses gloves when dealing with body fluids. Describes basic first aid for 	<p>Understands emergency situations and demonstrates skills to respond appropriately and safely.</p> <p>CBA: Concepts of Health and Fitness</p> <ul style="list-style-type: none"> Describes how to prepare for an emergency. Example- Practices evacuation at home.

	<p>(non-emergency) vs. a fall and hit head (emergency).</p> <ul style="list-style-type: none"> Identifies how to call 911 in an emergency situation. Identifies three people to ask for help in an emergency situation at school. Example- Identifies teacher, nurse, principal. Identifies three people to ask for help in an emergency situation at home. Example- Identifies parent, sibling, and neighbor. 	<p>(non-emergency) vs. falling off a swing (emergency).</p> <ul style="list-style-type: none"> Explains and demonstrates how to call 911. 	<p>nose (emergency).</p> <ul style="list-style-type: none"> Describes what an emergency alert is. Example- Understands fire alarm is an emergency alert. 	<p>an emergency situation. Example- Finds emergency numbers in a cell phone, phone book, or list by the phone.</p>	<p>cuts, scrapes, and nosebleeds. Example- Washes cut with warm soapy water.</p>	<ul style="list-style-type: none"> Describes what safety measures to take in case of a natural disaster. Example- Describes the importance of having food, water, and medical supplies on hand. Explains how to assess an emergency situation. Example- Understands if there is a live wire on the ground, do not touch it. Demonstrates how to administer basic first aid for minor injuries. Example- Applies direct pressure for bleeding.
<p>2.4.3</p> <p style="text-align: center;">H E A L T H</p>	<p>Recognizes negative and positive effects of stress and stress management techniques. Identifies what stress feels like to the body. Example- Identifies worry or excitement.</p> <ul style="list-style-type: none"> Identifies a technique to manage stress. Example- Talks to an adult. 	<p>Understands positive and negative effects of stress and stress management techniques.</p> <ul style="list-style-type: none"> Describes ways to cope with and manage stress. Example- Understands if a friend doesn't want to play any more (stress); invite someone else to play with you (cope). 	<p>Understands positive and negative effects of stress and stress management techniques.</p> <ul style="list-style-type: none"> Describes stress and constructive ways to reduce it. Example- Forgets lunch (stress); tells the teacher (solution). 	<p>Understands positive and negative effects of stress and stress management techniques.</p> <ul style="list-style-type: none"> Explains how bodies react to stress. Example- Breathes faster, hands get moist, mouth gets dry. Explains steps to managing stress. Example- Identifies the stressor, creates strategies to resolve the problem, and asks for help. 	<p>Understands positive and negative effects of stress and stress management techniques.</p> <ul style="list-style-type: none"> Explains healthful ways to manage stress on a daily basis. Example- Uses regular exercise, plenty of rest and sleep to manage stress. Explains how attitude affects stress. Example- Understands negative attitude can lessen ability to manage stress and reach personal goals. Positive attitude can provide more solutions to stressful situations. 	<p>Understands positive and negative effects of stress and stress management techniques. CBA: A Cartoon Role Model CBA: New Kid on the Block</p> <ul style="list-style-type: none"> Understands <u>eustress</u> and <u>distress</u>. Example- Recognizes eustress is positive, earning a good grade. Distress is negative, parents get a divorce. Explains appropriate steps of stress management. Example- Plans time wisely, compromises with siblings, or being physically active.
<p>2.4.5</p>		<p>Recognizes issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Defines the word <u>drug</u>. Identifies various substances as drugs. Example- 	<p>Understand issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Describes safe and unsafe ways drugs can be used. Example- Understands safe drug use is 	<p>Understands issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Describes ways smoking and second hand smoke harm health. Example- 	<p>Understands issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Describes harmful effects of caffeine, alcohol, and tobacco. Example- 	<p>Understands issues and risks related to drug use and abuse. CBA: Stomp Out Second-Hand Smoke</p> <ul style="list-style-type: none"> Describes differences

		Identifies medicine and alcohol.	when administered by parent/guardian. Unsafe drug use is self-administration of medicines. <ul style="list-style-type: none"> Describes harmful effects of tobacco, alcohol, and caffeine. Example- Understands smoking is bad for the lungs. 	Makes it harder to breathe and can damage lungs. <ul style="list-style-type: none"> Explains how drug abuse can affect family and friends. Example- Understands drug use can make people say things they don't really mean. 	Understands chewing tobacco may cause cancer of the mouth. <ul style="list-style-type: none"> Gives examples of foods and drinks that contain caffeine. Example- Drinks with caffeine may include chocolate or energy drinks. 	between legal and illegal drugs. Example- Differences include aspirin vs. cocaine. <ul style="list-style-type: none"> Explains the harmful effects of illegal drugs. Example- Effects of marijuana may include poisonous toxins. Describes ways to resist pressure to use drugs. Example- Practices <u>refusal skills</u>.
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Elementary (K-5), EALR 3

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1 - Understands how family, culture, and environmental factors affect personal health.

GLE	K	1	2	3	4	5
3.1.1	Understands how family factors affect health. <ul style="list-style-type: none"> Describes healthy habits. Example- Eats fruits and vegetables. Describes family. Example- Some people are adopted; others live with a grandparent or other guardian, two biological parents, two moms or dads, a single parent, and/or in two households. 	Understands how family factors affect health. <ul style="list-style-type: none"> Describes how various family members contribute to a family's health habits. Example- Understands a family member provides healthy food choices for a meal. Understands the relationship between a healthy family and personal health. Example- Understands a family that exercises together will promote individual health. 	Understands how family factors affect health. <ul style="list-style-type: none"> Explains ways to express feelings about family changes. Example- Holds a family meeting regarding arrival of new sibling. Describes ways family members help one another. Example- Reminds each other to wear sunscreen when outdoors. 	Understands how family factors affect health. <ul style="list-style-type: none"> Describes how to adjust to family changes in healthful ways. Example- Understands when grandparent moves in, family members share increased workload. 	Understands how family and cultural factors affect health. <ul style="list-style-type: none"> Describes ways a family might influence the health of its members. Example- Understands family members encourage appropriate rest and physical activity. Describes how cultural factors affect health. Example- Learns to prepare foods in a healthy manner. 	Understands how family and cultural factors affect health. <ul style="list-style-type: none"> Describes appropriate strategies to support healthy family/cultural habits on a personal level. Example- Opens a window for second-hand smoke. Describes activities in which families could cooperate. Example- Recognizes cooperative activities might include chores or social events.
3.1.2				Understands the effects of environmental and external factors on personal, family, and community health. <ul style="list-style-type: none"> Understands how positive health behaviors contribute to a healthy environment. Example- Describes way to reduce, 	Understands how environmental factors affect health. <ul style="list-style-type: none"> Describes <u>routes of exposure</u> (breathing, ingesting, and dermal exposure). Example- Understands air may have 	Understands how environmental factors affect health. <ul style="list-style-type: none"> Understands <u>dose</u> and <u>exposure</u>. Example- Understands air may be dry and trigger asthma episodes.

				recycle, and reuse by recycling paper and aluminum cans.	particles that are breathed in; water may have organisms that are ingested; and pesticides may get into body through skin.	
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Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2 -Evaluates health and fitness information.

GLE	K	1	2	3	4	5
3.2.1 H E A L T H	Recognizes reliable sources of health and fitness information. ▪ Identifies reliable sources of health and fitness information. Example- Identifies school nurse or PE teacher.	Understands reliable sources of health and fitness information. ▪ Gives examples of reliable sources of health and fitness information. Example- Identifies doctor or teacher.	Understands reliable sources of health and fitness information. ▪ Gives examples of how advertisements give reliable and unreliable information about commercial products. Example- Understands children’s cereal ads stretch the truth.	Analyzes reliable sources of health and fitness information. ▪ Points out ways to get health and fitness information. Example- Uses library or fitness teacher’s website.	Analyzes reliable sources of health and fitness information. ▪ Analyzes use of technology as a reliable source of health and fitness information. Example- Uses pedometers or fitness performance software.	Analyzes reliable sources of health and fitness information. CBA: <u>Stomp Out Second-Hand Smoke</u> ▪ Analyzes how health and fitness products affect health. Example- Analyzes reliable health information on government websites.
3.2.2				Analyzes health and fitness messages in the media. ▪ Compares and contrasts health and fitness information. Example- Analyzes fact vs. myth; exaggeration of benefits.	Analyzes health and fitness messages in the media. ▪ Analyzes hidden messages in advertising. Example- Understands “slimmer” or “join the crowd” are hidden messages.	Analyzes health and fitness messages in the media. ▪ Analyzes influences of marketing strategies on health and fitness choices. Example- Understands that healthy foods are on the top shelf and sugary foods are at eye level in a grocery store.

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3 - Evaluates the impact of social skills on health.

GLE	K	1	2	3	4	5
3.3.1	Understands that social skills are necessary to promote health and safety. ▪ Describes ways to make friends. Example- Shares, asks someone to join in a game. ▪ Explains social skills and cooperation.	Understands that social skills are necessary to promote health and safety. ▪ Describes benefits of having friends. Example- Understands that having a friend means someone to play with. ▪ Describes the importance of	Understands that social skills are necessary to promote health and safety. ▪ Describes ways to create a healthful relationship. Example- Tells the truth. ▪ Explains what it means to show respect and be polite. Example-	Understands necessary social skills to promote health and safety. ▪ Gives examples of how friends can help each other make responsible decisions. Example- Discourages a friend to cheat on homework. ▪ Describes respectful ways to	Understands necessary social skills to promote health and safety. ▪ Describes ways to maintain healthful friendships. Example- Maintains friendship by respectfully talking through disagreements. ▪ Describes the influence peers	Applies necessary social skills to promote health and safety. CBA: <u>A Cartoon Role Model</u> CBA: <u>New Kid on the Block</u> CBA: <u>Welcome to Our School</u> ▪ Predicts negative and positive effects of peer pressure. Example- Predicts negative-chooses to

	Example- Takes turns.	respect in getting along with others. Example- Understands respect can decrease conflict. ▪ Explains needs and wants in appropriate ways. Example- Speaks calmly, does not whine or yell.	Understands if you say “please” when asking for help, people will be more likely to help. ▪ Describes the actions of true friends. Example- Includes others, doesn’t spread rumors, and speaks positively about friends.	communicate. Example- Uses appropriate words and respects personal space.	can have on character. Example- Promotes trustworthiness.	smoke when offered a cigarette. Predicts positive-discourages a friend from smoking. ▪ Applies actions to take when feeling left out, and initiates and maintains friendships. Example- Asks to sit with others at lunch. ▪ Points out respect for others. Example- Identifies examples of people of different cultures and groups who have contributed to arts, science, peace, and other important human endeavors.
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Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.
Component 3.4 - Understands the impact of emotions on health.

GLE	K	1	2	3	4	5
3.4.1 H E A L T H	Understands emotions and how they affect self and others. ▪ Describes different emotions shown in pictures. Example- Understands smile is happy; frown is sad.	Understands emotions and how they affect self and others. ▪ Gives examples of how the body/face might show different emotions. Example- Understands eyebrows up means surprise.	Understands emotions and how they affect self and others. ▪ Explains the impact of different emotions on others. Example- Recognizes if grumpy, might make others grumpy.	Understands emotions and how they affect self and others. ▪ Discusses strategies to deal with different emotions. Example- Understands when angry or excited, have self-control. ▪ Discusses unhealthy attitudes can lead to bullying.	Applies a variety of emotional-response strategies. ▪ Demonstrates appropriate emotional-response strategies. Example- Understands if someone yells, request that they stop; walk away. ▪ Identifies put-downs. Example- Understands how stereotypes and put-downs are untrue, unfair, and limiting.	Applies a variety of emotional-response strategies. CBA: A Cartoon Role Model CBA: New Kid on the Block CBA: Welcome to Our School ▪ Implements appropriate emotional-response strategies. Example- Uses “I” statements, considers others’ point of view, and agrees to disagree.

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.
Component 3.5 - Applies decision-making skills related to the promotion of health.

GLE	K	1	2	3	4	5
3.5.1	Identifies <u>decision-making skills</u> . ▪ Recognizes the importance of honesty when talking to trusted adults. Example-	Understands <u>decision-making skills</u> . ▪ Demonstrates steps for making responsible decisions.	Demonstrates <u>decision-making skills</u> . ▪ Demonstrates <u>refusal skills</u> . Example- Demonstrates looking at the	Applies <u>decision-making skills</u> . ▪ Describes steps for conflict resolution. Example- Gives examples of steps	Applies <u>decision-making skills</u> . ▪ Demonstrates <u>steps for conflict resolution</u> . Example- Role plays “clarifying the	Applies <u>decision-making skills</u> . CBA: A Cartoon Role Model CBA: New Kid on the Block CBA: Welcome to Our School ▪ Demonstrates ways to

	Recognizes if dishonest one time, might not be believed when truth is told.	Example- Brainstorms options for making a responsible decision. <ul style="list-style-type: none"> Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe. Example- Gets an adult's attention right away, makes sure they're listening, and tells them you have something important to say about your safety. 	person and saying "no" in a firm voice.	which may include clarify, choice, consequences, and choose.	problem."	express anger and resolve conflict without violence. Example- Explains feelings calmly. <ul style="list-style-type: none"> Demonstrates who to enlist for help with mediation of a conflict. Example- Identifies adults to go to when there is conflict.
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Elementary (K-5), EALR 4

Health and Fitness EALR 4 - The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1 - Analyzes personal health and fitness information.

GLE	K	1	2	3	4	5
4.1.1	Recognizes daily health and fitness habits. <ul style="list-style-type: none"> Recognizes how home activities can influence fitness and healthy living. Example- Rides a bike after school to develop a healthy heart. 	Understands daily health and fitness habits. <ul style="list-style-type: none"> Describes how daily activities can influence fitness and healthy living. Example- Stretches in the morning to help muscles move better. 	Understands daily health and fitness habits. <ul style="list-style-type: none"> Summarizes daily activities and describes how they positively affect fitness and healthy living. Example- Plays on monkey bars to increase strength. Explains how daily activities can influence specific <u>components of health-related fitness</u> and healthy living. Example- Carries the groceries home to improve muscular endurance. Describes the effects of exercise on the body. Example- Exercises to improve mood and reduce stress. Explains how much sleep is needed each night to stay healthy. 	Understands daily health and fitness habits. <ul style="list-style-type: none"> Gives examples of age-appropriate activities and corresponding <u>components of health-related fitness</u>. Example- Rakes the leaves to improve muscular endurance. Gives examples of lifetime activities. Example- Identifies Ultimate, badminton, hiking. 	Applies daily health and fitness habits. <ul style="list-style-type: none"> Classifies fitness performance assessments to each <u>component of health-related fitness</u>. Example- Identifies mile-run measures cardiorespiratory endurance. Discovers community programs, clubs, and organizations that provide opportunities for participation in physical activity. Example- Identifies community youth leagues, YMCA. 	Analyzes daily health and fitness habits. CBA: <u>Get Fit Summer</u> CBA: <u>Welcome to Our School</u> <ul style="list-style-type: none"> Draws conclusions about personal fitness in relation to a fitness performance assessment. Example- Understands if PACER score is 8 and the Healthy Fit Zone (HFZ) is 23, I need to improve my cardiorespiratory endurance. Points out the impact of daily health and fitness habits. Example- Understands lack of exercise leads to obesity.

HEALTH AND FITNESS

			Example- Understands K-3 rd graders need ten hours of sleep; 4 th graders and up need nine hours of sleep.			
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Health and Fitness EALR 4 - The student effectively analyzes personal information to develop individualized health and fitness plans.
 Component 4.2 - Develops and monitors a health and fitness plan.

GLE	K	1	2	3	4	5
4.2.1				<p>Applies goals for improving health and fitness practices.</p> <ul style="list-style-type: none"> Uses a basic fitness log, portfolio, or journal to record physical activity. Example- Illustrates Monday = ten minutes of jumping rope. Discovers personal health behaviors and sets a goal for changing behavior. Example- Wants healthy teeth (no cavities) = needs to brush teeth more often/better. 	<p>Applies goals for improving health and fitness practices.</p> <ul style="list-style-type: none"> Uses a fitness log, portfolio, or journal to record physical activity. Example- Illustrates Monday = 20 minutes of rope jumping and 40 minutes of soccer practice. Implements a plan for participation in regular physical activities at home, school, or in the community. Example- Rides bike 20 minutes a day. Uses a personal health checklist to record personal health habits. Example- Uses a calendar: Monday = went to bed on time. Discovers individual health behaviors and creates a health plan for improvement. Example- Lacks vegetables - will eat three servings every day. 	<p>Creates goals for improving health and fitness practices. CBA: <u>Get Fit Summer</u> CBA: <u>Welcome to Our School</u></p> <ul style="list-style-type: none"> Develops a plan to improve previous health-related fitness scores. Example- Needs to improve muscular endurance by practicing push-ups, if push-up score is two. Creates a <u>health plan</u> for improvement. Generates resources to assist in achieving a personal health goal. Example- Increases activity time.

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SECONDARY (Grades 6-12) EALR 1

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 - Develops motor skills and movement concepts as developmentally appropriate.

GLE	6	7	8	Year One - High School	Year Two - High School
<p>1.1.1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">HEALTH</p>	<p>Demonstrates <u>fundamental</u> and <u>complex motor skills</u> that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates mechanics of movement as applied to specific <u>motor skills</u>. Example- Throws a ball: Stepping with opposite foot, putting opposite shoulder closest to target, reaching back, extending arm fully, and following through. ▪ Demonstrates <u>progressive movement combinations</u> in rhythmic activities. Example- Performs a sequence of step patterns in a line dance or cultural dance. ▪ Demonstrates the <u>critical elements of fundamental</u> and <u>complex motor skills</u> involved in individual, group activities, and team games. Example- Demonstrates basketball skills such as dribbling, passing, and shooting. ▪ Demonstrates the ability to practice independently to improve motor skill levels. Example- Performs rope jumping and explains the importance of practice using a teacher-designed worksheet. 	<p>Demonstrates <u>fundamental</u> and <u>complex motor skills</u> that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates mechanics of movement as applied to specific <u>motor skills</u>. Example- Kicks a ball with accuracy. ▪ Performs movement combinations in rhythmic activities. Example- Performs a sequence of step patterns synchronized to music in dance. ▪ Demonstrates <u>proficiency</u> of movement combinations in <u>fundamental</u> and <u>complex skills</u> involving team games and <u>group activities</u>. Example- Receives a fly ball by running, pivoting, and catching. ▪ Demonstrates <u>proficiency</u> of movement combinations in <u>fundamental</u> and <u>complex skills</u> involving individual games and activities. Example- Returns a serve and approaches the net in pickleball. ▪ Demonstrates and describes the importance of practice to improve skill levels. Example- Logs practice time on a teacher-designed worksheet, performing correct free-throw form at home or after school. 	<p>Demonstrates <u>fundamental</u> and <u>complex motor skills</u> that contribute to movement <u>proficiency</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates mechanics of movement as applied to specific motor skills. Example- Performs a volleyball serve over the net. ▪ Performs movement combinations in rhythmic activities. Example- Performs social dance, hip hop, or cultural dance. ▪ Demonstrates <u>proficiency</u> of movement combinations in <u>fundamental</u> and <u>complex skills</u> involving team games and <u>group activities</u>. Example- Demonstrates trapping, dribbling, and passing to a partner in a modified soccer game. ▪ Demonstrates <u>proficiency</u> of movement combinations in <u>fundamental</u> and <u>complex skills</u> involving individual games and activities. Example- Serves and moves to ready position in badminton. ▪ Demonstrates and describes the importance of practice to improve skill levels. Example- Practices tennis serve and explains the importance of practice using a teacher-designed worksheet. 	<p>Applies <u>complex motor skills</u> and <u>concepts</u> to activities to enhance a physically active life.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>proficiency</u> in <u>complex motor skills</u>, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, and dance. Example- Announces the score, serves the ball, and moves to ready position in a tennis game. ▪ Evaluates the importance of practice in improving performance. Example- Practices a volleyball forearm pass against a wall using a teacher-designed rubric. 	<p>Evaluates <u>complex motor skills</u> and <u>movement concepts</u> to activities to enhance a physically active life.</p> <ul style="list-style-type: none"> ▪ Performs activities at fluid and efficient levels of movement. Example- Throws a flying disc and runs to a position to receive a return throw. ▪ Chooses advanced sport-specific skills in selected physical activities. Example- Performs a jump serve in volleyball. ▪ Evaluates the importance of practice in improving performance. Example- Throws and catches a softball against the wall using a teacher-designed rubric.

1.1.5	<p>Demonstrates understanding of <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Demonstrates the following <u>movement concepts</u>: <u>Relationships</u>, <u>effort</u>, <u>spatial awareness</u>, and <u>pathways</u>. <p>Example- Dribbles a ball while preventing an opponent from stealing the ball.</p> <ul style="list-style-type: none"> ▪ Applies <u>movement concepts</u> to refine skills in <u>lead-up games</u> and activities. <p>Example- Uses various speeds, levels, directions, and pathways in a floor hockey game.</p>	<p>Demonstrates understanding of <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Applies <u>movement concepts</u> to meet complex skill demands. <p>Example- Receives disc, pivots, throws disc to teammate, repositions to receive disc in a game of Ultimate.</p> <ul style="list-style-type: none"> ▪ Shows similarities in movement across different activities. <p>Example- Shows similarities in movement: Tennis serve, overhand volleyball serve, overhead badminton clear.</p>	<p>Demonstrates understanding of <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Applies skill patterns of self and partner, detecting and correcting mechanical errors. <p>Example- Uses a rubric to provide feedback to a partner when throwing a softball.</p> <ul style="list-style-type: none"> ▪ Implements skill patterns in individual/partner practice. <p>Example- Performs a hop, step, and jump pattern while completing a triple jump.</p>	<p>Applies understanding of <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Applies activities that integrate <u>movement concepts</u>. <p>Example- Performs forward roll to cartwheel to round-off.</p> <ul style="list-style-type: none"> ▪ Integrates <u>biomechanical principles</u> and uses these principles to assess performance in a variety of movement forms. <p>Example- Uses a rubric to predict the trajectory of the javelin throw.</p>	<p>Evaluates understanding of <u>movement concepts</u>.</p> <ul style="list-style-type: none"> ▪ Evaluates skill performance that integrates <u>movement concepts</u>. <p>Example- Uses a rubric to evaluate game strategy in badminton using various strokes (backhand, forehand, overhead clear, and hairpin).</p>
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Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.2 - Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

GLE	6	7	8	Year One - High School	Year Two - High School
1.2.1 Health and Fitness	<p>Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.</p> <ul style="list-style-type: none"> ▪ Applies rules and <u>etiquette</u> in a variety of games. ▪ Recognizes personal space of self and others. ▪ Understands space and position in a game or activity. ▪ Recognizes signals to pause activity for instruction. ▪ Demonstrates ability to return/retrieve equipment in a safe manner. 	<p>Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.</p> <ul style="list-style-type: none"> ▪ Applies rules and <u>etiquette</u> in a variety of games. ▪ Demonstrates ability to safely participate in a variety of physical activities. 	<p>Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.</p> <p>CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Demonstrates proper handling of equipment. <p>Example- Demonstrates proper use of heart rate monitors.</p> <ul style="list-style-type: none"> ▪ Demonstrates ability to organize own games and apply safety rules and procedures. 	<p>Applies how to perform activities and tasks safely and appropriately.</p> <p>CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Predicts the risk level of various activities. <p>Example- Demonstrates safety in floor hockey (no high sticking).</p> <ul style="list-style-type: none"> ▪ Demonstrates safety in fitness activities and <u>personal fitness plan</u>. <p>Example- Stays hydrated while participating in aerobic activities.</p> <ul style="list-style-type: none"> ▪ Uses a <u>personal risk assessment/survey</u> before beginning physical activity (sport, fitness, leisure, and dance). <p>Example- Uses an assessment survey to determine readiness for participation in physical activity.</p>	<p>Analyzes how to perform activities and tasks safely and appropriately.</p> <ul style="list-style-type: none"> ▪ Compares the risk level of various activities. <p>Example- Compares hiking, climbing, and rollerblading risk levels.</p> <ul style="list-style-type: none"> ▪ Analyzes the <u>training principles</u> used for a specific task and takes corrective action when necessary. <p>Example- Uses correct warm-up and cool-down techniques in weight training.</p> <ul style="list-style-type: none"> ▪ Analyzes safety issues related to health and fitness activities (sport, fitness, leisure, or dance) and <u>personal health and fitness plan</u>. <p>Example- Uses protective equipment when rollerblading.</p>
1.2.2	<p>Applies skills and strategies necessary for effective participation in physical activities.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>sportsmanship</u> and cooperation. 	<p>Applies skills and strategies necessary for effective participation in physical activities.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>sportsmanship</u> and cooperation during a variety of 	<p>Applies skills and strategies necessary for effective participation in physical activities.</p> <ul style="list-style-type: none"> ▪ Demonstrates <u>sportsmanship</u> and cooperation during a variety of 	<p>Applies skills and strategies necessary for effective participation in physical activities.</p> <ul style="list-style-type: none"> ▪ Uses teamwork, tactical strategies, social interactions, <u>sportsmanship</u>, 	<p>Evaluates skills and strategies necessary for effective participation in physical activities.</p> <ul style="list-style-type: none"> ▪ Evaluates ways in which physical activity can provide opportunities for

HEALTH 1.2.4	Example- Acknowledges contribution of all team members. ▪ Demonstrates offensive, defensive, and cooperative strategies. Example- Identifies offense as “attacking” and defensive as “defending.”	competitive activities. Example- Acts gracious when winning or losing (<u>sportsmanship</u>). ▪ Demonstrates offensive, defensive, and cooperative strategies. Example- Demonstrates side-by-side and up-and-back strategies in tennis.	competitive activities. ▪ Demonstrates the role of each position. Example- Identifies the role of forward, striker, and goalie in soccer. ▪ Demonstrates offensive, defensive, and cooperative strategies. Example- Demonstrates coverage of play in softball (first-base person fields the ball, and pitcher covers first base).	and fair play.	positive social interaction and enjoyment. Example- Participates in lifetime activities such as bowling, golf, and tennis. ▪ Selects coping skills to deal with personal challenges, differences, and setbacks in physical performance. Example- Participates in deep-breathing exercises or yoga. ▪ Selects personal goals for improvement. Analyzes safety and the importance of fitness in the work environment. ▪ Compares safety issues in various occupations. Example- Understands correct lifting techniques at work.
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Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
 Component 1.3 - Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE	6	7	8	Year One - High School	Year Two - High School
1.3.1	Understands the <u>components of health-related fitness</u> . ▪ Explains <u>components of health-related fitness</u> as related to lifelong health. Example- Understands cardiorespiratory endurance is needed to climb stairs. ▪ Describes appropriate assessments to measure personal fitness in health-related components. Example- Recognizes a push up is a measure of muscular strength. ▪ Gives examples of realistic fitness goals based on current fitness measurement results and minimum health standards for age and gender.	Understands the <u>components of health-related fitness</u> . ▪ Understands the relationship between the FITT principle and <u>components of health-related fitness</u> . ▪ Explains <u>components of health-related fitness</u> and their importance as related to lifelong health. Example- Understands muscular strength is needed for optimal bone health. ▪ Gives appropriate assessments to measure personal fitness in health-related components. Example- Recognizes the mile run is a measure of cardiorespiratory endurance. ▪ Summarizes realistic personal fitness	Applies the <u>components of health-related fitness</u> . CBA: <u>Fitness Plan for Pat</u> CBA: <u>Concepts of Health and Fitness</u> ▪ Demonstrates the relationship between the FITT principle and <u>components of health-related fitness</u> as related to lifelong fitness. ▪ Performs self-assessments to measure personal fitness in <u>components of health-related fitness</u> . Example- Counts sit ups completed in 60 seconds. ▪ Implements, reflects, and adjusts realistic fitness goals based on current fitness measurement results and minimum health standards for	Analyzes the <u>components of health-related fitness</u> . CBA: <u>Fitness Planning</u> CBA: <u>Concepts of Health and Fitness</u> ▪ Draws conclusions from the <u>components of health-related fitness</u> in setting individual fitness goals. Example- Understands to improve cardiorespiratory endurance, increase frequency of cardio workout.	Evaluates the <u>components of health-related fitness</u> . ▪ Sets individual fitness goals using all <u>components of health-related fitness</u> .

	<p>Example- Identifies Presidential Fitness: A 14-year-old girl must complete one pull up.</p> <ul style="list-style-type: none"> ▪ Gives examples of activities promoting physical fitness in the <u>components of health-related fitness</u>. <p>Example- Understands swimming promotes cardiorespiratory endurance.</p> <ul style="list-style-type: none"> ▪ Describes <u>FITT principle</u>. 	<p>goals based on current fitness measurement results and minimum health standards for age and gender.</p> <p>Example- Identifies FitnessGram, PACER: A 13-year-old boy must complete 55-74 for high performance.</p> <ul style="list-style-type: none"> ▪ Understands how to track personal fitness using an activity log. ▪ Participates in activities that promote physical fitness in the <u>components of health-related fitness</u>. <p>Example- Understands bicycling promotes cardiorespiratory endurance.</p>	<p>age and gender in an activity log.</p> <p>Example- Sets a goal, performs the task, and then adjusts the goal.</p> <ul style="list-style-type: none"> ▪ Uses <u>FITT principle</u> to plan and participate in activities promoting each of the <u>components of health-related fitness</u>. <p>Example- Understands when participating in cardiorespiratory activities, intensity should be between 60 to 85 percent of the target heart rate.</p> <ul style="list-style-type: none"> ▪ Shows personal benefits of making positive health and fitness improvements. <p>Example- Recognizes increased cardiorespiratory endurance will decrease cardiovascular disease.</p> <p>Understands phases of a workout.</p> <p>CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Explains the phases of a workout. <p>Example- Warm-up, stretch, physical activity, cool-down</p>	<p>Analyzes the progress of a personal fitness plan.</p> <p>CBA: <u>Fitness Planning</u></p> <p>CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Compares and contrasts personal progress in relationship to national physical fitness standards. <p>Example- Compares personal mile time to national physical fitness standards.</p> <ul style="list-style-type: none"> ▪ Integrates various personal monitoring systems that assess the <u>components of health-related fitness</u> in relation to the <u>FITT principle</u>. <p>Example- Understands <u>FITT principle</u> for cardiorespiratory endurance: F = 3-5 times per week I = 60-85% target heart rate T = 20-30 minutes T = Running</p> <ul style="list-style-type: none"> ▪ Integrates <u>training principles</u> and <u>phases of a workout</u> to a personal fitness plan. 	<p>Evaluates the progress of a personal <u>health and fitness plan</u>.</p> <ul style="list-style-type: none"> ▪ Critiques personal progress in relationship to national physical fitness standards. <p>Example- PACER: 72 laps completed for a 16-year-old male. FitnessGram National Standard: High Performance.</p> <ul style="list-style-type: none"> ▪ Selects a personal monitoring system that assesses the <u>components of health-related fitness</u> in relation to the <u>FITT principle</u>. ▪ Chooses appropriate <u>phases of a workout</u> and <u>training principles</u> in a personal <u>health and fitness plan</u>. ▪ Evaluates the effectiveness of the personal <u>health and fitness plan</u> and realigns goals.
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				<p>Example- Uses the progression training principle to gradually increase heart rate to prepare the body for activity, in the warm-up phase of a workout.</p> <ul style="list-style-type: none"> ▪ Draws conclusions of the effectiveness of the <u>personal fitness plan</u> and realigns goals. 	
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Health and Fitness EALR 1 – The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
 Component 1.4 - Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

GLE	6	7	8	Year One - High School	Year Two - High School
1.4.1 	<p>Understands the <u>components of skill-related fitness</u> to physical activity.</p> <ul style="list-style-type: none"> ▪ Understands the <u>components of skill-related fitness</u>. ▪ Describes appropriate fitness assessments for <u>components of skill-related fitness</u>. Example- Recognizes shuttle run is a measure of agility. ▪ Participates in skill-related fitness assessments for goal setting. Example- Performs agility and balance assessments and sets personal goals. ▪ Interprets self-progress for skill-related fitness assessments in a fitness plan. Example- Understands lower shuttle run times show improvement in agility. 	<p>Understands the <u>components of skill-related fitness</u> to physical activity.</p> <ul style="list-style-type: none"> ▪ Explains the importance of <u>components of skill-related fitness</u> in physical activity. Example- Understands increased coordination will improve juggling skills. ▪ Performs appropriate fitness assessments for <u>skill-related physical fitness</u>. Example- Recognizes coin catch is a measure of reaction time. ▪ Participates in <u>skill-related physical fitness assessments</u> for goal setting. Example- Performs assessments in coordination and reaction time and sets personal goals. ▪ Interprets self-progress for <u>skill-related physical fitness assessments</u> in a fitness plan. Example- Understands improved juggling skills will show improvement in coordination. 	<p>Applies the <u>components of skill-related fitness</u> to physical activity.</p> <ul style="list-style-type: none"> ▪ Shows differences between <u>skill-related</u> and <u>health-related</u> physical fitness components. Example- Understands agility measures quickness; and flexibility measures range of motion. ▪ Demonstrates <u>components of skill-related fitness</u> in physical activity. Example- Recognizes power is needed when diving into the pool. ▪ Demonstrates appropriate self-assessments in <u>skill-related physical fitness</u>. Example- Performs shuttle run when measuring agility. ▪ Participates in <u>skill-related physical fitness assessments</u> for goal setting. Example- Performs assessments in speed and power and sets personal goals. ▪ Shows progress in a fitness plan. Example- Understands lower sprint time will show improvement in speed. 	<p>Applies the <u>components of skill-related fitness</u> to physical activity.</p> <ul style="list-style-type: none"> ▪ Predicts <u>skill-related physical fitness</u> in a physical activity. Example- Understands agility, coordination, speed, reaction time, power, and speed are used in the game of Ultimate. ▪ Applies <u>components of skill-related fitness</u> in a fitness plan. Example- Agility—Shuttle-run Balance—Stick Balance Coordination—Juggling Power—Standing Long Jump Reaction time—Yardstick Drop Speed—Short Sprint ▪ Applies <u>components of skill-related fitness</u> in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, and dance. Example- Shows agility in volleyball. Power—diving in aquatics. ▪ Shows correlation between <u>components of skill-related</u> and <u>health-related fitness</u> as it relates to overall fitness and physical 	<p>Analyzes the <u>components of skill-related fitness</u> to physical activity.</p> <ul style="list-style-type: none"> ▪ Draws conclusions and sets goals to improve personal <u>components of skill-related fitness</u>. Example- Understands quicker turns and better pivots should increase shuttle-run time, which is a measurement of agility. ▪ Analyzes and integrates <u>components of skill-related fitness</u> in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, or dance. Example- Understands increased balance and coordination will improve smooth transition in step patterns of dance. ▪ Compares and contrasts <u>components of skill-related</u> and <u>health-related fitness</u> to improve performance in a selected physical activity. Example- Understands increased power and muscular strength may improve long-jump distance.

1.4.2	<p>Explains how movement skills contribute to active living for lifetime health.</p> <ul style="list-style-type: none"> Describes activities that lead to an active life. Example- Discusses how an active life includes recreational activities, sport, exercise, and dance. 	<p>Explains how movement skills contribute to active living for lifetime health.</p> <ul style="list-style-type: none"> Describes how physical activity contributes to a healthy lifestyle. Example- Discusses how benefits of swimming may help cardiovascular fitness. 	<p>Explains how movement skills contribute to active living for lifetime health.</p> <p>CBA: <u>Fitness Plan for Pat</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Describes how physical activity contributes to a healthy lifestyle. Example- Discusses how benefits of power walking or jogging may help control diabetes. 	<p>performance. Example- Shows power and muscular strength in the long jump.</p> <p>Analyzes <u>components of skill-related fitness</u> as related to careers/occupations/recreation. CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Integrates <u>components of skill-related fitness</u> as it relates to occupations, careers, and recreation. Example- Analyzes occupations that use ladders require balance. 	<p>Evaluates <u>components of skill-related fitness</u> as related to careers/occupations/recreation.</p> <ul style="list-style-type: none"> Selects <u>components of skill-related fitness</u> necessary for successful and safe performance in recreation and occupations. Example- Understands balance will enhance rock-climbing (recreation). Speed will enhance running up stairs (firefighter).
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Health and Fitness EALR 1 - The student acquires the skills and knowledge necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.5 - Understands relationship of nutrition and food nutrients to body composition and physical performance.

GLE	6	7	8	Year One - High School	Year Two - High School
<p>1.5.1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">HEALTH</p>	<p>Understands nutrition goals based on dietary guidelines and individual activity needs.</p> <ul style="list-style-type: none"> Describes dietary guidelines when making food choices. Example- Chooses foods that limit fat and cholesterol intake. Explains food choices in relation to portion size for a healthy diet. Example- Discusses two tablespoons of peanut butter count as one serving in the meat and beans group. Describes positive impacts of eating a variety of foods. Example- Discusses eating vegetables provide fiber. Understands the term <u>nutrients</u>. Example- Defines the word <u>nutrient</u> and lists the six kinds of nutrients (fats, carbohydrates, proteins, vitamins, 	<p>Applies nutrition goals based on dietary guidelines and individual activity needs.</p> <ul style="list-style-type: none"> Describes dietary guidelines when making food choices. Example- Chooses drinks with low sugar content. Predicts portion size when making food choices. Example- Determines the portion size of a 16 oz. milkshake. Uses components of a nutrition label to make informed decisions regarding healthy food choices. Example- Examines the nutrition label of a favorite drink to learn number of servings it contains. Shows sources of <u>nutrients</u> (fats, carbohydrates, proteins, vitamins, minerals, and water) in a variety of foods. 	<p>Applies nutrition goals based on dietary guidelines and individual activity needs.</p> <p>CBA: <u>Fitness Plan for Pat</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Describes dietary guidelines when making food choices. Example- Classifies foods by food group, food source, nutritional content, and nutritional value. Shows relationship between balanced food choices, portion size, and hydration. Example- Discovers how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working. Predicts effects of <u>nutrients</u> (fats, carbohydrates, proteins, vitamins, minerals, and water) on the body. Example- Understands water contributes to 	<p>Analyzes the relationship of nutrition planning to physical performance and body composition.</p> <p>CBA: <u>Cafeteria Choices</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Compares functions of <u>nutrients</u> and draws conclusions for individual needs based on dietary guidelines. Example- Increases carbohydrate intake for long-distance running. Draws conclusions from food labels for calories, nutrient density, types of fats, empty calories, and makes recommendations on healthy choices. Example- Recognizes there are 120 calories per serving which equals 240 calories per container. The recommendation is to consume a healthy proportion. Distinguishes personal nutritional goals and monitors progress. Example- Sets goal and evaluates progress. 	<p>Evaluates the relationship of nutrition planning to physical performance and body composition.</p> <ul style="list-style-type: none"> Chooses functions of <u>nutrients</u> and critiques individual needs based on activity level and dietary guidelines. Example- Recognizes protein needs of a vegetarian athlete. Evaluates progress of physical performance and revises personal nutritional goals. Example- Eliminates carbonated drinks (sugar) for better performance. Selects healthy ways to lose, gain, and maintain weight. Example- Uses <u>MyPyramid</u> for a balanced diet.

<p>1.5.2</p>	<p>minerals, and water).</p> <p>Understands the effects of activity, fitness, and nutrition practices.</p> <ul style="list-style-type: none"> Understands relationship between caloric intake and physical activity. Example- Understands more calories are expended in distance running compared to bowling. 	<p>Example- Understands oranges are a good source of Vitamin C.</p> <p>Understands the effects of activity, fitness, and nutrition practices.</p> <ul style="list-style-type: none"> Predicts relationship between caloric intake and physical activity. Example- Understands how far a person must walk to burn enough calories to equal a candy bar. Interprets caloric needs based on activity levels. Example- Recognizes a long-distance runner needs greater caloric intake. 	<p>temperature regulation and helps to eliminate waste.</p> <ul style="list-style-type: none"> Shows relationship between body fat and lean body mass. Example- Understands the body needs fat to function normally, and the body gets energy from fat. <p>Creates a plan to improve <u>performance</u> based on nutritional practices. CBA: <u>Fitness Plan for Pat</u></p> <ul style="list-style-type: none"> Shows relationship between caloric intake and physical activity. Example- Uses a pedometer to view caloric expenditure after physical activity and compares calories on a nutrition label of a favorite drink. Develops a personal/individual caloric needs assessment based on activity levels, age, and specific health requirements in a balanced <u>health and fitness plan</u>, including diet, sleep, and nutritional habits. 	<ul style="list-style-type: none"> Compares and contrasts a diet and evaluates the relationship to physical performance. Example- Uses a diet high in carbohydrates and low in carbohydrates to determine physical performance. <p>Evaluates how nutritional requirements change. CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Evaluates how nutritional needs change based on caloric needs, basal metabolic rate, and special conditions of various populations. Example- Recognizes nutritional needs change with increased/decreased exercise, "couch potato," pregnancy, age, diabetes. <p>Analyzes the effectiveness of various nutritional products. CBA: <u>Cafeteria Choices</u></p> <ul style="list-style-type: none"> Analyzes nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet. Example- Compares and contrasts various diet plans, performance enhancing products, herbs, sports drinks, and weight-gain and weight-loss products. <p>Evaluates how healthy and unhealthy eating patterns impact the function of the body.</p> <ul style="list-style-type: none"> Compares and contrasts warning signs and behaviors associated with eating disorders. Example- Recognizes bingeing and purging. 	
<p>1.5.3</p>					
<p>1.5.4</p>	<p>Understands healthy and unhealthy eating patterns.</p> <ul style="list-style-type: none"> Recognizes proper nutrition for a healthy lifestyle. 	<p>Understands healthy and unhealthy eating patterns.</p> <ul style="list-style-type: none"> Explains the difference between anorexia nervosa and bulimia. Describes healthy ways to lose, gain, or maintain weight. 	<p>Analyzes healthy and unhealthy eating patterns.</p> <ul style="list-style-type: none"> Analyzes how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions. 		

				<p>Understands eating in isolated places may be a warning sign of bulimia.</p> <ul style="list-style-type: none"> Analyzes how healthy and unhealthy eating patterns impact the functioning of the human body. Example- Recognizes poor nutrition habits decrease bone development. Gives examples of health agencies available in the community. 	
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Secondary (6-12), EALR 2

Health and Fitness EALR 2 - The student acquires the skills and knowledge necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1 - Understands dimensions and indicators of health.

GLE	6	7	8	High School Health
2.1.1 H E A L T H	<p>Recalls the <u>dimensions of health</u> and relates to personal health behaviors.</p> <ul style="list-style-type: none"> Identifies <u>dimensions of health</u>. Example- Recognizes physical, social, intellectual, and emotional health. 	<p>Understands the <u>dimensions of health</u> and relates to personal health behaviors.</p> <ul style="list-style-type: none"> Describes a personal balance of each <u>dimension of health</u>. Example- Discusses working out three-to-five times per week for physical health, making time for family for social health; and learning daily study habits for intellectual health are <u>dimensions of health</u>. 	<p>Analyzes the <u>dimensions of health</u> and relates to personal health behaviors.</p> <ul style="list-style-type: none"> Points out how the <u>dimensions of health</u> create a balance of personal health. Example- Talks on phone at length with friends (social health) may create an unbalanced life because homework doesn't get completed (intellectual health). Analyzes personal health in relation to the <u>dimensions of health</u>. Example- Understands that stress-management techniques may balance mental health. 	<p>Evaluates <u>dimensions of health</u> and relates to personal health behaviors.</p> <ul style="list-style-type: none"> Concludes how personal wellness is negatively affected when an element(s) of <u>dimensions of health</u> is neglected. Example- Concludes too much social time will negatively affect academics. Critiques health and fitness data to make predictions and recommendations for lifelong wellness. Example- Understands that limited flexibility could predict back problems in adult life. Recommendation is to develop stretching routine to prevent back problems.

Health and Fitness EALR 2 - The student acquires the skills and knowledge necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
 Component 2.2 - Understands stages of growth and development.

GLE	6	7	8	High School Health	
H E A L T H	2.2.1	Understands structure and functions of <u>body systems</u> using medically accurate terminology. <ul style="list-style-type: none"> Describes structure and function of <u>major body systems</u>. 	Understands structure and functions of <u>body systems</u> using medically accurate terminology. <ul style="list-style-type: none"> Explains the structure and function of <u>major body systems</u>. Understands connections between health decisions and their impact on <u>major body systems</u>. Example- Understands the impact of smoking on the respiratory system. 	Understands structure and functions of <u>body systems</u> using medically accurate terminology. CBA: <u>Touring the Systems</u> CBA: <u>Concepts of Health and Fitness</u> <ul style="list-style-type: none"> Describes the inter-relationships between the <u>major body systems</u>. Example- Describes how <u>body systems</u> work together: Skeletal-muscular; respiratory-cardiovascular; reproductive-endocrine. 	Analyzes the physiological and psychological changes throughout the lifetime. CBA: <u>Concepts of Health and Fitness</u> <ul style="list-style-type: none"> Analyzes metabolic changes as individuals transition from early to late adulthood. Example- Recognizes metabolism slows with aging. Analyzes psychological changes as individuals transition from early to late adulthood. Example- Recognizes depression increases in elderly people. Analyzes the importance of maintaining cardiorespiratory and muscular fitness throughout life. Example- Maintains aerobic and weight-training routine for longevity.
	2.2.2	Understands the changes occurring during puberty. <ul style="list-style-type: none"> Understands the impact of hormonal and physical changes occurring during puberty. Example- Understands that sexual feelings are normal. 	Understands the changes occurring during puberty. <ul style="list-style-type: none"> Understands similarities and differences with body changes, thinking processes, and self-esteem. Example- Understands increases in height are at different ages for boys and girls. 	Understands the changes occurring during puberty. <ul style="list-style-type: none"> Describes emotional changes occurring during puberty. Example- Identifies how emotional changes such as mood swing, peer/parent/guardian relationships, and rebellious feelings affect people during puberty. 	Analyzes changes within the reproductive system and sexual health-care needs throughout life. <ul style="list-style-type: none"> Compares stages of reproduction. Example- Identifies stages of reproduction: Fertilization, conception, gestation, and birth. Analyzes the importance of maintaining reproductive health. Example- Understands self-care and the importance of doctor visits regarding reproductive health. Analyzes sexual health concepts. Example- Identifies pregnancy and menopause. Analyzes emotions, thoughts, and sensations related to life as a sexual being. Example- Discusses the impact of feelings on sexual decisions. Analyzes importance for sexual health care. Example- Discusses importance for examinations of the breast, cervix, and testes. Discusses reasons for examinations, and when and how each is done. Points out skills for accessing community resources. Example- Explains how to make an appointment, what to say, and how to ask questions.
	2.2.3	Understands hereditary factors affecting growth, development, and health. <ul style="list-style-type: none"> Describes hereditary factors 	Understands hereditary factors affecting growth, development, and health. <ul style="list-style-type: none"> Understands health risks that 	Evaluates hereditary factors affecting growth, development, and health. <ul style="list-style-type: none"> Evaluates health risks that influence hereditary factors. 	Evaluates hereditary factors affecting growth, development, and health. <ul style="list-style-type: none"> Evaluates hereditary factors using a personal <u>health risk assessment tool</u>. Example- Participates in a health-risk assessment, draws conclusions, and develops a plan.

2.2.4	<p>influencing growth, development, and health risks. Example- Discusses untreated high-blood pressure may lead to a stroke.</p> <p>Understands benefits of maintaining a balance of healthy habits. ▪ Describes a healthy balance of stress, sleep, exercise, nutrition, recreation, and school. Example- Understands that adolescents need nine-ten hours of sleep.</p>	<p>influence hereditary factors. Example- Maintains healthy body weight and avoids tobacco use to prevent high blood pressure.</p> <p>Understands benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school). ▪ Describes warning signs/behavioral patterns, and avenues of support for young people who experience unhealthy habits. Example- Understands that isolation from friends and family is a warning sign of emotional eating and alerts a teacher or counselor for support.</p>	<p>Example- Exercises regularly to decrease chance of high blood pressure.</p> <p>Analyzes benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school). ▪ Compares negative vs. positive health habits. Example- Compares poor nutrition may decrease energy (negative); where appropriate sleep may enhance energy (positive).</p>	<p>▪ Draws conclusions about personal health history (heart, cancer, alcoholism, anger, stress, etc.). Example- Concludes that high blood pressure is hereditary.</p>
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Health and Fitness EALR 2 - The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.3 - Understands the concepts of prevention and control of disease.

GLE	6	7	8	High School Health
<p>2.3.1</p> <p>H E A L T H</p>	<p>Understands factors and prevention related to <u>communicable diseases</u>. ▪ Describes transmission, prevention, and treatment of <u>communicable diseases</u>. Example- Explains common cold is a viral infection from coughing and sneezing. Prevention: Avoid drinking from other's glass and wash hands. Treatment: Rest and plenty of fluids. ▪ Understands that some diseases can be transmitted when people have sexual contact. Example- Gives HIV as an example of a sexually transmitted disease (STD) that can be transmitted through sexual contact.</p>	<p>Understands factors and prevention related to <u>communicable diseases</u>. ▪ Describes transmission, prevention, and treatment of a variety of <u>communicable diseases</u>. Example- Explains strep throat is transmitted through direct contact with an infected person. Prevention: Avoid contact with infected person and wash hands. Treatment: Antibiotics are needed for treatment. ▪ Classifies sexually transmitted diseases (STDs). Example- Cites chlamydia as a bacterial infection.</p>	<p>Understands factors and prevention related to <u>communicable diseases</u>. ▪ Describes transmission, prevention, and treatment of a variety of <u>communicable diseases</u>. Example- Explains bacterial pneumonia is transmitted through direct contact with an infected person. Prevention: Avoid contact with infected person. Treatment: Antibiotics are used to treat bacterial pneumonia. ▪ Describes risks (emotional, physical, and social) associated with sexually transmitted diseases (STDs): Prevention, current infection rates, progression, transmission, and treatment. Example- Describes how infection impacts self-esteem and/or friendships.</p>	<p>Analyzes personal health practices, and how they affect <u>communicable diseases</u>. ▪ Analyzes prevention, causative factors, transmission, and treatment of <u>communicable diseases</u>. Example- Analyzes influenza virus, concludes that prevention starts with washing hands; causative factor is to cover mouth when coughing; transmission might be found when sharing pencils; and treatment is to have adequate sleep. ▪ Analyzes how factors (personal health practices, environmental factors, policies, research, and health-care resources) affect <u>communicable diseases</u>. Example- Washes hands to prevent E. coli.</p>

H E A L T H	2.3.2	<p>Understands skills that prevent and control <u>non-communicable diseases</u>.</p> <ul style="list-style-type: none"> Describes prevention and control of <u>non-communicable disease</u>. <p>Example- Avoids smoking to prevent heart disease.</p> <ul style="list-style-type: none"> Describes the differences between <u>communicable</u> and <u>non-communicable disease</u>. <p>Example- Explains <u>communicable disease</u> is HIV/AIDS, and <u>non-communicable disease</u> is cancer.</p>	<p>Understands skills that prevent and control <u>non-communicable diseases</u>.</p> <ul style="list-style-type: none"> Describes signs, symptoms, prevention, and treatment of <u>non-communicable diseases</u> (asthma, heart disease, diabetes, cancer, depression, anxiety). <p>Example- Explains asthma symptoms include coughing, wheezing, and shortness of breath. There is no cure, but an inhaler is used to open the airway. Triggers include pollen, grass, and smoke.</p>	<ul style="list-style-type: none"> Describes possible risks associated with piercings and tattoos. <p>Example- Infections from non-sterilized equipment.</p> <ul style="list-style-type: none"> Describes community agencies and resources available for prevention and treatment of <u>communicable diseases</u>. <p>Example- Locates www.cdc.gov and local health clinics.</p> <p>Develops skills that prevent and control <u>non-communicable diseases</u>.</p> <ul style="list-style-type: none"> Composes a list of community agencies, public policies, and resources available for prevention and treatment of <u>non-communicable diseases</u>. <p>Example- Discusses public smoking laws may prevent heart disease.</p>	<p>Analyzes personal health practices, and how they affect <u>non-communicable diseases</u>.</p> <p>CBA: <u>New Student Orientation</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Analyzes prevention, causative factors, and treatment of <u>non-communicable diseases</u>. <p>Example- Analyzes heart disease: Concludes that prevention starts with diet; causative factor is sedentary lifestyle; and treatment is exercise and healthy diet.</p> <ul style="list-style-type: none"> Analyzes <u>non-communicable diseases</u> associated with poor nutrition, lack of sleep, inadequate exercise, and substance abuse. <p>Example- Analyzes alcoholism in relation to nutrition, sleep, and exercise.</p> <ul style="list-style-type: none"> Analyzes <u>non-communicable diseases</u> and their impact on local and/or world populations. <p>Example- Analyzes ethnic populations that have low prevalence of heart disease.</p>

Health and Fitness EALR 2 - The student acquires the skills and knowledge necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.4 - Acquires skills to live safely and reduce health risks.

GLE	6	7	8	High School Health
2.4.1	<p>Understands abusive and risky situations.</p> <ul style="list-style-type: none"> Describes appropriate use of personal space. Describes wanted and unwanted touching in a variety of relationships. Describes verbal/non-verbal clues to avoid risky situations. Describes personal steps to reduce risks. <p>Example- Describes how body language and self-presentation may communicate a</p>	<p>Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <ul style="list-style-type: none"> Describes <u>emotional triggers</u> of an abusive or risky situation and identifies <u>appropriate responses</u>. <p>Example- Recognizes if followed by someone, the emotional trigger would be fear.</p>	<p>Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <p>CBA: <u>Acme Advertising</u></p> <ul style="list-style-type: none"> Describes types of abuse, recognizes risky situations, and identifies sources of help in home, school, and community. <p>Example-</p>	<p>Understands <u>types of abuse</u> and risky situations and how to respond appropriately and safely.</p> <p>CBA: <u>Cut Out Conflict</u></p> <ul style="list-style-type: none"> Describes emotional triggers and identifies responses. <p>Example- Recognizes frustration is an emotional trigger to anger. Appropriate response is to follow <u>anger management</u> techniques.</p> <ul style="list-style-type: none"> Understands skills related to <u>anger management</u>, <u>conflict resolution</u>, <u>refusal skills</u>, and <u>situational context clues</u>. Describes strategies used to prevent, manage, and resolve conflict in healthy ways and identifies adults, peers, and community resources that might assist in

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<p>2.4.2</p>	<p>different message than intended.</p> <ul style="list-style-type: none"> Describes the risks associated with providing personal information through the use of technology. Example- Discusses bullying may be a risk when providing personal information on the internet or through texting. Demonstrates positive social skills to avoid risky situations. Example- Understands <u>refusal skills</u>, <u>conflict resolution</u>, <u>anger management</u>, and <u>decision-making skills</u>. <p>Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Understands basic steps in first-aid including <u>blood-borne pathogen protections</u>. Example- Elevates and ices a sprained ankle. Describes what to do in an emergency situation. Example- Floods: Stays out of water and gets to high ground. Describes safe behaviors to minimize risk and prevent injury to self and others. Example- Adults lock guns in gun safe. 	<p>The <u>appropriate response</u> is to go to a safe house.</p> <ul style="list-style-type: none"> Describes internet safety and ways to protect identity while using technology. Example- Discusses steps to protect self when on the internet. Describes <u>appropriate responses</u> when dealing with harassment, bullying, and intimidation. Analyzes scenarios to identify risky situations and appropriate responses. Example- Recognizes swimming alone is risky. Swimming with a buddy is an appropriate response. <p>Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Demonstrates basic first-aid/CPR procedures including <u>blood-borne pathogen protections</u>. Example- Applies direct pressure to an open wound using protective gloves. 	<p>Discusses dating violence (physical, emotional, or sexual abuse) might occur in an unsupervised setting. Identifies parent or trusted adult as a source of help.</p> <ul style="list-style-type: none"> Describes the potential impacts of harassment, bullying, and intimidation (sexual, sexual orientation, gender, religion, disability, ethnic, race, age) on individuals. Example- Understands continual harassment may impact academic performance. Describes sexual assault and date rape and how to recognize or avoid risky situations. Example- Recognizes assault as sexual behavior without consent. Avoids assault by setting clear limits prior to behavior. Describes risky situations and provides appropriate response. Example- Understands alternative response: Instead of riding with an intoxicated friend, call for a safe ride. <p>Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> Demonstrates basic first-aid/CPR procedures including <u>blood-borne pathogen protections</u>. Discovers local school services, crisis services, and emergency resource services. Example- Understands how to access school resources during an emergency. 	<p>school and workplace settings. Example- Uses active listening skills and empathy to help a peer. Uses humor to diffuse the situation. Says “no” to the harasser. Leaves the scene.</p> <ul style="list-style-type: none"> Understands appropriate/inappropriate use of technology. Example- Uses safe e-mail correspondence. Does not give out personal information on the phone. Understands types of abuse (<u>neglect</u>, <u>emotional/psychological</u>, <u>physical</u>, and <u>sexual</u>) and appropriate resources. Understands knowledge of laws, resources, and reporting procedures in school and community. <p>Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Chooses and demonstrates first-aid procedures that are appropriate for basic life support and automatic external defibrillation (AED), caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. Example- Administers CPR to Resusie Annie.
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2.4.3	<p>Understands stress and stress-management techniques.</p> <ul style="list-style-type: none"> Understands stress. Example- Understands eustress is positive stress: Earning a good grade. Distress is negative stress: Conflicts with a friend. Describes stress-management techniques to respond in stressful situations. Example- Counts from one to ten before responding. 	<p>Understands effects of stress and stress-management techniques.</p> <ul style="list-style-type: none"> Describes effects of stress. Example- Understands negative effects of stress include depression. Positive effects include improved self-respect. Describes stress management techniques. Example- Talks to a parent or teacher. 	<p>Understands positive and negative effects of stress and stress-management techniques.</p> <ul style="list-style-type: none"> Describes personal stressors and coping skills for stress management. 	<p>Analyzes stress and how it relates to personal stress-management strategies. CBA: Dear "Stressed and Depressed" CBA: Concepts of Health and Fitness</p> <ul style="list-style-type: none"> Compares <u>stages of stress</u>. Points out ways to prevent and cope with stress. Example- Participates in physical activities to reduce stress.
2.4.4				<p>Creates personal stress-management strategies. CBA: Dear "Stressed and Depressed"</p> <ul style="list-style-type: none"> Designs a plan for preventing, reducing, and coping with stress. Designs time-management plans, organizational skills, and goal-setting plans to reduce stress.
2.4.5	<p>Understands issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Describes legal and illegal drugs. Describes benefits of being drug-free. Describes risks associated with alcohol and tobacco use. Example- Recognizes alcohol impairs the ability to make good decisions. 	<p>Understands issues and risks related to drug use and abuse.</p> <ul style="list-style-type: none"> Explains short and long-term physical and social effects of alcohol, tobacco, and other drugs. Example- Discusses tobacco stains teeth and could progress to emphysema. Short-term physical effect of alcohol is poor coordination and slows reaction time; long-term social effect of alcohol is loss of family. 	<p>Understands issues and risks related to drug use and abuse. CBA: Sara's Story</p> <ul style="list-style-type: none"> Discusses community resource agencies. Describes how drug abuse affects the person, community, and family. 	<p>Analyzes the stages of addiction and dependency and the impact on the individual, family, and society. CBA: New Student Orientation</p> <ul style="list-style-type: none"> Compares and contrasts the physical, social, and emotional indicators of possible substance abuse. Example- Gives up important activities because of drug use. Compares and contrasts the physical and psychological stages of dependency. Example- Understands physical dependency develops a tolerance to the drug; psychological dependency develops a strong craving for the drug. Compares and contrasts types of <u>codependency</u>. Example- Understands chief enabler, scapegoat, family hero, mascot, and lost child. Distinguishes how cultural and community norms influence use and abuse of drugs. Example- Recognizes community norms influence drug-free behavior through billboards and drug-free zone signs.
2.4.6				<p>Understands legal implications of drug, alcohol, and tobacco use. CBA: New Student Orientation</p> <ul style="list-style-type: none"> Interprets school, community, state, and federal laws concerning drug, tobacco, and alcohol use. Example- Understands a person must be 21 years of age to consume alcohol. Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes.

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HEALTH

2.4.7				<p>Example- Understands drinking alcohol increases motor vehicle collisions.</p> <ul style="list-style-type: none"> ▪ Gives examples of the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs. <p>Analyzes various treatment options and recovery processes. CBA: <u>New Student Orientation</u></p> <ul style="list-style-type: none"> ▪ Distinguishes types of treatment and support organizations to help manage addiction/dependency. Example- Understands detoxification, Narcotics Anonymous (NA), Student Assistance Program.
2.4.8	<p>Understands the potential consequences of being sexually active.</p> <ul style="list-style-type: none"> ▪ Describes the benefits of being sexually abstinent. ▪ Discusses physical and emotional risks, modes of transmission, and treatment associated with HIV/AIDS. Example- Understands HIV can be transmitted through the blood of an infected person. ▪ Understands role of egg and sperm, and prenatal care. Example- Understands importance of a healthy pregnancy. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u> 	<p>Understands the potential consequences of being sexually active.</p> <ul style="list-style-type: none"> ▪ Understands the influence of feelings/emotions in relationships and describes ways to set and maintain personal boundaries. Example- Recognizes holding hands, hugging, and casual kissing are ways couples can express sexual feelings without physical risks of pregnancy or HIV. ▪ Discusses physical and emotional risks, modes of transmission, and treatment associated with HIV/AIDS. Example- Understands HIV can be transmitted through sexual fluids of an infected person. ▪ Understands birth and prenatal care. Example- Understands importance of physical activity, nutrition, rest, and abstaining from drug use during prenatal care. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u> 	<p>Understands the potential consequences of being sexually active.</p> <ul style="list-style-type: none"> ▪ Describes potential adverse effects of being sexually active. Example- Discusses emotional, physical, and social readiness to be sexually active. Discusses economic effect of needing money to purchase birth control. ▪ Understands impact of female's behavior on fetal health. Example- Discusses impact of tobacco use on fetal health. ▪ Describes laws related to being sexually active. Example- Discusses state laws concerning the age of consent for sexual behavior. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u> 	<p>Analyzes potential consequences of being sexually active.</p> <ul style="list-style-type: none"> ▪ Points out reasons for sexual abstinence and develops strategies to resist pressures to have sex. Example- Chooses abstinence as a self-care decision to limit stress. Sets and maintains clear boundaries with partner. ▪ Understands the benefits of using birth control when sexually active. ▪ Compares and contrasts effective pregnancy prevention methods. Example- Discusses advantages and disadvantages of abstinence, the pill, and condoms. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u>
2.4.9				<p>Analyzes strategies to avoid negative health outcomes associated with sexual behaviors.</p> <ul style="list-style-type: none"> ▪ Compares and contrasts use of <u>conflict resolution</u>, <u>refusal skills</u>, and <u>decision-making skills</u> in lessons on sexual responsibility. <u>The AIDS Omnibus Act</u> <u>Healthy Youth Act (HYA)</u>

Secondary (6-12), EALR 3

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1 - Understands how family, culture, and environmental factors affect personal health.

GLE	6	7	8	High School Health
3.1.1	<p>Understands how family and cultural factors impact health.</p> <ul style="list-style-type: none"> Describes ways that family habits influence health choices. Example- Identifies healthy and non-healthy food choices at home. 	<p>Understands how family and cultural factors impact health.</p> <ul style="list-style-type: none"> Discusses how culture impacts family health. Example- Understands how families who exercise together promote a healthy lifestyle. 	<p>Analyzes how family and cultural factors impact health.</p> <ul style="list-style-type: none"> Compares different cultures in the community and how it impacts family health. Example- Understands importance of families learning about other races and cultures to promote cultural competency. 	<p>Analyzes how family and cultural diversity enriches and affects personal health behaviors.</p> <ul style="list-style-type: none"> Points out ways a family might influence the health of its members. Example- Understands family members encourage healthy habits including rest, physical activity, and nutrition. Selects appropriate strategies to support healthy family/cultural habits on a personal level. Example- Wears a helmet when snowboarding. Learns to prepare traditional foods in a healthy manner.
3.1.2	<p>Understands how environmental factors impact health.</p> <ul style="list-style-type: none"> Describes how environmental factors affect individual susceptibility (age, size, genetics, gender, and ethnicity) on health: Air, water, noise, and chemical pollution. Example- Understands elderly, infants, young children, pregnant women, and sick people who have weakened immune systems are more likely to be harmed by exposure to a hazard than others. 	<p>Understands how environmental factors impact health.</p> <ul style="list-style-type: none"> Illustrates the impact of exposure to air, water, noise, and chemical pollution on health. Example- Analyzes water quality samples of local water sources to determine safe consumption. 	<p>Analyzes how environmental factors impact health.</p> <ul style="list-style-type: none"> Analyzes routes of exposure, dose, toxicity, and individual susceptibility to develop strategies to mediate negative impacts from environmental hazards. Example- Points out necessity of sun block for skin protection in infants, children, teens, and adults, and exposure over length of time (duration), (e.g., 30 minutes, 1 hour, 2 hours, and 4 hours). 	<p>Analyzes how environmental factors affect health.</p> <ul style="list-style-type: none"> Draws conclusions on how air, water, noise, and chemical pollution affect health. Example- Analyzes natural and man-made disasters, pesticides and herbicides, environmental issues that affect the food and water supply, and the nutritional quality of food. Draws conclusions on environmental policies and practices and the impact on health. Example- Analyzes the "Leave No Trace" policy, safe food handling, food production controls, household waste disposal controls, clean air, and disposal of nuclear waste.
3.1.3				<p>Evaluates environmental risks associated with certain occupational, residential, and recreational choices.</p> <ul style="list-style-type: none"> Critiques different occupations and analyzes potential environmental hazards associated with the career. Example- Evaluates how hydration, strength, endurance, and flexibility are key components in the field of construction compared to an office worker. Compares and contrasts occupational/career choices and their relationship to health and fitness. Example- Understands a postage carrier needs sun screen to protect against skin cancer. Concludes how family and culture impacts choosing healthy places to live, work, and recreate. Example- Analyzes impact on health when living in urban vs. rural communities.

HEALTH

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2 - Evaluates health and fitness information.

GLE	6	7	8	High School Health
<p style="text-align: center;">H E A L T H</p>	<p>3.2.1 Analyzes health and fitness product information.</p> <ul style="list-style-type: none"> Compares and contrasts sources of health and fitness information. <p>Example- Compares and contrasts various diets and advertisements.</p>	<p>Analyzes health and fitness product information.</p> <ul style="list-style-type: none"> Draws conclusions on the impact of safe and unsafe health and fitness products on personal health. <p>Example- Distinguishes between helpful and harmful puberty-related hygiene products such as acne and body odor supplies.</p>	<p>Analyzes health and fitness product information.</p> <p>CBA: <u>True Media Message</u></p> <ul style="list-style-type: none"> Points out the risks of inappropriate use of health and fitness products. <p>Example- Describes risks of weight-loss products and supplements.</p>	<p>Evaluates health and fitness information, products, and services.</p> <p>CBA: <u>New Student Orientation</u> CBA: <u>A Letter to the Publisher</u> CBA: <u>Cut Out Conflict</u> CBA: <u>Dear "Stressed and Depressed"</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> Evaluates the accuracy and usefulness of health information and products. <p>Example- Selects examples of quackery to determine reliable vs. unreliable and approved vs. non-approved.</p> <ul style="list-style-type: none"> Critiques reliable sources of information. <p>Example- Critiques websites and printed materials for reliability.</p> <ul style="list-style-type: none"> Critiques agencies, businesses, and organizations providing reliable services. <p>Example- Critiques fitness centers, diet programs, and fitness products/equipment.</p> <ul style="list-style-type: none"> Weights the effects of media and technology on personal and community health policies, products, and health promotions.
	<p>3.2.2</p>	<p>Analyzes health and fitness messages in media.</p> <ul style="list-style-type: none"> Draws conclusions about media techniques in health and fitness messages. <p>Example- Analyzes media techniques such as bandwagons and testimonials.</p>	<p>Creates health and fitness messages in media.</p> <p>CBA: <u>True Media Message</u></p> <ul style="list-style-type: none"> Selects a positive media campaign to promote healthy decisions. <p>Example- Develops a media campaign promoting a drug-free lifestyle.</p>	<p>Evaluates health and fitness information, products, and services.</p> <p>CBA: <u>Dear "Stressed and Depressed"</u> CBA: <u>A Letter to the Publisher</u></p> <ul style="list-style-type: none"> Measures the accuracy and usefulness of health information and products. <p>Example- Compares and contrasts quackery, reliable vs. unreliable, and approved vs. non-approved health products.</p>
<p>3.2.3</p>	<p>Analyzes health and fitness messages in media.</p> <ul style="list-style-type: none"> Compares and contrasts health and fitness messages in media and technology. 	<p>Analyzes health and fitness messages in media.</p> <ul style="list-style-type: none"> Draws conclusions about media techniques in health and fitness messages. <p>Example- Analyzes media techniques such as bandwagons and testimonials.</p>	<p>Creates health and fitness messages in media.</p> <p>CBA: <u>True Media Message</u></p> <ul style="list-style-type: none"> Selects a positive media campaign to promote healthy decisions. <p>Example- Develops a media campaign promoting a drug-free lifestyle.</p>	<p>Creates health and fitness messages in media.</p> <ul style="list-style-type: none"> Develops effective health and fitness messages in media.

Health and Fitness EALR 3 - The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3 - Evaluates the impact of social skills on health.

GLE	6	7	8	High School Health
3.3.1 H E A L T H	<p>Solves conflicts while maintaining safe and respectful relationships.</p> <ul style="list-style-type: none"> ▪ Demonstrates importance of positive self-concept. ▪ Uses verbal and non-verbal communication skills to maintain positive relationships. ▪ Demonstrates roles/qualities of a good friend. 	<p>Solves conflicts while maintaining safe and respectful relationships.</p> <ul style="list-style-type: none"> ▪ Demonstrates good communication skills. Example- Role-plays <u>conflict resolution</u> for respectful relationships. ▪ Demonstrates how adolescent development might affect family dynamics. Example- Recognizes need for privacy or self-space in the home. 	<p>Solves conflicts while maintaining safe and respectful relationships.</p> <p>CBA: <u>ACME Advertising</u> CBA: <u>Sara's Story</u></p> <ul style="list-style-type: none"> ▪ Shows the value of individual differences (unique to race, ethnicity, gender, disabilities, sexual orientation, age, and religious beliefs). ▪ Demonstrates positive communication skills (including steps for <u>refusal skills</u>, <u>conflict resolution</u>, <u>anger management</u>, and <u>decision-making skills</u>) in specific situations: Family, peers, adults. ▪ Predicts how changes in self and others impacts peer relationships. Example- Discusses involvement in sports might change friendships. 	<p>Analyzes conflict situations.</p> <p>CBA: <u>Cut Out Conflict</u></p> <ul style="list-style-type: none"> ▪ Points out effective communication skills. Example- Analyzes verbal, non-verbal, listening, and written communication skills to resolve conflict. ▪ Points out a conflict arising. Example- Uses negotiating/peer-mediation skills; uses journal writing activities to resolve real-life conflicts. ▪ Points out effective <u>conflict resolution skills</u>. Example- Role-plays effective <u>conflict resolution skills</u>. ▪ Compares and contrasts appropriate school and community resources to assist in resolving conflict situations. ▪ Compares and contrasts the effects of positive and negative peer pressure.

Secondary (6-12), EALR 4

Health and Fitness EALR 4 - The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1 - Analyzes personal health and fitness information.

GLE	6	7	8	Year One - High School	Year Two - High School
4.1.1 F I T N E S S	<p>Analyzes daily health and fitness habits.</p> <ul style="list-style-type: none"> ▪ Analyzes health behaviors (e.g., diet, sleep, activity, fitness, and hydration). ▪ Sets and charts a goal for changing a behavior. 	<p>Analyzes daily health and fitness habits.</p> <ul style="list-style-type: none"> ▪ Analyzes individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration). ▪ Sets and charts goals for daily health and fitness behavior change. 	<p>Analyzes daily health and fitness habits.</p> <p>CBA: <u>Fitness Plan for Pat</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Draws conclusions from a fitness and health plan. ▪ Sets goals for healthy behavior change. 	<p>Analyzes daily health and fitness habits.</p> <p>CBA: <u>Fitness Planning</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Analyzes a <u>health and fitness plan</u>, critiquing individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration). ▪ Sets goals for daily health and fitness improvement. 	
4.1.2				<p>Analyzes career opportunities in health and fitness.</p> <ul style="list-style-type: none"> ▪ Compares and contrasts various career opportunities in health and fitness. 	

Health and Fitness EALR 4 - The student effectively analyzes personal information to develop individualized health and fitness plans.
 Component 4.2 - Develops and monitors a health and fitness plan.

GLE	6	7	8	Year One - High School	Year Two - High School
HEALTH AND FITNESS	4.2.1 Evaluates personal health and fitness data and sets goals. <ul style="list-style-type: none"> ▪ Critiques personal health and fitness goals. 	Creates personal health and fitness data and sets goals. <ul style="list-style-type: none"> ▪ Creates a <u>health and fitness plan</u> based on <u>health-related standards</u>. 	Creates personal health and fitness data and sets goals. <p>CBA: <u>Fitness Plan for Pat</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Develops personal <u>health and fitness plan</u> based on <u>health-related standards</u>. 	Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. <p>CBA: <u>Fitness Planning</u> CBA: <u>Concepts of Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ Chooses appropriate goal setting strategies in creating a personal <u>health and fitness plan</u>. ▪ Chooses time-management skills in creating a personal <u>health and fitness plan</u>. ▪ Selects and participates in a variety of physical activities. ▪ Selects health, fitness, and nutrition concepts in developing and implementing a personal <u>health and fitness plan</u>, based on personal interests and life goals (fitness, nutrition, stress management, and personal safety). ▪ Chooses a short and long-term monitoring system for a <u>health and fitness plan</u>. ▪ Evaluates and adjusts goals to make a new <u>health and fitness plan</u> as health/fitness/life changes occur. <p>Example- Updates health and fitness goals in a personal <u>health and fitness plan</u> throughout the lifespan.</p> 	Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals. <ul style="list-style-type: none"> ▪ Generates appropriate goal-setting strategies in creating a personal <u>health and fitness plan</u>. ▪ Uses time-management skills in creating a personal <u>health and fitness plan</u>. ▪ Designs a personal <u>health and fitness plan</u> based on personal interests and life goals (fitness, nutrition, stress management, and personal safety). ▪ Designs a short and long-term monitoring system for a <u>health and fitness plan</u>. ▪ Develops goals to meet changes in health/fitness/life. <p>Example- Adjusts goals to meet changes that occur throughout the lifespan.</p>
	4.2.2			Understands barriers to physical activity and a healthy lifestyle. <ul style="list-style-type: none"> ▪ Describes barriers to physical activity and promotes strategies to overcome them. <p>Example- Recognizes barriers to physical activity may include knee surgery; strategies would include rehabilitation/physical therapy.</p> 	

Appendix A: Cognitive Demand

Adapted from A Taxonomy for Learning, Teaching, and Assessment by Anderson

Cognitive Demand					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from instructional messages, oral, written, and graphic.	Carrying out or using a procedure through executing or implementing.	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure.
Define	Clarify	Classify	Compare	Check	Combine
Memorize	Identify	Collect	Contrast	Choose	Compose
Label	Describe	Demonstrate	Distinguish	Conclude	Create
List	Discuss	Discover	Draw Conclusions	Critique	Design
Match	Explain	Implement	Focus	Judge	Develop
Name	Summarize	Predict	Infer	Measure	Generate
Recall	Give Examples	Relate	Integrate	Select	Imagine
Recognize	Illustrate	Show	Point Out	Test	Plan
Identify	Classify	Use	Differentiate	Weigh	Produce

Appendix B: Classroom-Based Assessments (CBAs)

Classroom-Based Assessments (CBAs) and the Grade Level Expectations (GLEs)

THE LAW

RCW 28A.230.095 includes two provisions. The first addresses all three areas, social studies, the arts, and health and fitness, and the second makes special reference to civics. The law states:

By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. OSPI has developed 18 classroom-based assessment models, which are multi-stepped tasks or projects aligned to specific state standards (health and fitness EALRs), which target skills and knowledge necessary for a lifetime of healthy practices, resulting in more productive, active, and successful lives. The CBAs can be found on the OSPI website (www.k12.wa.us/assessment/WASL/HealthFitness/default.aspx). OSPI recommends that districts implement

Health/Fitness
One CBA in fitness in 2008-09. <ul style="list-style-type: none">• Recommended fitness CBAs in 2008-09 are <i>Concepts of Health and Fitness</i> or <i>Get Fit Summer!</i>• Recommended health CBAs will be determined for 2009-10.
One CBA in fitness AND one CBA in health 2009-2010.
One CBA in health AND one CBA in fitness. <ul style="list-style-type: none">• Recommended fitness CBAs are <i>Concepts of Health and Fitness</i> or <i>Fitness Plan for Pat.</i>• Recommended health CBAs are <i>Sara’s Story</i> or <i>Touring the Systems.</i>
One CBA in health AND one CBA in fitness. <ul style="list-style-type: none">• Recommended fitness CBAs are <i>Concepts of Health and Fitness</i> or <i>Fitness Planning.</i>• Recommended health CBAs are <i>Dear “Stressed and Depressed,” Cafeteria Choices,</i> or <i>New Student Orientation.</i>

The CBAs are referenced throughout the GLE document to help districts decide where to place these assessments. The chart below suggests grade-level placements for the 18 CBAs. Please note, however, that these placements are merely suggestions and districts have the flexibility to place them at any grade level within a particular grade band (3–5, 6–8, 9–12).



Health and Fitness

Classroom-Based Assessment

	CBA Title	Description	GLE
5th Grade	Welcome to Our School	Identify forms of harassment and describe strategies for dealing with each in addition to sources of help; describe disease prevention strategies related to spread of communicable diseases and how they would be practiced; describe health and fitness goals and how they might help keep students physically fit.	1.3.1, 1.5.1, 1.5.2, 2.1.1, 2.3.1, 2.4.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1
	Mrs. Trimble's Muffins	Analyze nutrient groups on a nutritional label for positive and negative nutritional value and describe why people should either limit or include them in their diet; using the food pyramid, identify foods that make a balanced meal and explain how the chosen foods can benefit the human body.	1.5.1, 1.5.2
	★ Get Fit Summer Recommended and updated	Evaluate current fitness scores for a fitness component (using an identified fitness test) and set a realistic goal score and describe how certain activities will help achieve goal.	1.2.1, 1.3.1, 4.1.1, 4.2.1
	A Cartoon Role Model	Describe positive and negative role model characteristics; demonstrate the strategy role model used to deal with stress (peer pressure, eustress and distress).	2.1.1, 2.4.3, 3.3.1, 3.4.1, 3.5.1
	New Kid on the Block	Identify reasons for and emotional effects of bullying; demonstrate negative and positive choices that could be made in response to bullying and their possible outcomes.	2.1.1, 2.4.1, 2.4.3, 3.3.1, 3.4.1, 3.5.1
	Stomp Out Second-Hand Smoke	Using reliable sources, describe negative health effects of second-hand smoke and the regions of the body effected.	2.4.5, 3.2.1
	★ Concepts of Health and Fitness Recommended and updated	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1 and 2.	EALR 1.0 EALR 2.0

	CBA Title	Description	GLE
8th Grade	Touring the Systems	Compare components of circulatory, respiratory, digestive, nervous, muscular, skeletal, reproductive and/or endocrine systems to everyday objects.	2.2.1
	★ Sara's Story Recommended and updated	Demonstrate short and long term effects (physical, emotional, social, and intellectual) of drug use.	2.4.5, 3.3.1
	Acme Advertising	Demonstrate how social skills can lead to a positive resolution of a negative social situation.	2.4.1, 3.3.1
	★ Fitness Plan for Pat Recommended and updated	Describe each FITT component; describe two areas of nutrition and physical activity that will improve body composition.	1.3.1, 1.4.2, 1.5.1, 1.5.2, 4.1.1, 4.2.1
	True Media Message	Identify false messages in advertisements and explain how they negatively affect a person's social, emotional or physical well-being.	3.2.1, 3.2.2
★ Concepts of Health and Fitness Recommended and updated	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1 and 4.	EALR 1.0 EALR 4.0	
	CBA Title	Description	GLE
High School	★ Dear "Stressed and Depressed" Recommended and updated	Identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.	2.4.3, 2.4.4, 3.2.1, 3.2.2
	Cut Out Conflict	Demonstrate conflict resolution skills (verbal and nonverbal) and explain how community resources may help resolve conflict.	2.4.1, 3.2.1, 3.3.1
	★ Cafeteria Choices Recommended and updated	Compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.	1.5.1, 1.5.3
	★ Fitness Planning Recommended and updated	Evaluate current fitness level for cardiorespiratory endurance, muscular endurance and flexibility and determine whether a maintenance or improvement plan is most appropriate; using FITT principle, demonstrate how maintenance or improvement plan will help achieve goal.	1.3.1, 1.3.2, 4.1.1, 4.2.1
	★ New Student Orientation Recommended and updated	Explain legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describe services that community resources can provide.	2.3.2, 2.4.5, 2.4.6, 2.4.7, 3.2.1
	A Letter to the Publisher	Identify negative messages (relating to body image, peer pressure, etc.) contained in advertisements; describe changes that could be made to advertisements that would result in a positive effect.	3.2.1, 3.2.2
	★ Concepts of Health and Fitness Recommended and updated	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1, 2, 3, and 4.	EALR 1.0 EALR 2.0 EALR 3.0 EALR 4.0

Appendix C: Glossary

Glossary

Note: The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in health and fitness, but rather they are words stated in the GLEs that require further explanation.

Anger management - The ability to constructively deal with anger.

Example of a Five Step Anger Management Model:

1. Relax, take a deep breath
2. Calm down
3. Evaluate the options
4. Solve the problem using good words
5. Walk away if no resolution

Artistic gymnastics – Balance beam, vault, bars, and/or floor routine.

Biomechanical principles – Rules related to the study of forces that can help a person move the body efficiently and avoid injury.

Body composition - All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.

Body systems - A group of organs that work together to complete a specific task in the body

Cardiorespiratory endurance - The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

CBA:

Elementary CBAs

- A Cartoon Role Model – Assessment that asks an individual to describe positive and negative role model characteristics; demonstrate the strategy role model used to deal with stress (peer pressure, eustress and distress).
- Concepts of Health and Fitness - Assessment that includes one point responses (Multiple choice) two point responses (short answer) and four point responses (critical thinking) questions aligned with EALRs 1, 2 and 4.
- Get Fit Summer – Assessment that asks an individual to evaluate current fitness scores for a fitness component (using an identified fitness test) and set a realistic goal score; describe how certain activities will help achieve goal and identify safety concern, equipment or rule for activity.
- Mrs. Trimble's Muffins – Assessment that analyzes nutrient groups on a nutritional label for positive and negative nutritional value and describes why people should either limit or include them in their diet; using the food pyramid, identify foods that make a balanced meal and explain how the chosen foods can benefit the human body.
- New Kid on the Block – Assessment that asks an individual to identify reasons for and emotional effects of bullying; demonstrate negative and positive choices that could be made in response to bullying and their possible outcomes.
- Stomp out Second-Hand Smoke – Assessment that asks an individual to use reliable sources, describe negative health effects of second-hand smoke and the regions of the body effected.
- Welcome to Our School – Assessment that asks an individual to identify forms of harassment and describe strategies for dealing with each in addition to sources of help; describe disease prevention strategies related to spread of communicable diseases and how they would be practiced; describe health and fitness goals and how they might help keep students physically fit.

Appendix C: Glossary

Glossary

Middle School CBAs

- Acme Advertising – Assessment that demonstrates how social skills can lead to a positive resolution of a negative social situation.
- Concepts of Health and Fitness - Assessment that includes one point responses (multiple choice) two point responses (short answer) and four point responses (critical thinking) questions aligned with EALRs 1, 2 and 4.
- Fitness Plan for Pat – Assessment that asks an individual to describe each FITT component; describe two areas of nutrition and physical activity that will improve body composition.
- Sara’s Story – Assessment that demonstrates short and long term effects (physical, emotional, social, and intellectual) of drug use.
- Touring the Systems – Assessment that compares components of circulatory, respiratory, digestive, nervous, muscular, skeletal, reproductive and/or endocrine systems to everyday objects.
- True Media Message – Assessment that asks individuals to identify false messages in advertisements and explain how they negatively affect a person's social, emotional or physical well-being.

High School CBAs

- A Letter to the Publisher – Assessment that requires an individual to identify negative messages (relating to body image, peer pressure, etc.) contained in advertisements; describe changes that could be made to advertisements that would result in a positive effect.
- Cafeteria Choices – Assessment that asks an individual to Compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.
- Concepts of Health and Fitness - Assessment that includes one point responses (Multiple choice) two point responses (short answer) and four point responses (critical thinking) questions aligned with EALRs 1, 2 and 4.
- Cut Out Conflict – Assessment that demonstrates conflict resolution skills (verbal and nonverbal) and explain how community resources may help resolve conflict.
- Dear “Stressed and Depressed” – Assessment that asks an individual to Identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.
- Fitness Planning – Assessment that asks an individual to evaluate current fitness level for cardiorespiratory endurance, muscular endurance and flexibility and determine whether a maintenance or improvement plan is most appropriate; using FITT principle, demonstrate how maintenance or improvement plan will help achieve goal.
- New Student Orientation – Assessment that explains legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describe services that community resources can provide.

Communicable disease – Disease that can be spread to people from other living things or the environment.

Competent – Have suitable or sufficient skill, knowledge, experience, etc. for some purpose.

Complex movement activities – Activities that involve more than one skill.

Complex movement sequences – Combination of motor skills.

Complex movement skills - Composed of two or more skills, i.e. hopping and skipping, throwing and catching.

Components of health-related fitness - the following components of health-related fitness are important if the human body is to work efficiently, including cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Components of skill-related fitness-parts of fitness that help a person perform well in sports and activities that requires certain skills; includes agility, balance, coordination, power, reaction time and speed.

Concepts – A general idea derived or inferred from specific instances or occurrences.

Appendix C: Glossary

Glossary

Conflict management - Being able to successfully overcome different types of conflicts.

Conflict negotiation skills - Gaining the skills of ending a conflict through cooperation and problem solving.

Conflict resolution – Non-violent way to deal with an argument.

Examples of a Four Step Conflict Resolution Model:

1. Clarify
2. Choice
3. Consequences
4. Choose

Critical elements - Identifying specific elements of a task.

Decision-making skills - steps used to evaluate choices and consequences before making a decision.

Example of a Six Step Decision-Making Model:

1. State the problem
2. Ask questions/Gather information
3. Compare alternatives
4. Imagine the consequences/Values
5. Decide and act
6. Evaluate the decision

Developmentally appropriate – Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual.

Dimensions of health - Social, emotional, physical and intellectual.

Direction – Forward, backward, over, under, and through.

Distress – Negative Stress.

Drug misuse – Improper or misapplication of a prescribed drug.

Dynamic and cooperative Situations - Team work challenges

Educational gymnastics - Stunts, balances, poses, and animal movements

Emergency situations – When an individual is in an unsafe situation.

Emotional Triggers – Something that provokes a response.

Etiquette - Rules governing socially acceptable behavior.

Eustress – Positive Stress.

Fleeing – Traveling quickly away from a pursuing person or object.

Flexibility - The ability to move the joints through the full range of motion.

Fitness assessment protocol – Set of directions which accompanies a fitness assessment program.

Fitness log - A notebook used to record one's fitness activities.

FitnessGram - A group of physical fitness assessments developed specifically for youth.

FITT principle - A formula in which each letter represents a factor important for determining the correct amount of physical activity. F=Frequency, I=Intensity, T=Time, T=Type

Frequency-how often you do the activity each week

Intensity-how hard you work at the activity per session

Time-how long you work out at each session

Type-which activities you select

Appendix C: Glossary

Glossary

Food guide pyramid – Recommendations as prescribed by the federal government, mypyramid.gov.

Food label - A label found on the outside packages of food that states the number of servings in the container, the number of Calories in each serving, and the amount of nutrients in each serving.

General space – Area outside of someone’s personal space, e.g., classroom, field, or gym.

Goal setting – Achievement you work towards.

Health and fitness plan - Evaluates current health and fitness levels for cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility and analyzes individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration) to determine whether a maintenance or improvement plan is most appropriate.

Healthful relationships – The state of optimal mental, physical and social well-being as it surrounds relationship.

Health-related fitness – Parts of physical fitness that helps a person stay healthy; includes body composition, cardiovascular fitness, flexibility, muscular endurance, and muscular strength.

Increasingly complex activities – Activities which involve progressively difficult dynamics.

Indicators of health – Physical, mental, emotional, and social.

Intimate relationship – A relationship characterized by or involving a warm friendship or a personally close or familiar association or feeling.

Inverted balance – Sustained balance (approximately three seconds) with head below body.

Lead-up games – Games developed for the purpose of limiting the number of skills needed for successful participation.

Leave No Trace – An educational non-profit organization dedicated to the responsible enjoyment and active stewardship of the outdoors by all people worldwide.

Lifetime activities - An educational process intended to stimulate learning through actual experience focusing on basic training principles of health-related fitness, fitness safety, nutrition, fitness consumer awareness, benefits of physical activity and lifelong physical activity.

Lifetime sports – Sports that can be performed throughout life (as you grow older).

Locomotor – Used to move the body from one place to another, e.g., walk, jog, run, jump, hop, leap, gallop, slide, and skip.

Major Body Systems – Respiratory, cardiovascular, skeletal, muscular, endocrine, reproductive, digestive and nervous systems.

Manipulative - Various objects designed to be moved by hand as a means of developing motor skills, e.g., roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.

Mature form – The critical elements of a skill, performed in a smooth and continuous motion.

Movement concepts -

1. Identifies body planes and parts
2. Changes in direction, pathways and levels can alter movement
3. Explains how changes in rhythm, tempo, beat and musical style can alter movements
4. Distinguishes between personal and general space

Movement techniques - Floor routine in gymnastics, and balance beam and balance poses.

Muscular endurance - The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength - The amount of force a muscle can exert.

Non-emergency situations – Non life-threatening scenarios.

Non-locomotor – Without moving from place to place, e.g., bend, twist, stretch, push, pull, turn, swing, sway, and rock.

Non-traditional skills - Rhythmic gymnastics, juggling, and cup stacking.

Not well – Ill/Not feeling good.

Appendix C: Glossary

Glossary

Nutrition label - A label found on the outside packages of food that states the number of servings in the container, the number of Calories in each serving, and the amount of nutrients in each serving.

Nutrients - Substances in food that provides energy or helps form body tissues and that is necessary for life and growth.

OSPI Fitness Performance Assessments - A group of physical fitness assessments developed specifically for youth.

Pathways – Zigzag, straight, or curved.

Performance – Showing a learned skill.

Personal health behaviors – Personal choices that impact physical health.

Personal Space – Area around self.

Phases of a Workout –

- Warm-up: 5-10 minutes of light exercise to increase blood flow and raise the temperature in muscles.
- Exercise: The designated workout, 20-60 minutes.
- Cool-down: 5-10 minutes of reduced exercise to help the heart rate, breathing rate, body temperature, and circulation return to the non-exercising state.

Physical Best - The educational component of a comprehensive health-related fitness education program which is to help young people develop the skills, knowledge, attitudes, and behaviors that lead to physically active, healthy lifestyles.

President's Challenge - A group of physical fitness assessments developed specifically for youth by the President's Council on Physical Fitness and Sports.

Principles – A basic truth, law or assumption.

Principles of effort - Exertion of physical or mental power in activities.

Principles of levels – Low, medium or high.

Principles of relationships – The position of the performer related to a piece of equipment or to other performers.

Proficiency – Well advanced or competent in any subject or skills.

Progressive movement combinations – Sequence of actions.

Refusal skills - a strategy to avoid doing something you don't want to do

Examples of a Six Step Refusal Skill Model:

1. Say "NO"
2. Ask questions
3. State the problem
4. List the consequences
5. Suggest alternatives
6. Move, Sell, Leave the door open

Repeatable sequences - Specific movements combined together to create a desired outcome. This may include traveling, rolling, balancing, and weight transfer into smooth, flowing sequence with intentional changes in direction, speed and flow.

Risky situations – Scenarios that present danger.

Safety principles – Ways to maintain personal safety when involved in activities.

Safety rules – Defined rules to keep participants safe.

Skills performance - the capability for doing a specific task well: improves with practice.

Appendix C: Glossary

Glossary

Skill-related fitness - Six areas of physical fitness that are often associated with games and sports.

- Agility - the ability to change the position of your body quickly and to control your body's movements
- Balance - the ability to keep an upright posture while standing still or moving
- Coordination - the ability to use your senses together with your body parts, or to use two or more body parts together
- Power - the ability to move strength quickly
- Reaction Time - the ability to react or respond quickly to what you hear, see, or feel
- Speed - the ability to perform a movement or cover a distance in a short period of time

Situational context clues – Be aware of your surroundings, e.g., someone following you.

Static and dynamic balance – Balance while stationary and moving.

Substances – Harmful chemicals that can be misused.

Training principles

- Overload - Rule that states that in order to improve fitness one needs to do more physical activity than he or she normally does.
- Specificity - Rule that states that specific types of exercise improve specific parts of fitness or muscles.
- Progression - Rule that states that the amount and intensity of physical activity needs to be increased gradually.
- Reversibility – Fitness benefits are lost when training stops.
- Diminishing Return – Point at which you are doing more harm than good.

Tagging – Traveling quickly toward a person or object to safely touch.

Tagger – The person who safely and appropriately touches a person or object.

Traditional skills – Soccer, hockey, or basketball are some examples.

Types of abuse – Physical, emotional, mental and sexual abuse.

Well – Healthy

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