MONTANA
HEALTH ENHANCEMENT STANDARDS

MODEL CURRICULUM GUIDE
FOR K-12
HEALTH AND PHYSICAL EDUCATION

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What is not covered by the Standards

The Standards should be recognized for what they are *not,* as well as for what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. While the Standards make references to some particular forms of content, they do not enumerate all, or even most, of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards provide rationale and set grade-level outcomes (physical education) and performance indicators (health education), but do not define the intervention methods of materials necessary to support students who are well below or well above these learner expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

4) It is also beyond the scope of the Standards to define the full range of supports appropriate for health enhancement learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special needs. For example, an adaptive physical education class may help a student with physical disabilities reach their personal best through goal-setting appropriate to their abilities.

5) The health enhancement components of health education and physical education described herein are critical to college and career readiness, in that they foster the whole of such readiness. Students require a wide-ranging academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning are vital elements of the learning process. Similarly, the health enhancement standards modeled in this document strongly encourage a comprehensive, school-wide literacy program with connection to the *Montana Common Core Standards in English Language Arts and Mathematics.*

Adapted from Montana Common Core Standards for English Language Arts
& Literacy in History/Social Studies, Science and Technical Subjects, Nov. 2011

Background:

Health Enhancement was first initiated as part of the Project Excellence school reform effort conducted by the Board of Public Education in the late 1980s. The intent was to combine the traditional disciplines of 'health' and 'physical education' into a single, integrated program with the focus being the *health needs of the student.*

The first Montana Health Enhancement standards were adopted by the Board of Public Education in 1999. These standards included benchmarks for student learner outcomes at grades 4, 8 and 12. The Health Enhancement standards were a blended document which used the National Standards for both Health and Physical Education as its basis.

In winter 2014, a work group of 20 professionals from the health enhancement field representing elementary, secondary, and post-secondary levels from across the state of Montana, gathered to revise the Health Enhancement Standards developed nearly 15 years before. The committee's first action was to provide standards for the instructional areas of health and physical education that would assist *all teachers* of health enhancement (health enhancement licensed and '00' licensed) with a more clearly defined set of instructional standards. In addition to the standards, the Content Areas for health and physical education are included as a framework and definition of topics taught.

The basis for the Montana Health Enhancement Standards continues to be the K-12 National Standards for Health and Physical Education. The professional committee adopted the national standards with minor terminology edits and inclusion of *Indian Education for All* where appropriate. The Standards include a set of Performance Indicators at grades 2, 5, 8 and 12; conceptual knowledge a student should have at the end of those grades, plus the Grade Level Outcomes for strategies to reach those Performance Indicators. The eight (8) Health and five (5) Physical Education standards, along with their Performance Indicators and Grade Level Outcomes, are the foundation that promotes the *health and physical well-being* of all Montana youth through a school district's Health Enhancement curriculum.

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A Word of Thanks . . .

The Montana Association for Health, Physical Education, Recreation and Dance (MT AHPERD) was instrumental in the 2016 revision of the Health Enhancement Standards. The professional knowledge of the members, their ideas and desires, and the respect each showed when listening to another's opinion deserve special recognition. A distinct note of thanks for the leadership provided by Michelle Peterson (MT AHPERD president), Megan Chilson, (University of Montana-Western, Department of Health and Human Performance) and Nancy Colton (Montana State University, Department of Health and Human Development).

The 20 Montana health enhancement professionals who gave generously of their time, expertise and experience in a supportive, collegial manner are hereby recognized for their contribution in the development of the 2016 Montana Health Enhancement Standards:

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STUDENTS WHO ARE COLLEGE AND CAREER READY IN HEALTH ENHANCEMENT

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in health enhancement, they are able to exhibit with increasing fullness and regularity these capacities of the physically- and health-literate individual.

- Plans and implements different types of health-enhancing behaviors. Students are able to independently discern and ask relevant questions related to health-enhancing practices. Students build on others' ideas and articulate their own ideas to confirm they understand.

- Demonstrates competency in a variety of lifetime health-enhancing activities. Students are able to apply best practices for stress-management strategies, appropriate nutritional choices, and engage in activities that promote a lifetime of health and wellness.

- Describes key concepts associated with successful participation in health-enhancing activity. Students establish a base of knowledge across a wide range of health-enhancing activities. Students become proficient in concepts through research and practice.

- Models responsible health-enhancing behavior. Students demonstrate the ability to make personal decisions regarding their personal health and wellness by consistently modeling health-enhancing behaviors.

- Engages in health-enhancing behaviors that meet the need for self-expression, challenge, social interaction and enjoyment. Students identify, explain, and participate in enjoyable activities that promote individual self-expression.

- Effectively utilizes technology and digital media to support overall health and wellness. Students employ technology thoughtfully to enhance their physical fitness, nutrition and overall well-being. They are familiar with the strengths and limitations of various technological tools and can select and use those best suited to their health-related goals.

- Understands other perspectives and cultures. Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures, and who represent diverse experiences and perspectives, must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically Montana Indian culture, in health and physical-related activities.

- Demonstrates respect for self and others in health-enhancing activities. Students will acquire knowledge, attitudes, and interpersonal skills to help them understand and have respect for self and others.

- Practices healthy decision making skills. Students employ healthy decision making as a planned process of selecting from possible options in order to solve a problem or set a goal. Healthy decision making allows students to feel empowered, realize their goals, and change unhealthy habits.

MONTANA STANDARDS FOR HEALTH ENHANCEMENT

Health enhancement combines the disciplines of "health education" and "physical education" into a curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to well-being and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process.

Health Education

The Montana Standards and Performance Indicators for Health Education are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

The National Health Education Standards (NHES) have provided a framework for the adoption of standards by most states, including Montana. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. Importantly, the standards provide students, families and communities with concrete expectations for health education.

The health literate individual will:

Standard 1	Comprehend concepts related to health promotion and disease prevention to enhance personal health.
Standard 2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Demonstrate the ability to use decision making skills to enhance health.
Standard 6	Demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Demonstrate the ability to advocate for personal, family, and community health.

HEALTH EDUCATION STANDARD 1

Comprehend concepts related to personal health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

Performance indicators: The performance indicators articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of each of the following four grade spans: K-2, 3-5, 6-8, and 9-12. The performance indicators serve as a blueprint for organizing student assessment.

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify and explain how health behaviors affect personal health. Recognize that there are multiple dimensions of health such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices. Describe some ways to prevent childhood communicable diseases. Describe common environmental factors that can affect health. Give examples of how to be safe at school and in the community. Identify ways to prevent and treat common childhood injuries. Describe why it is important to seek health care. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.	Explain the relationship between healthy behaviors and personal health Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures. Identify potential consequences of engaging in risky behaviors. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases. Discuss ways environmental factors affect health. Describe ways in which safe and healthy school and community environments can promote personal health. Describe ways to prevent and treat common childhood injuries and health problems.	Discuss the relationship between healthy behaviors and personal health. Describe the benefits of, and barriers to, practicing healthy behaviors. Analyze behaviors that promote health-enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures. Analyze the potential consequences of engaging in risky behaviors. Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases. Discuss ways environmental factors affect health. Analyze ways in which safe and healthy school and community environments can promote personal health.	Predict how healthy behaviors can affect health status. Compare and contrast the benefits of, and barriers to, practicing a variety of healthy behaviors. Develop personal health-enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures. Compare and contrast the potential consequences of engaging in risky behaviors. Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices. Compare and contrast various ways to prevent communicable diseases. Analyze how environmental factors and personal health are interrelated. Analyze how genetics and family history can impact personal health.

HEALTH EDUCATION STANDARD 1

Comprehend concepts related to personal health promotion and disease prevention to enhance health.

-Continued

K-2	Grades 3-5	Grades 6-8	Grades 9-12
	Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.	Describe ways to reduce or prevent injuries and other adolescent health problems. Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits. Define human body systems, their function and their interrelationship with one another. Identify basic structures and functions of the male and female reproductive health systems.	Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health. Propose ways to reduce or prevent injuries and health problems. Analyze the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations. Analyze human body systems, their function and their interrelationship with one another. Explain the natural body changes of reproductive health. Explain fertilization, conception and how the baby's sex and inherited traits are determined. Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.

HEALTH EDUCATION STANDARD 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

Performance Indicators: [*see page 9*]

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify how the family and culture influence personal health practices and behaviors. Identify ways that peers influence behavior. Identify what the school can do to support personal health practices and behaviors. Describe how the media can influence health behaviors. Give examples of school or community policies that promote health and safety.	Examine how family and culture influence personal health practices and behaviors. Identify how peers can influence healthy and unhealthy behaviors. Describe how the school, tribe, and community can support personal health practices and behaviors. Explain how media influences thoughts, feelings, and health behaviors. Discuss ways that technology can influence personal health. Explain how school, public and tribal health policies can influence health promotion and disease prevention	Explain how family and culture influence the health of adolescents. Explain how the perception of societal norms influence healthy and unhealthy behaviors. Explain the influence of personal values and beliefs on individual health practices and behaviors. Describe how peers influence healthy and unhealthy behaviors. Explain how the school, tribe, and community can affect personal health practices and behaviors. Explain how messages from media influence health behaviors. Explain the influence of technology on person and family health. Compare and contrast how school, public and tribal health policies can influence health promotion and disease prevention.	Compare and contrast how the family and culture influence the health of individuals. Explain how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices. Explain the influence of personal values and beliefs on individual health practices and behaviors. Explain how peers influence healthy and unhealthy behaviors. Evaluate how the school, tribe, and community can affect personal health practice and behaviors. Evaluate the effect of media on personal, family and community health. Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.

HEALTH EDUCATION STANDARD 3

Demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

Performance Indicators: **[*see page 9*]**

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify trusted adults and professionals who can help promote health. Identify ways to locate school and community health and safety resources.	Identify characteristics of valid health information, products, and services. Locate resources from home, school, tribe, and community that provide valid health information.	Analyze the validity of health information, products, and services. Access valid health information from home, school, tribe, and community. Determine the accessibility of products that enhance health. Describe situations that may require professional health services.	Evaluate the validity of health information, products, and services. Use resources from home, school, tribe, and community that provide valid health information. Determine the accessibility of products and services that enhance health. Determine when professional health services may be required.

HEALTH EDUCATION STANDARD 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

Performance Indicators: **[*see page 9*]**

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify healthy ways to express needs, wants, and feelings. Use listening skills to enhance health. Exhibit ways to respond in an unwanted, threatening, or dangerous situation. Express ways to tell a trusted adult if threatened or harmed.	Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices. Use refusal skills that avoid or reduce health risks. Use nonviolent strategies to manage or resolve conflict. Discuss how to ask for assistance to enhance the health and safety of self and others.	Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices. Use refusal and negotiation skills that avoid or reduce health risks. Use effective conflict management or resolution strategies. Discuss how to ask for assistance to enhance the health and safety of self and others.	Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices. Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Discuss how to ask for and offer assistance to enhance the health and safety of self and others.

HEALTH EDUCATION STANDARD 5

Demonstrate the ability to use decision making skills to enhance health.

Rationale: Decision making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

Performance Indicators: **[*see page 9*]**

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify situations when a safety and health-related decision is needed. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed. Describe ways to solve safety and health-related issues or problems. Describe possible consequences of choices when making safety and health-related decisions.	Identify health-related situations that might require thoughtful decisions. Analyze when assistance is needed in making safety and health-related decisions. Compare and contrast healthy options to safety and health-related issues or problems. Predict the potential outcomes of options when making safety and health-related decisions. Describe the outcomes of safety and health-related decisions.	Identify circumstances that can help or hinder safe and healthy decision making. Determine when safety and health-related situations require the application of a thoughtful decision-making process. Determine when individual or collaborative decision making is appropriate. Distinguish between safe, healthy and unhealthy alternatives to health-related issues or problems. Predict the potential short-term and long-term impact of health and safety-related options on self and others. Analyze the outcomes of safety and health-related decisions.	Examine barriers that can hinder safe and healthy decision making. Determine the value of applying a thoughtful decision-making process in safety and health-related situations. Justify when individual or collaborative decision making is appropriate. Generate alternatives to safety and health-related issues or problems. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others. Evaluate the effectiveness of safety and health-related decisions.

HEALTH EDUCATION STANDARD 6

Demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

Performance Indicators: **[*see page 9*]**

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Identify short-term personal health goals and take action towards achieving goals. Identify who can help when assistance is needed to achieve a personal health goal.	Set a personal health goal and track progress toward its achievement. Identify resources to assist in achieving a personal health goal.	Develop a goal to adopt, maintain, or improve personal health practices. Assess personal health practices. Apply strategies and skills needed to attain a personal health goal. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. Assess personal health practices and overall health status. Implement strategies and monitor progress in achieving a personal health goal. Formulate an effective long-term personal health plan.

HEALTH EDUCATION STANDARD 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Performance Indicators: [*see page 9*]

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Exhibit healthy behaviors toward self and others. Exhibit healthy practices and behaviors to maintain or improve personal health. Discuss behaviors that avoid or reduce health risks.	Explain benefits of healthy behaviors toward self and others. Practice responsible personal health behaviors. Use a variety of healthy practices and behaviors to maintain or improve personal health. Use a variety of behaviors to avoid or reduce health risks.	Analyze healthy practices and behaviors that will maintain or improve the health of self and others. Explain the importance of assuming responsibility for personal health behaviors. Describe behaviors to avoid or reduce health risks to self and others.	Discuss ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others. Analyze the role of individual responsibility for enhancing health. Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.

HEALTH EDUCATION STANDARD 8

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

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Performance Indicators: **[*see page 9*]**

K-2	Grades 3-5	Grades 6-8	Grades 9-12
Make requests to promote personal health. Identify ways to encourage others to make positive health choices. Describe health messages and communication techniques. Encourage peers to make positive health choices.	Express opinions and give accurate information about health issues. Practice and rationalize reasons for positive health choices. Evaluate various health messages and communication techniques.	State a health-enhancing position on a topic and support it with accurate information. Describe how to influence and support others to make positive health choices. Work cooperatively to advocate for healthy individuals, families, tribes and schools. Identify ways in which health-related messages and communication techniques can be altered for different audiences.	Use accurate peer and societal norms to formulate a health-enhancing message. Advocate for behaviors and practices that will support others in making positive health choices. Work cooperatively as an advocate for improving personal, family, and community health. Adapt health-related messages and communication techniques to target audiences.

K-12 Health Education Standards, Performance Indicators and Grade Level Outcomes

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Health Education Standard 1: ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Identify and explain how health behaviors affect personal health.	•Identifies healthy food choices, e.g., apple versus candy bar. •Names healthful food groups. •Identifies MyPlate daily food amounts. •Explains why brushing/flossing teeth and getting the proper amount of sleep are healthy habits, e.g., prevent tooth decay, not grumpy. •Identifies that a healthy person exercises, eats well, sleeps adequately and goes to the doctor/dentist. •Names healthy behaviors, e.g., using a seat belt, not smoking.	•Name foods that belong to each of the MyPlate food groups. •Identify the correct food group for a list of snacks. •Names each of the Dietary Guidelines. •Describes why brushing/flossing teeth is a healthy behavior. •Describes why proper amount of sleep is important to health. •Describes why using a seat belt is a healthy behavior. •Describes why not smoking is a healthy behavior.	•Identifies the correct food group for a list of foods. •Identifies ways each of the Dietary Guidelines helps health. •Identifies reasons for brushing/flossing teeth. •Explains the proper amounts of sleep, e.g., K-3rd grade need 10 hours sleep, 4th grade and up need 9 hours.
Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.	(Physical, mental/emotional, family/social) •Names body parts and their function. •Names and describes the five senses. •Names ways you grow and change. •Names various feelings, e.g., happy/sad, worried/excited, hot/cold, brave/scared. •Describes effect of stress on body, e.g., worry (bad), excitement (good). •Discusses ways to cope with feelings. •Describes ways people are different and alike. •Names rules for the games you play. •Describes what being a good sport is. •Names ways of being helpful to others.	•Identifies basic body systems (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous). •Explains how the five senses are used. •Names and explains a variety of feelings, e.g., if you make a mistake what feelings might you have and what can be done. •Describes ways people are unique in how they grow and learn. •Names safety rules for sports and games. •Explains how to be a good sport and play fair.	•Explains the link between feelings and behaviors. •Describes behaviors that benefit physical and mental health. •Discusses what to do if you make a mistake. •Identifies stages of growth and development in childhood. •Identifies stages of growth and development during a life-span. • Names body systems and their function (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous). •Identifies safety rules for sports and games. •Explains why being a good sport is needed to have good character.

Health Education Standard 1: ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Describe some ways to prevent communicable and chronic diseases.	•Defines germ. •Names ways germs are spread. •Practices: - Covering a cough - Sneezing into sleeve - Proper hand washing. •Understands importance of regular exercise (prevent heart disease) and healthy nutrition (prevent diabetes).	•Describes symptoms and treatment for common childhood diseases, e.g., cold, flu, lice, pinkeye. •Lists ways to prevent germs from spreading. •Describes proper cough etiquette. •Describes how to sneeze into sleeve. •Describes the correct way to wash hands. •Names types of germs and tells how they spread. •Explains how healthy diet and exercise help prevent heart disease and diabetes. •Describes how to communicate when not feeling well.	•Describes ways to prevent communicable disease, e.g., flu/vaccine, cold with fever/stay home. •Explains reasons for covering cough. •Explains reasons for sneezing into sleeve. •Explains reasons for hand washing. •Discusses ways to prevent and treat heart disease and diabetes, e.g., exercising and healthy diet. •Understands non-communicable diseases cannot be passed from one person to another, e.g., cancer, heart disease, diabetes. •Identifies food safety practices, e.g., hand-washing before meals, clean lunch box, foods that need to be cooked/kept cold.
Describe common environmental factors that can affect health.	•Name things that make it hard for people with allergies/asthma to breathe.	•Identifies common causes of allergies and asthma. •Names ways to help control asthma and allergies, e.g., if allergic to grass don't play on a recently mowed field.	•Identifies some causes of allergies. •Identifies ways to manage allergies. •Identifies asthma triggers, e.g., cold air. •Identifies ways to treat asthma.
Give examples of how to be safe at school and in the community.	•Observes safety rules on playground.	•Describes safety rules for school/home.	•Identifies safety rules for school/home.
Identify ways to prevent and treat common childhood injuries.	•Knows how to bandage own scrapes. •Names ways to prevent/ protect from injury, e.g., bicycle helmet, sunscreen.	•Describes how to bandage scrapes/ control a nosebleed. •Describes ways to prevent/protect from injury, e.g., bicycle helmet, sunscreen.	•Explains how and when to bandage a scrape/control a nosebleed. •Explains how and why to prevent/protect from injury, e.g., bicycle helmet, sunscreen.
Describe why it is important to seek health care.	•Names what a dentist, doctor or nurse does. •Knows that an annual check- up can detect non-communicable diseases, e.g., diabetes. •Knows that dental checkups can detect cavities, tooth problems.	•Identifies a condition with a health professional, e.g., toothache-dentist, sore throat – doctor. •Understands that annual health and dental checkups are necessary for good health.	•Explains the importance of an annual health check- up to detect non-communicable diseases, e.g., diabetes. •Explains the importance of an annual dental check- up. •Describes reasons for visiting an eye doctor.

Health Education Standard 2:
Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Performance Indicator	Kindergarten	Grade 1	Grade 2
Identify how family and culture influence personal health practices and behaviors.	•Names physical activities that the family can do together, e.g., hiking, biking, going for a walk, ice skating, skiing. •Names family practices that promote health and safety, e.g., snack on fruits or vegetables, wash hands before meals, brush teeth after each meal, use seat belts, eat breakfast, eats meals together. •Describe family and influence of culture, e.g., adopted, live with grandparents, uncle/aunt or other guardian, biological parents, two moms or dads, a single parent and/or two households.	•Describes how a family member can model healthy behaviors, e.g., not smoking, exercising regularly, eating healthy. •Discusses ways a family celebrates holidays and how it can impact health practices, e.g., only adults light fireworks on the 4th of July. •Describes how a family member prepares a healthy meal. •Recognizes that participating in a physical activity as a family helps promote health.	•Describes ways in which family members promote a healthy lifestyle. •Discusses family rules for healthy behaviors, e.g., TV watching is limited. •Explains ways that family members help one another stay healthy. •Describes the importance of family time to talk about responsible behaviors.
Identify ways that peers influence behavior.	•Gives examples of good (positive) pressure and bad (negative) pressure.	•Describes feelings surrounding positive pressure and negative pressure. •Assesses different situations and chooses actions to avoid trouble.	•Explains positive and negative pressure. •Gives examples of how to say 'no'.
Identify what the school can do to support personal health practices and behaviors.	•Identifies healthy foods that are served by the school lunch program.	•Tells ways in which the school sponsors healthy events, e.g., Bully Prevention week (Oct.), Red Ribbon week (Oct.), Native American Heritage month (Dec.).	•Participates in and understands reasons for school-sponsored health events.
Describe how the media can influence health behaviors.	•Names food ads that influence food choices, e.g., foods that promise friends, cereal and milk = grain and protein/healthy nutrition. •Tells what an ad is and is not. •Tells what healthful entertainment is.	•Discusses how ads (e.g., jingles, rhymes) can influence food choices. •Knows why you need to check out ads. •Discusses what healthful entertainment is.	•Investigates food ads that influence food choices. •Compares reliable vs. unreliable ads. •Describes helpful ways to check out an ad. •Knows how to determine what is healthful entertainment, e.g., choosing a computer game.
Give examples of school or community policies that promote health and safety.	•Names rules and purpose for rules on the school playground, in the cafeteria, in the hallways, in the classroom, on buses.	•Explains school safety rules for the playground, cafeteria, hallway, classroom and while riding a bus.	•Models safety rules on the playground, cafeteria, hallway, classroom and while riding a bus.

Health Education Standard 3:
Demonstrate the ability to access valid information, products, and services to enhance health.

Performance Indicator	Kindergarten	Grade 1	Grade 2
Identify trusted adults and professionals who can help promote health.	•Describes the role of a variety of health care professionals in promoting health, e.g., dentist, eye doctor, counselor. •Explains ways the school nurse promotes health. •Explains why medical and dental checkups are needed. •Explains how the school nutrition staff helps students eat healthy. •Points to the food label on various foods. •Names types of medicine (over-the-counter vs. pharmaceutical). •Explains ways medicine can help people. •Names rules for taking medicine safely. •Names adults who can give medicine. •Names adults to tell if someone is using drugs in an unsafe way. •Names ways to find health facts. •Names safe and healthful products. •Recognizes the difference between an emergency and non-emergency situation. •Identifies how to call 911 in an emergency.	•Gives reliable examples of health and fitness information, e.g., doctor or teacher. •Describes roles of persons who assist in enhancing health, e.g., bus driver/keeping passengers safe. •Explains why doctors and other health professionals are important to the community. •Names the facts found on food labels. •Tells what happens during a medical checkup. •Tells what happens during a dental checkup. •Tells what tools a doctor (stethoscope) or dentist (drill) uses. •Identifies ways medicine is used. •Identifies safety rules for using medicine. •Defines the word 'drug.' •Identifies various substances as drugs. •Names ways to find health facts. •Lists safe and healthy products family uses. •Explains the difference between an emergency and non-emergency situation. •Explains and demonstrates how to call 911.	•Identifies adults who they can discuss feelings with. •Describes the roles of health helpers in the community, e.g., a health enhancement teacher, fireman, policeman, lifeguard. •Explain the information found on a food label. •Explains what to expect during a dental or medical exam. •Explains what happens during an eye exam and how to protect your vision. •Explains what happens during a hearing exam and how to protect your hearing. •Identifies safety rules for medicines. •Discusses warning labels. •Identifies safe ways to store medicine. •Explains harmful drugs and steps to help people using them. •Explains using health facts for health products. •Tells where to find safe and healthy products. •Explains how to make a 911 call. •Describes the difference between an emergency and non-emergency situation. •Describes what an emergency alert is, e.g., fire alarm, smoke alarm, CO^2 detector.
Identify ways to locate school and community health and safety resources.	•Tells which community helpers can help promote health, e.g., business partner, ear/nose/throat doctor, eye doctor, weatherman, counselor, faith leader, policeman, fireman. •Identifies school and community members who can help with safety procedures. •Identifies school and community members who could help when someone is being bullied. •Identifies three people to ask for help in an emergency situation at school. •Identifies three people to ask for help in an emergency situation at home.	•Names people in the school that can be helpful when feeling bullied, sad or hurt. •Names people from the community who would assist in an emergency.	•Identifies adults and professionals who help to promote regular physical activity. •Names people from the community who could help promote health, e.g., a school-wide clean-up project.

Health Education Standard 4: ***Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Identify healthy ways to express needs, wants, and feelings.	•Defines feelings and emotions. •Name feelings. •Describes ways to express feelings in healthy ways. •Knows how to express feelings so as to not be hurtful. •Gives examples of how the body/face shows different emotions. •Describes ways to have friends, e.g., sharing, ask someone to join in a game. •Explains social skills and cooperation, e.g., takes turns. •Tells ways to show respect for friends. •Understands emotions and how they affect self and others. •Explains ways to be a responsible family member. •Name different kinds of families. •Name family changes and feelings that may go along with these changes. •Define conflict.	•Shows how to share feelings. •Explains things to do when angry or hurt. •Describes the importance of respect in getting along with others. •Explains needs and wants in appropriate ways, e.g., speaks calmly, does not whine or yell. •Describes benefits of having friends. •Discusses ways to show respect for others. •Names ways to be a good friend. •Describes how emotions can affect others. •Discusses how families are alike and different. •Identifies feelings related to changes in the family. •Gives examples of conflict.	•Identifies healthful ways to share feelings. •Describes ways to express feelings so as to prevent conflicts. •Explains how to care for and respect others. •Describes ways to create a healthful relationship. •Explains what it means to show respect and be polite. •Describes various ways to show respect. •Describes the actions of true friends, e.g., include others, don't spread rumors, speak positively about others. •Explains the impact of different emotions on others. •Identify ways families are alike and different. •Discuss feelings family members may have. •Identifies ways to keep from fighting.
Use listening skills to enhance health.	•Understands that listening is a respectful and caring behavior. •Understands listening can help prevent getting in trouble.	•Describes ways listening is a respectful and caring behavior. •Describes how listening can help one not get in trouble.	•Explains how listening will show respect for others. •Explains how listening can promote good behavior. •Shows how body language and eye contact can enhance communication. •Demonstrates techniques of effective listening.

Health Education Standard 4: ***Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Exhibit ways to respond in an unwanted, threatening, or dangerous situation.	•Demonstrates how to say 'no' in a wrong situation. •Describes how to avoid second hand smoke. •Understands various types of refusal skills. •Recognizes abusive situations and how to get help, e.g., good touch vs. bad touch. •Identifies risky situations and how to get help while at school, e.g., sees someone being bullying and asks an adult for help. •Understands what alcohol is and does to the mind and body. •Understands that tobacco use harms health.	•Tells steps to use in saying 'no' to a wrong situation. •Names ways to avoid second hand smoke. •Describes various types of refusal skills. •Describes risky situations, e.g., walking in the dark. •Explains unwanted touch. Unwanted touch is someone touching parts of your body that are normally covered by a bathing suit or asking that you touch their body parts normally covered by a bathing suit. •Explains risky situations that can be avoided at home. •Identifies harmful effects of alcohol on the mind and body. •Explains harmful effects of tobacco use.	•Demonstrates how to say 'no' to a wrong situation. •Explains ways to avoid second hand smoke. •Explains various types of refusal skills and when to use them. •Describes a stranger. •Explains how risky situations can be avoiding in the community, e.g., finding a needle, don't touch it but tell an adult. •Explains safety rules to prevent injuries from weapons. •Identifies harmful effects of alcohol on the mind, body and family members/friends. •Identifies effects of tobacco use on the mind, body and family members/friends.
Express ways to tell a trusted adult if threatened or harmed.	•Names adults who can help you say 'no.' •Identifies dangerous situations when an adult should be notified.	•Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe. •Describes how to get help in a dangerous situation.	•Describes ways a parent or trusted adult can help in situations that make you feel uncomfortable or unsafe.

Health Education Standard 5: ***Demonstrate the ability to use decision making skills to enhance health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Identify situations when a safety and health-related decision is needed.	•Give examples of decisions. •Tells what a wise decision is. •Gives examples of potential risky health situations at school, e.g., playground rules being broken. •Name situations in which conflicts occur with classmates. •Recognizes that honesty is important when talking to a trusted adult.	•Names steps in making a wise decision, e.g., knowing consequences. •Describes instances where choices between healthy and risky behaviors are made. •Knows ways to prevent health-related problems, e.g., pollution (air, water, ground). •Demonstrates steps for making responsible decisions. •Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe.	•Explains ways to make a wise decision. •Describes what to do when frightened or scared. •Explains how to say 'no' to drugs and alcohol, playing with matches. •Demonstrates refusal skills. •Demonstrates ability to say 'no' to friends suggesting risky situations.
Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.	•Identifies who to ask for help when ill at school. •Explains when someone should call 911.	•Identifies school personnel to assist with health-related problems, e.g., teacher, nurse, principal. •Identifies roles of various emergency workers in the community.	•Explains what to do if someone is injured or ill. •Explains what to do if someone is being bullied.
Describe ways to solve safety and health-related issues and problems.	•Identifies problems or challenges. •Identifies unsafe playground behavior. •Uses proper sneezing, coughing and hand washing technique to prevent germs from spreading.	•Names safety rules for pedestrians, bicyclists, bus riders. •Demonstrates proper sneezing, coughing and hand washing techniques to prevent the spread of germs.	•Explains rules for a safe playground. •Explains safety rules for pedestrians, bicycles and bus riders. •Explains proper sneezing, coughing, and hand washing techniques to prevent the spread of germs.
Describe possible consequences of choices when making safety and health-related decisions.	•Understands that winter clothing protects from frost-bite. •Understands that sunscreen protects from sunburn.	•Describes different ways of keeping the body safe from weather conditions. •Identifies what could happen from unsafe pedestrian, bicycling, or bus riding behaviors.	•Explains why it is important to dress properly for various weather conditions. •Explains what could happen from unsafe pedestrian, bicycling, or bus riding behaviors.

Health Education Standard 6: ***Demonstrate the ability to use goal-setting skills to enhance health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Identify short-term personal health goals and take action towards achieving goals.	•Show how to make wise decisions with friends. •Name different ways to learn. •Names healthy habits. •Sets a goal to brush teeth three times a day. •Names ways to care for and keep body parts healthy. •Name and describe the five senses. •Tell ways to keep the brain healthy, e.g., proper sleep, exercise. •Tells what Dietary Guidelines are. •Sets a healthy food goal, e.g., snack on fruits and veggies. •Explains difference between sleep and rest. •Tells what secondhand smoke is. •Sets a goal to stay away from secondhand smoke. •Makes a health plan to not spread germs. •Names ways to prevent heart disease. •Names ways to prevent cancer, e.g., sunscreen. •Understands what noise pollution is. •Names ways to save energy and water. •Understands recycling. •Recognizes how home activities can influence fitness and healthy living.	•Shows how to make wise decisions with friends. •Explains different ways of learning needed by some people. •Describes healthy habits. •Identifies actions that would be useful in achieving a short-term personal health goal, e.g., schedule for brushing teeth. •Explains ways senses are used. •Describes ways to protect the senses. •Explains ways to care for bones and muscles, heart and lungs, stomach, and brain. •Explains how to protect the brain from injury. •Sets a goal to follow Dietary Guidelines. •Names ways sleep and rest help the mind and body. •Explains why secondhand smoke is harmful. •Sets a goal to stay away from secondhand smoke. •Names types of germs. •Makes a health plan to not spread germs among family members and friends. •Identifies foods and exercises that reduce the risk of heart disease. •Names healthful habits that help prevent cancer. •Makes a health plan to choose habits to prevent cancer. •Discusses kinds of noise pollution. •Discusses reasons to save energy and water.	•Discusses ways to be a good friend. •Demonstrates ability to say 'no' to friends suggesting risky situations. •Explains ways to get help learning. •Identifies healthy habits. •Identifies name and function for each body system. •Explains ways to strengthen bones and muscles. •Identifies ways to care for the heart and lungs, stomach, and brain. •Plans a meal that follows Dietary Guidelines. •Names ways to help sleep. •Names ways to help rest. •Identifies diseases linked to secondhand smoke. •Sets a goal to stay away from secondhand smoke. •Identifies different types of germs. •Describes ways to protect self from germs. •Describe habits that prevent heart disease, e.g., eat right, exercise. •Discusses health habits that reduce the risk of certain cancers. •Make a health plan to choose habits to prevent cancer. •Discusses reasons to keep noise at a safe level. •Makes health plan to keep noise at a safe level. •Discusses ways to save energy, water and other resources.
Identify short-term personal health goals and take action towards achieving goals.		•Lists things to recycle. •Understands daily health and fitness habits.	•Describes ways to encourage recycling. •Makes health plan to reuse items to save resources. •Describe safe ways to ride in a vehicle. •Describes safe limits on watching TV or playing computer games. •Summarizes daily activities and describes how they positively affect fitness and healthy living. •Explains how daily activities can influence specific components of health-related fitness and healthy living.

Health Education Standard 6: ***Demonstrate the ability to use goal-setting skills to enhance health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Identify who can help when assistance is needed to achieve a personal health goal.	•Describes how a family member can be a role model by eating healthy foods or exercising daily. •Tells ways parents help remind children to practice healthy behaviors.	•Identifies a goal and who can help assist in achieving that goal, e.g., feelings/ teacher, counselor, parent. •Describes ways parents and school lunch programs help students meet dietary goals.	•Describes individuals who can assist in reaching dietary goals. •Identifies people in the school who can assist in achieving fitness goals.

Health Education Standard 7: ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Exhibit healthy behaviors toward self and others.	•Demonstrates ways of listening to others with respect. •Identifies ways in which people are different and unique.	•Describes respectful listening behaviors. •Describes ways of treating others with respect.	•Discusses why it is important to listen to others with respect. •Explains why it is important to treat others with respect.
Exhibit healthy practices and behaviors to maintain or improve personal health.	•Names parts of health – physical, mental/emotional, and family/social. •Names ways to show good character. •Shows ways to be fair toward others. •Identifies what stress feels like to the body, e.g., worry or excitement. •Identifies ways to manage stress. •Names adults who can help with hard times. •Demonstrates correct technique for healthy practices, e.g., hand washing, brushing teeth. •Demonstrates healthy behaviors that prevent injuries, e.g., crossing a street safely, basic first-aid for bandaging a scrape. •Explains how to be a responsible family member. •Makes a plan that shows care for a family member. •Names foods for healthy meals and snacks. •Names good table manners. •Names ways to be neat and clean. •Shows correct posture. •Shows how to brush and floss teeth. •Understands the difference between sleep and rest.	•Names ways to stay in good health. •Names ways to show good character. •Shows ways to be fair and caring toward others. •Describes ways to cope with and manage stress, e.g., if a friend doesn't want to play any more (stress); invite someone else to play with you (cope). •Identifies signs of stress. •Explains ways to 'right a wrong.' •Demonstrates proper safety procedures, e.g., burning building/crawl; earthquake/duck under desk. •Identifies healthy snacks to eat. •Identifies exercise that will enhance heart and lungs. •Makes a health plan to help family members. •Names things that can be learned in a family. •Plans a healthy meal and snacks for one day. •Shows how to use good table manners. •Explains how eating correct serving sizes helps you have a healthful weight. •Names ways to be well-groomed. •Tells why you need good posture. •Shows the correct way to brush and floss teeth. •Names ways sleep and rest help the mind and body.	•Names ways to stay healthy. •Explains ways of showing good character. •Shows ways to be fair, caring and respectful of others. •Describes stress and constructive ways to reduce it. •Tells what stress can do to the body. •Discusses what to do if you make a mistake. •Designs a meal based on MyPlate nutritional guidelines. •Role plays how to resist peer pressure to violate family or school rules. •Describes ways to prevent transmission of head lice. •Explains safe bicycling habits, e.g., wearing a helmet, walking bike to cross street. •Makes a plan to spend time with family members and share work. •Makes a grocery list of healthy snacks. •Identifies ways to avoid food-borne illness. •Discusses ways using table manners shows respect for others and keeps germs out of food. •Discusses ways to stay at a healthful weight. •Shows exercises to do for good posture. •Demonstrates the correct way to brush and floss teeth. •Describes practices for good sleep.
Exhibit healthy practices and behaviors to maintain or improve personal health.	•Names exercises that help improve health. •Names ways exercise helps health. •Shows exercises to warm up and cool down. •Tells of safe ways to exercise. •Lists sports safety equipment.	•Names ways fitness helps the mind and body. •Makes a health plan for fitness. •Shows exercises to warm up and cool down. •Identifies ways to stay safe during exercise. •Names rules for safe play of sports and games. •Describes how to play fair be a good sport.	•Explains how heart health and muscle strength helps build fitness. •Explains how a warm up and cool down prevent injury. •Identify safety equipment that is worn for sports and exercise.

Health Education Standard 7: ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Discuss behaviors that avoid or reduce health risks.	•Tells what eating foods high in fat and sugar might do to weight. •Explains how germs get into food. •Defines what litter is. •Names ways to prevent littering. •Names ways to protect hearing from loud noises. •States safety rules for the school environment and community. •Understands what bullying is. •Names illegal drugs. •Shows how to say 'no' to alcohol, tobacco and other drugs. •States safety rules for home. •Understands what safety signs and symbols mean. •Names and shows fire safety rules, e.g., Stop, Drop and Roll. •Shows how to answer the phone in a safe way.	•Names ways to keep germs out of food. •Explain ways litter and pollution hurt the environment. •Discuss the harmful effects of noise pollution. •Describes ways students can be respectful of each other and helpful to community members. •Asks a teacher for helpful suggestions when trying to resolve a conflict. •Campaigns for ways to make your school a safer environment. •Explains ways to say 'no' to alcohol, tobacco and other drugs. •Discusses laws about the use of alcohol, tobacco and other drugs. •Identifies fire hazards. •Shows how to Stop, Drop and Roll. •Identifies rules to stay safe during play. •Identify unsafe situations outdoors and how to stay safe.	•Describes ways to prepare foods safely. •Name ways to prevent land, water, air and noise pollution. •Designs a poster encouraging peers to avoid unhealthy behaviors. •Role-play situations in which a bully or some harmful situation is reported. •Describes why it is healthful to say 'no' to alcohol, tobacco and other drugs. •Discusses laws about the use of alcohol, tobacco and other drugs. •Identifies safety rules for home and Internet use. •Describes how and why to Stop, Drop and Roll. •Identify safety rules for guns. •Identify safe places to play. •Identify safety rules and safety equipment to prevent injury. •Identify safety rules for the playground.
Discuss behaviors that avoid or reduce health risks.	•Names ways to keep from being injured when you play. •Explain how to stay safe when playing water. •Explain how to stay safe around animals. •Shows how to cross street safely. •Names safety rules for riding in a car or bus. •Wears a seat belt. •Names safety rules for bad weather. •Names ways to stay safe around strangers. •Tells what to do if a gun is found.	•Identify bicycle safety rules. •Shows how to cross the street safely. •Identifies safety rules for riding in a car or bus. •Wears a seat belt. •Identify ways bad weather can be harm health. •Identify ways to stay safe in bad weather. •Identify safety rules for being around strangers, using the Internet, and opening mail. •Identify safety rules that prevent injuries from guns.	•Demonstrates how to cross the street safely. •Demonstrates bicycle safety rules and hand signals. •Identify ways to stay safe in earthquakes, storms, tornadoes, mudslides, and tsunamis. •Discuss the difference between safe and unsafe touch. •Identify adults to notify in case of unsafe touch. •Identify safety rules that prevent injuries from guns.

Health Education Standard 8: ***Demonstrate the ability to advocate for personal, family, and community health.***			
Performance Indicator	**Kindergarten**	**Grade 1**	**Grade 2**
Make requests to promote personal health.	•Seeks assistance when choosing healthy snacks. •Asks for help when being teased or bullied at school. •Asks someone to pick up their litter. •Learns what a health record is. •Names school and community health helpers. •Tells what first aid is. •Explains basic health situations, e.g., how to stop a nosebleed, how to bandage a cut or scrape.	•Asks a parent or trusted adult to help make healthy eating choices. •Asks a parent to accompany them on a walk or physical activity that promotes health. •Asks someone to pick up their litter. •Explains why a parent or guardian might keep your health record. •Tells what various school and community health helpers do. •Discusses first aid for nosebleeds, cuts, bee stings and sunburn.	•Requests snacks and food that are healthy and nutritious. •Asks a parent to accompany them on a walk or physical activity that promotes health. •Asks others to pick up their litter. •Tells what might be in a health record (height/weight/allergies) and why the doctor talks about it with your parent or guardian. •Explains ways to cooperate with health helpers in the school and community. •Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn.
Identify ways to encourage others to make positive health choices.	•Encourages classmates to ride safely in a car, e.g., use booster seat or wear a seat belt. •Reminds students to cover their cough and sneeze into their sleeve. •Names ways to stop pollution. •Defines what litter is. •Names ways to prevent littering. •Names ways to protect hearing from loud noises. •States safety rules for the school environment and community.	•Explains ways to ride safely in a car, e.g., use booster seat or wear a seat belt. •Explains different types of pollution. •Explain ways litter and pollution hurt the environment. •Discuss the harmful effects of noise pollution. •Describes ways students can be respectful of each other and helpful to community members. •Asks a teacher for helpful suggestions when trying to resolve a conflict.	•Describes why using a seat belt or booster seat is important for riding in a car safely. •Name ways to prevent land, water, air and noise pollution. •Designs a poster encouraging peers to avoid unhealthy behaviors. •Role-play situations in which a bully or some harmful situation is reported. •Demonstrates ways in which to be helpful to others.
Identify ways to encourage others to make positive health choices.	•Understands what bullying is. •Shows how to help others. •Names ways to protect the environment. •Names ways to keep neighborhood friendly.	•Campaigns for ways to make your school a safer environment. •Explains ways to be helpful to others. •Shows (designs, draws, poster) how to protect the environment. •Name ways to demonstrate friendliness. •Names ways to be a good neighbor.	•Shows (designs, draws, poster, pamphlet) how to protect the environment. •Explains how to keep environment friendly.
Describe health messages and communication techniques.	•Names health-related ads from newspapers, magazines, radio or TV. •Shows (draws, cuts out) health-related ads.	•Lists a variety of health messages from newspaper, magazine, radio or TV.	•Designs a poster with a health-related message.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Explain the relationship between healthy behaviors and personal health.	•Takes responsibility for health by describing the three parts of health. •Defines life skills. •Identifies links between healthy choices and being healthy, e.g., nutrition and health, tobacco/alcohol and harmful effects on the body. •Sets health goals and makes a plan to practice behaviors for a healthy mind e.g., proper amount of sleep, limited TV watching. •Explains personal responsibility for practicing healthy life choices, e.g., choosing to drink water instead of a soda. •Gives examples of responsible personal health behaviors, e.g., getting nine hours of sleep.	•Explains how total health reduces health risks. •Identifies life skills to improve health and wellness. •Describes the relationship between health behaviors and disease prevention, e.g., smoking and lung cancer. •Identifies risk factors and behaviors related to heart disease and heart related conditions, e.g., high blood pressure, obesity, stress.	•Discusses life skills to practice to take responsibility for health and wellness. •Describes life skills to enhance health and wellness. •Describes relationships between personal health behaviors and individual wellbeing. •Describe the basic structure and function of the major human body systems, emphasizing growth and development. •Identify common health problems, e.g., eyes, ears, teeth, skin, that should be detected and treated early. •Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.
Describe personal health enhancing strategies the encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.	•Describes healthful meals and snacks. •Identifies habits that prevent heart disease. •Identifies habits that prevent cancer. •Discusses habits that prevent the spread of germs. •Practices a dental health plan. •Identifies safety rules for biking, walking, skating, and swimming.	•Follows current Dietary Guidelines by eating recommended dietary amounts of food. •Identifies the food label on various foods. •Chooses habits that reduce the risk of disease. •Names types of illegal drug use. •Demonstrates how to say 'no' to harmful drugs. •Discusses habits that prevent the spread of germs.	•Describes how not to be involved in illegal drug use. •Describes the nutrition information on a food label. •Understands the difference between HIV and AIDS. •Describes the benefits of exercise to physical, mental and emotional health. •Uses resistance skills when appropriate.
Identify potential consequences of engaging in risky behaviors.	•Identifies problems associated with unhealthy snacks or candy (e.g., dental cavities, empty calories). •Understands stress build-up can lead to anger, loneliness and frustration.	•Shows (pictures, draws, posters) the signs, symptoms or effects of illegal drug use. •Describes the benefits of dental and physical exams.	•Analyzes the relationship between healthy behaviors and personal health. •Explains the need for regular dental and physical exams. •Names consequences of alcohol use, tobacco use and other illegal drug use. •Discusses practices that can result in the sharing of germs. (e.g., sharing a water bottle, sharing a needle for piercings).

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health.*			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.	•Understands emotions and how they affect self and others. •Discusses unhealthy attitudes that can lead to bullying. •Understands the structure and function of each of the following systems: muscular, skeletal, respiratory, circulatory, digestive and nervous. •Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems. •Lists signs that show you are growing. •Explains how the body grows. •Describes the impact of stress on multiple dimensions of health. •Gives examples of each dimension of health, e.g., anger, sadness and excitement are examples of emotional health. •Lists behaviors that contribute to intellectual, physical, emotional and social health. •Describes the long- and short-term effects of health choices on the multiple dimensions of health, e.g., avoiding foods high in sugar, fat, sodium; relationship between exercise and caloric intake on weight management. •Lists stages of the life cycle. •Understands how family factors affect health, e.g., understands when grandparent moves in, family members share increased workload. •Explains what makes you special. •Understands how the body's function and composition are affected by food consumption: -identifies nutrients of a food group. -healthy food will result in more energy. -food labels provide important information about calories and nutrients.	• Sets health goals and makes a plan to practice behaviors for a healthy mind. •Demonstrates appropriate emotional-response strategies, e.g., if someone yells, request that they stop; walk away. •Understands that put-downs and stereotypes are untrue, unfair and limiting. •Explains how body systems work together. •Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin. •Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, protect the skin. •Lists factors that affect growth, e.g., nutrition, sleep, exercise. •Explains ways you change in infancy, childhood, adolescence, and adulthood. •Describes changes that occur in each stage of the life cycle. •Describes ways a family might influence the health of its members. •Explains what makes you unique. •Understands how the body's function and composition are affected by food consumption: -recognizes protein and Vitamin D are nutrients in the dairy group. -explains how serving size impacts a healthy body. -explains information found on a food label (serving size, nutrients, fiber, calories).	•Plans behaviors to practice for a healthy mind. •Sets health goals and makes a plan to practice behaviors for a healthy mind. •Applies a variety of emotional-response strategies, e.g., uses "I" statements, considers others' point of view, and agrees to disagree. •Develops strategies and skills to promote personal hygiene. •Identifies the signs, symptoms, and risk factors for cancer, heart disease, obesity and diabetes. •Explain ways body systems work together. •Discuss the structure and function of the following systems: skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary. •Explains the importance of the endocrine system in regulating growth and development. •Understands hereditary factors affect growth, development and health. •Discusses ways you can expect to change in adolescence and adulthood. •Discusses health needs of family members during each stage of the life cycle. •Describes strategies to support healthy family/cultural habits on a personal level. •Describes activities in which families could cooperate. •Explains ways heredity makes you unique. •Discusses skills and talents that make you unique. •Analyzes how the body's function and composition are affected by food consumption: -analyzes how nutrients support a healthy body (Vitamin A/vision, bone growth). -compares and contrasts food labels for nutrition information (granola bar vs. energy bar. •Analyzes the impact of eating healthy on both physical and academic performance, e.g., sugar intake leads to low energy and decreased academic focus.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.	•Describes how to properly wash hands. •Discusses reasons for properly covering coughs and sneezes.	•Understands how to self-care in case of a bloody nose or scraped skin.	•Explains reasons for taking care of personal blood spills.
Discuss ways environmental factors affect health.	•Understands that poor air-quality affects outdoor activities.	•Describes why poor air-quality affects personal health.	•Explains how cold air inversions create poor air quality which can create breathing problems.
Describe ways in which safe and healthy school and community environments can promote personal health.	•Gives examples of how friends can help each other make responsible decisions. •Describes respectful ways to communicate. •Discusses rules at school or in the community that keep you safe. •Explain what causes an asthma attack. •Lists common allergies. •Discusses ways to lessen allergens. •Understands that put-downs, name-calling and rumoring/gossiping are forms of bullying.	•Describes ways to maintain healthful friendships. •Describes the influence peers can have on character. •Describes how cultural factors affect health, e.g., prepare foods in a healthy manner. •Describes how environmental factors affect health, such as through breathing, ingesting or skin exposure. •Explains reasons for rules in the school or community that help keep you safe. •Describes causes of allergies and ways to reduce the risk of allergy attacks. •Describes ways to reduce triggers for asthma. •Describes appropriate responses when dealing with harassment, bullying, intimidation and abuse.	•Predicts negative and positive effects of peer pressure. •Applies actions to take when feeling left out, and initiates and maintains friendships. •Demonstrates respect for self and others. •Understands how environmental factors affect health. •Campaigns for rules in the school or community that help keep you safe. •Explains what asthma and allergies are and how to manage them. •Promotes anti-bullying events and acceptance of others in the school or community. •Identifies the potential sources of environmental hazards.
Describe ways to prevent and treat common childhood injuries and health problems.	•Explains differences between communicable and non-communicable diseases •Understands how to prevent or reduce the risk of contracting a communicable disease. •Describes ways to prevent non-communicable disease. •Understands the role of the immune system. •Explains what HIV does to helper T-cells. •Names ways HIV is and is not spread. •Names universal precaution practices.	•Explains differences between communicable and non-communicable diseases. •Understands how to prevent or reduce the risk of contracting a communicable disease, including HIV/AIDS. •Explains what HIV does to the immune system (body's defenses). •Explains how HIV leads to AIDS. •Lists ways HIV enters the body. •Lists ways to keep from getting HIV. •Describes the use of universal precautions.	•Explains differences between communicable and non-communicable diseases. •Understands how to prevent or reduce the risk of contracting a communicable disease, including HIV/AIDS. •Discusses how HIV infection leads to AIDS. •Identifies ways HIV is and is not spread. •Identifies ways to prevent HIV infection. •Identifies some common communicable diseases and their treatments. •Explains how to follow universal precautions.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Describe ways to prevent and treat common childhood injuries and health problems.	•Explains the importance of vaccines. •Knows the difference between virus and bacteria. •Understands the function of the immune system. •Explains ways to keep germs out of foods and beverages. •Discusses ways to prevent injury during physical activity. •Explains how to treat flu, colds and strep throat. •Discusses how head lice and scabies are spread and treated. •Names ways to prevent food-borne illness.	•Describes ways to prevent or reduce the risks of non-communicable diseases. •Describes what a vaccine does. •Knows the different between virus and bacteria. •Explains function of the immune system. •Identify ways people may adversely react to foods. •Explain ways to prevent food-borne illness. •Discusses ways to prevent injury during physical activity. •Lists symptoms of communicable diseases. •Lists treatments for communicable diseases. •Lists the cause, symptoms and treatment for some common childhood illnesses. •Lists and discusses common chronic diseases.	•Describes ways to prevent or reduce the risks of non-communicable diseases. •Understands how to prevent or reduce the risks of non-communicable diseases. •Describes how family history can affect personal health. •Explains the importance of vaccines. •Knows the different between virus and bacteria. •Explains function of the immune system. •Explains how pathogens can get into food. •Describes way to prevent the spread of germs when handling or preparing food. •Describes safety precautions to take before, during, and after a workout. •Explains how to prevent and treat muscle strain and sprains. •Defines chronic disease. •Knows the signs of some common chronic diseases and how their conditions are managed, e.g., diabetes, arthritis, epilepsy. •Designs a personal safety plan to reduce unintentional injuries that occur in the home, school and/or community.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits.	•Identifies potential dangers found at school, at home, or in the community and whom to call for assistance in case of an emergency. •Recognizes symptoms that might need treatment from a health care provider, e.g., fever, sore throat, toothache.	•Understands emergency situations and demonstrates skills to respond appropriately and safely. •Understands emergencies can have mental/emotional, physical or social causes.	•Discusses why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed. •Demonstrates proper procedures and basic first aid treatment, e.g., choking victim/Heimlich maneuver.
Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.	•Understands the structure and function of each of the following systems: muscular, skeletal, respiratory, circulatory, digestive and nervous. •Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems. •Lists signs that show you are growing. •Explains how the body grows.	Explains how body systems work together. •Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin. •Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, and protect the skin. •Lists factors that affect growth, e.g., nutrition, sleep, exercise. •Explains ways you change in infancy, childhood, adolescence, and adulthood. •Describes changes that occur in each stage of the life cycle.	•Explain ways body systems work together. •Discuss the structure and function of the following systems: skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary. •Explains the importance of the endocrine system in regulating growth and development. •Identifies parts of the male and female reproductive systems. •Understands body changes occurring during puberty; menstruation and hygiene needs. •Understands hereditary factors affect growth, development and health. •Discusses ways you can expect to change in adolescence and adulthood.

Health Education Standard 2 ***Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Examine how family and culture influence personal health practices and behaviors.	•Explains what it means to be a family. •Lists ways to be a responsible family member. •Tells ways family members influence health choices and/or practices: -recognize the role that a parent/guardian plays in caring for a child. -discuss importance of family activities related to wellness, e.g., dental visits, exercise, good nutrition. •Tells how various cultural practices influence health.	•Explains reasons for being close to family members. •Describes ways a family influences health. •Describes ways that family members help one another. •Describes how cultural factors affect health. •Identifies the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events. •Determines the nutritional values of foods from other cultures.	•Identifies actions that help make family relationships strong. •Describes ways a family might influence the health of its members. •Describes activities in which families could cooperate. •Identifies personal health risk factors based on family history and lifestyle behavior. •Describes ways a culture might influence health practices and behaviors. •Describes the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events. •Researches nutritional values of various foods from other cultures.
Identify how peers can influence healthy and unhealthy behaviors.	•Describes examples of positive and negative peer pressure. •Describe methods of handling teasing and harassment.	•Explain ways peers may influence healthy and unhealthy behaviors. •Identifies ways to prevent teasing and harassment.	•Differentiates between actual and perceived peer pressure. •Discusses ways peers may influence healthy and unhealthy behaviors. •Promotes activities targeted to prevent teasing and harassment.
Describe how the school, tribe and community can support personal health practices and behaviors.	•Describes different kinds of healthful community activities, e.g., cell phone ban while driving. •Identifies the nutritional value of a school lunch menu. •Understands how positive health behaviors contribute to a healthy environment. •Names ways of recycling.	•Explains how to choose healthful entertainment. •Identifies ways to prevent the spread of communicable disease in the community, e.g., hygiene, vaccines, quarantine. •Compares and contrasts the nutritional value of food from various places, e.g., home, fast food, school prepared. •Identifies a recycling program in the home, school, and community.	•Describes how to make responsible entertainment choices. •Lends support to school and community efforts to improve nutritional value of food selections. •Identifies places in the community designated as a non-smoking environment and list the positive health influence of this designation. •Identifies and participates in a recycling program in the home, school, and community.

Health Education Standard 2 ***Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Explain how media influences thoughts, feelings and health behaviors.	•Identifies influences on food choices by checking out food ads, e.g., check out a fast food ad. •Works on skills to prevent eating disorders, i.e., I will accept the way my body changes as I grow. •Explains ways ads try to get people to use tobacco. •Explains ways to analyze the influence of commercials for health products. •Analyzes a TV show to determine if it is a healthful influence. •Determines target audiences for specific media and advertisements. •Identifies consumer influences.	•Lists media influences that most impact student's consumer decisions, e.g., commercials, movies, books, music. •Predicts the outcome if more people watched less TV and engages in a regular exercise program. •Identifies appeals found in food ads, e.g., check out a pizza ad. •Tells ways to have a positive body image. •Discusses the appeals found in ads for cigarettes. •Discusses ways to analyze the influence of advertisements and commercials. •Explains the purpose of advertisements and commercials. •Analyzes a computer game to determine if it is a healthful influence. •Tells ways TV influences have on body image.	•Identifies and evaluates influences on food choices, e.g., check out food ads in magazines. •Identifies things that influence body image. •Describes causes, signs, and treatment of eating disorders. •Identifies ways tobacco ads might influence health. •Analyzes the influence of technology on health and health care. •Analyzes a magazine to determine if it is a healthful influence. •Explores the various 'images' portrayed by celebrities and their impact on consumer health behavior.
Describe ways that technology can influence health.	•Uses a pedometer to track distance walked.	•Uses a pedometer or heart rate monitor to measure health goals.	•Describes how a pedometer or heart rate monitor could influence physical activity levels.
Explain how school, public and tribal health policies can influence health promotion and disease prevention.	•Understands that school policies prohibit unhealthy behaviors from being advertised (e.g., tobacco, alcohol).	•Discusses reasons why smoking ads on TV are prohibited.	•Understands what the Montana Clean Indoor Air Act says. •Locates vending machines and determines whether only healthy snacks and drinks are for sale.

Health Education Standard 3 ***Demonstrate the ability to access valid information, products and services to enhance health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Identify characteristics of valid health information, products and services.	•Tells what facts are found on food labels. •Understands the sequence of ingredients included on a food label. •Understands the importance of labels found on common items in a medicine cabinet. •Names products that are commonly used for grooming, e.g., skin, hair, nails. •Lists safety equipment for physical activities. •List ways medicines can help with health. •Explain how prescription and over-the-counter (OTC) drugs differ. •Lists safety rules to follow when using medicines. •Describes ways to be a responsible consumer. •Names safe and healthful products consumers buy. •Describes characteristics of valid sources of health information available on the Internet. •Collects and compares health information from the labels of common household items.	•Explains reasons to read food labels. •Explains the importance of ingredient sequence on a food label. •Explains qualities of a healthful grooming product, e.g., skin, hair, nails. •Describes ways to determine the safety equipment you need for physical activity. •Lists safety rules for taking prescription drugs. •Names safety rules for taking OTC drugs. •Lists health products. •Describes how to make responsible choices about health care products and services. •Discusses health-related products that are available to promote a healthier individual. •Analyze the impact of local health services on community health.	•Describes what information is on a food label. •Describes the importance of ingredient sequence on a food label. •Compares and contrasts various grooming products, e.g., skin, hair, nails. •Lists factors to consider when you choose safety equipment. •Describes the differences among drugs, medicine, prescription medicine, OTC medicine, and illegal drugs. •Lists important safety precautions involved with taking medicines. •Identifies and discusses health care products and services. •Describes how to make responsible choices about health care products and services. •Explains how government and private groups help protect consumers. •Examines valid hygiene products and services that promote a healthier individual. •Distinguish between accurate and inaccurate health information regarding proper weight management techniques. •Uses reliable sources of health and fitness information, e.g., pedometers. •Analyzes hidden messages in advertising of health products. •Analyzes marketing strategies on health and fitness, e.g., healthy foods on top shelf/sugary foods at eye level in store.

Health Education Standard 3

Demonstrate the ability to access valid information, products and services to enhance health.

Performance Indicator	Grade 3	Grade 4	Grade 5
Locate resources from home, school, tribe, and community that provide valid health information.	•Explains why regular checkups are needed. •Explains the importance of medical, dental and vision exams. •Explains how someone who uses drugs in harmful ways can be helped. •Identifies ways to get health information. •Lists items that belong in a first-aid kit. •Discusses steps to follow when helping an injured person. •Lists family members, school personnel, and community leaders (health experts, legal and medical professionals, business men and women, volunteer groups, service agencies and civic groups) that are good resources of valid health information. •Identify sources for accurate information about how to prevent injury.	•Lists the role of each member of a health care team. •Describes types of help available for someone who has a drinking problem. •Describes ways that help someone quit tobacco use. •Describes ways to get help for someone who abuses drugs. •Lists sources of health information. •Locates valid health resources when given a specific health topic to research. •Describes how to put together a first-aid kit with a parent or guardian. •Explains steps to follow for an emergency or emergency alert. •Analyzes the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.	•Lists kinds of checkups, who does what, and what each includes. •Lists the kinds of help available for people who abuse drugs. •Identifies places that offer smoking cessation programs. •Discusses recovery programs. •Discusses sources of health information. •Discusses valid health resources when given a specific health topic to research. •Explains places where a first-aid kit should be kept. •Discusses ways to be prepared for an emergency. •Identify community agencies that provide valid information about a chronic health issue. •Collect information from community personnel/agencies (faith advisor, county health department, SADD/MADD, DARE, Montana Meth Project) that share information about health choices.

Health Education Standard 4 ***Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.	•Describes how to share emotions in healthful ways. •Explains how to use "I" messages. •Lists ways to show respect for all people. •Lists ways to tell if others show respect for you. •Lists healthful ways to communicate. •Describes ways to build a healthful relationship. •Describes kind of peer pressure and their effects. •Explains why you need friends. •Lists ways to make new friends. •Discusses table manners that help you get along with others. •Describes respectful ways to communicate. •Names ways to communicate care, consideration and respect of self and others, including those with disabilities. •Names healthy ways to express needs, wants and feelings. •Describe characteristics needed to be a responsible friend and family member. •Demonstrates active listening skills.	•Identifies different kinds of emotions. •Describes healthful ways to express emotions. •Describes how to show respect in relationships. •Describes ways to develop self-respect. •Identifies healthful ways to communicate. •Lists the actions of true friends. •Identifies the influence peers can have on character. •Describes healthful ways to make friends. •Lists actions to take when you feel left out. •Describes what to do when others try to harm you. •Lists table manners and reasons to practice each. •Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities. •Demonstrates healthy ways to express needs, wants and feelings. •Demonstrates active listening skills. •Names pro-social communication skills, e.g., making introductions, asking to join in, saying 'please' and 'thank you', apologizing, agree to disagree) to build and maintain relationships.	•Describe strategies for coping with strong emotions. •Identifies kinds of relationships. •Describes how to show respect and earn the respect of others. •Describes ways to communicate emotions. •Role-plays ways to use nonverbal communication and active listening. •Describes the importance of friends in your neighborhood, school and community. •Identifies how to have strong friendships. •Explains how to avoid cliques. •Discusses ways that using table manners promotes social health. •Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities. •Demonstrates healthy ways to express needs, wants and feelings. •Demonstrates active listening skills.
Use refusal skills that avoid or reduce health risks.	•Lists ways to say "no" to drinking alcohol. •Lists ways to say "no" to tobacco use. •Tells how to say "no" to illegal drugs. •Lists verbal and nonverbal refusal skills. •Recognizes the importance of assertively refusing pressure to engage in an unhealthy behavior.	•Lists reasons to say "no" to drinking alcohol. •Lists reasons to say "no" to tobacco use. •Lists reasons to say "no" to drug abuse. •Demonstrates verbal and nonverbal refusal skills.	•Explains ways peers might pressure you. •Describes way to resist pressure to use drugs. •Explains how and when to use verbal and/or nonverbal refusal skills.

Health Education Standard 4 *Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Use nonviolent strategies to manage or resolve conflict.	•Describes when to use resistance skills. •Lists steps to resolve conflict. •List ways to get along better with others. •Recognizes causes of conflicts and applies nonviolent strategies to manage or resolve. •Recognizes when someone is being bullied and either stands up for the victim or reports to an adult.	•Explains when to use resistance skills. •Defines self-control. •List strategies to help you control angry feelings. •Describes ways to stay away from fights. •Demonstrates steps to resolve conflict. •Describes effective negotiation skills to manage or resolve conflict. •Differentiates between negative (arguing, fighting) and positive (compromise, steer clear, apologize, agree to disagree) behaviors used in conflict situations. •Develops a class plan to prevent bullying in the school and community.	•Demonstrates how to use resistance skills if you are pressured to make wrong decisions. •Explains why and how conflicts develop. •Demonstrates ways to express anger and resolve conflict without violence. •Develops a class plan to prevent bullying in the school and community.
Discuss how to ask for assistance to enhance the health and safety of self and others.	•Discusses what to do if someone does not show respect for you. •Tells ways family members influence your health choices. •Locates adults who can help with mediation of a conflict. •Names instances when it is necessary for an adult to intervene. •Practices what to say when calling 911 or other emergency numbers. •Identifies who to tell if they see someone being bullied.	•Explain reasons for being close to family members. •Describes ways a family influences health. •Describes ways that family members help one another. •Lists adults who can help with mediation of a conflict. •Identifies when it is necessary for an adult to intervene. •Practices what to say when calling 911 or other emergency numbers. •Reports bullying to school personnel.	•Discusses parents' guidelines for using social media. •Identifies actions that helps make family relationships strong. •Describes ways a family might influence the health of its members. •Describes activities in which families cooperate. •Explains how a responsible adult can help with mediation of a conflict. •Models actions to ensure that no one is bullied.

Health Education Standard 5

Demonstrate the ability to use decision making skills to enhance health.

Performance Indicator	Grade 3	Grade 4	Grade 5
Identify health-related situations that might require thoughtful decisions.	•Names routine health-related situations, e.g., personal choices that contribute to personal health and wellness, what to do when home alone and someone comes to the door.	•Discusses options of what to do in potentially dangerous situations. •Demonstrates everyday decisions that contribute to being a good friend.	•Explains what to do when approached with an uncomfortable request or situation. •Identifies individuals, places or situations that may increase a student's vulnerability to negative peer pressure.
Analyze when assistance is needed in making safety and health-related decisions.	•Discusses situations when support is needed when making a health-related decision. •Discusses ways to communicate with responsible adults about health decisions.	•Identifies situations in which a counselor may be needed. •Discusses options for seeking assistance when being bullied or observe bullying.	•Analyzes options when being pressured by peers to participate in dangerous activities. •Discusses reasons for consulting parents or other trusted adults when having problems at school.
Compare and contrast healthy options to safety and health-related issues or problems.	•Discusses various options to health-related issues or problems, e.g., create an activity book of things to do instead of watching TV.	•Lists positive alternatives to resolving a conflict. •Develops a plan to participate in heart-healthy physical activities after school.	•Identifies options for improving the health of one's environment. •Researches advantages of life-long physical activities to reduce obesity.
Predict the potential outcomes of options when making safety and health-related decisions.	•Indicates the possible consequences of each choice when making a health-related decision, e.g., inadequate sleep/effects on physical, mental and emotional health.	•Describes possible consequences of health-related decisions, e.g., swimming/hiking alone. •Describes the impact chronic diseases might have on health and wellbeing. •Describes the difference between a responsible decisions and a wrong decision. •Identify factors that influence decisions.	•Predicts positive outcomes of a regular exercise plan and health nutrition. •Lists possible hazards around the home and describe the potential dangers of the hazards. •Describes things that might influence your choices, including peer pressure.
Describe the outcomes of a health-related decision.	•Identifies a healthy choice when making a decision. •Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management. •Names the outcomes for various healthy and unhealthy decisions.	•Creates a list of possible consequences if rules are not followed in various situations. •Analyze reasons for seeking parent permission before engaging in unsupervised physical activity. •Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management. •Creates a list of positive and negative outcomes related to various health-related decisions.	•Commits to choosing foods that are healthier options at a fast food restaurant. •Uses appropriate protective gear during physical activity. •Explains ways of enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management. •Describes the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors. •Discusses consequences of spending too much time watching TV or playing video/computer games.

Health Education Standard 6 *Demonstrate the ability to use goal-setting skills to enhance health.*			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Set a personal health goal and track progress toward its achievement.	•Sets a health goal showing the six parts of good character. •Sets personal health goals and records progress toward achievement. •Understands MyPlate food groups for healthy nutrition. •Makes a health behavior contract to get enough rest and sleep. •Sets a health goal that reduces the risk of heart disease, e.g., eating foods that are low in fat. •Sets a health goal that reduces the risk of cancer, e.g., wear sunscreen. •Discuss ways to reduce the risk of diabetes. •Describe ways to organize time and spend money wisely. •Sets goals that involve spending time with family members. •Sets a health goal to wear a seat belt. •Lists ways to stay safe from a gang. •Selects a personal long-term health goal and determines actions needed to achieve the goal. •Discovers personal health behaviors and sets a goal for changing behavior.	•Sets a health goal showing the six parts of good character. •Role-plays situations showing good character. •Sets personal health goals and records progress toward achievement. •Sets a goal for nutritional meals, including eating a healthful breakfast. •Makes a health behavior contract to rest when tired. •Sets a health goal that reduces the risk of heart disease, e.g., getting plenty of exercise. •Sets a health goal that reduces the risk of cancers such as skin, lung, colon. •Describes ways to reduce the risk of Type 2 diabetes. •Sets a health goal to wear a seat belt. •Lists reasons to stay away from gangs. •Names ways to avoid gangs. •Develops a personal health goal and identifies ways to monitor its progress, e.g., pedometer use. •Discovers personal health behaviors and sets a goal for changing behavior.	•Sets a health goal showing the six parts of good character. •Sets personal health goals and records progress toward achievement, e.g., hygiene – deodorant use, showering daily, hair care and dental practices. •Sets a goal for nutritional meals, including eating a healthful breakfast. •Explains ways of planning to eat healthful snacks. •Sets a health goal to get enough sleep. •Sets a health goal that reduces the risk of heart disease, e.g., avoids secondhand smoke. •Sets a health goal that reduces the risk of cancers such as skin, lung, colon. •Explains ways to reduce the risk of Type 2 diabetes. •Sets a health goal to get plenty of exercise. •Sets a health goal to wear a seat belt. •Explains why it is risky to belong to a gang. •Discuss ways to recognize gang members. •Discovers personal health behaviors and sets a goal for changing behavior. •Creates a goal for improving health and fitness practices, e.g., improving fitness scores for muscular endurance. •Creates a personal health and fitness plan for improvement.

Health Education Standard 6 *Demonstrate the ability to use goal-setting skills to enhance health.*			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Identify resources to assist in achieving a personal health goal.	•Explains how friends can help each other in setting goals. •Identifies different ways in which people learn. •Set a health goal to read about health each day this week. •Explains how to use the Dietary Guidelines to choose healthful snacks. •Recognizes resources needed to achieve a personal goal. •Uses a basic fitness log, portfolio, or journal to record physical activity.	•Describes ways a friend can help you in goal-setting health behaviors. •Describes ways you learn best. •Set a health goal to help a friend who has difficulty learning. •Explains how to use the Dietary Guidelines to plan healthful meals. •Describes responsible ways to spend money on health. •Describes responsible ways to spend time on health. •Discusses resources needed to help achieve a personal health goal, e.g., individuals to contact for a neighborhood clean-up project. •Uses a fitness log, portfolio, or journal to record physical activity.	•Identifies a role model who has good character. •Explains how to involve friends in goal-setting health behaviors. •Identifies different ways in which people learn. •Set a health goal to learn sign language. •Prepares a menu of meals and snacks for a day using the Dietary Guidelines. •List strategies to manage time and money in healthful ways. •Identifies and utilizes resources to assist in achieving a personal health goal, e.g., classes offered in the community that may assist with health goals. •Generates resources to assist in achieving a personal health goal.

Health Education Standard 7 ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Explain benefits of healthy behaviors toward self and others.	•Practices health behaviors. •Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school and in the community, e.g.: -describes ways to stay safe from strangers. -describes ways to identify a gang. -describes appropriate responses when dealing with harassment, bullying, intimidation and safety. •Explains ways that practicing healthful behaviors protects health. •Explains how practicing life skills can help you take responsibility for your health. •Describes actions that help you have a healthful self-concept. •Describe how to show respect, including what to do if you do something wrong. •Lists habits for healthful growth in childhood. •Identifies the nutrients your body needs. •Identifies what foods are in food groups. •Explains how to use MyPlate to make healthful food choices. •Lists the Dietary Guidelines. •Explains how to plan a menu for a healthful meal. •Identify Dietary Guidelines to follow when choosing foods at fast-food restaurants. •Lists safety rules for preparing foods.	•Practices beneficial health behaviors, e.g., first aid for minor injuries. •Gives examples of different types of abuse, e.g., verbal, emotional, sexual and substance abuse. •Describes a healthful personality. •Explains how to use self-statements to remind yourself to act in responsible ways. •Describes ways to have a healthful self-concept. •Lists habits to practice for healthful growth and aging. •Makes a health plan to protect the brain from injury. •Discusses nutrients found in foods in MyPlate. •Lists the recommended daily amounts of food from MyPlate. •Lists ways to follow the Dietary Guidelines. •Discuss ways to compare meals at fast-food restaurants. •Explains ways to prevent food-borne illness. •Lists table manners and reasons to practice each. •Explains how to balance food intake with physical activity. •Identifies ways to maintain a healthful weight.	•Practices responsible personal health choices, e.g.: -keeps a daily log of fluid intake to ensure proper hydration. -explains how accepting responsibility and making wise choices helps develop a positive self-concept. •Explains how a healthful behavior and a risk behavior differ. •Explains the parts of a healthful personality. •Names actions that show you have a healthful self-concept. •Explains why you should practice healthful habits now to age in a healthful way. •Identifies ways to prevent brain injury. •Lists nutrients, their functions, and foods that provide them. •Uses MyPlate to plan a healthful meal with at least one serving from each food group. •Explains ways that following the Dietary Guidelines promotes health and prevents disease. •Explains how to use the Dietary Guidelines when choosing foods at fast-food restaurants. •Discusses ways to keep from spreading germs when you handle or prepare foods.
Practice responsible personal health behaviors.	•Discusses table manners that protect health. •Discusses reasons to stay at a healthful weight. •Demonstrates how to floss and brush teeth. •Discusses ways to groom skin, hair and nails. •Tells what causes disease. •Describes ways to prevent the spread of disease. •Identifies ways the body keeps germs out. •Explains how the immune system fights disease.	•Explains how to choose grooming products. •Explains ways to care for skin, hair and nails. •Lists kinds of pathogens that cause disease. •Names ways that pathogens enter the body. •Describes habits that keep germs from spreading. •Explains how the body's defenses (immune system) work.	•Discusses ways that using table manners promotes physical health. •Explains the parts of weight management. •Explains how to gain weight and how to lose weight. •Discusses ways to use grooming products for skin, hair and nails. •Describes how pathogens spread and cause disease. •Explains how pathogens get into the body. •Lists the stages of disease. •Describes how the body fights pathogens.

Health Education Standard 7 ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Use a variety of health practices and behaviors to maintain or improve personal health.	•Performs healthy practices that maintain or improve personal health, e.g., wearing proper footwear for physical activity. •Explains steps to managing stress. •Explains what a stressor is and identifies the body changes caused by stress. •Discuss the difference between healthful and harmful stress. •Lists ways to stay in a healthful mood. •Explains ways mood affects health. •Explains why your friends and heroes should have good character. •Lists changes that might occur in a family. •Describe how to adjust to family changes in healthful ways. •Explains why you need to be physically active. •Describes how you can work on the five kinds of fitness. •Discusses fitness skills used for sports and games. •Makes a physical fitness plan. •Discusses ways to get enough rest and sleep.	•Demonstrates a healthy behavior to improve personal health and wellness; e.g., adheres to a health sleep routine. •Explains healthful ways to manage stress on a daily basis. •Describes appropriate responses when dealing with harassment, bullying, intimidation and abuse. •Identifies life skills to improve health and wellness. •Describes how the body responds to stress. •Explains the health benefits of a positive attitude. •Describes friends or heroes who have good character. •Explain how family members can adjust to changes. •Describes ways to adjust if parents separate or divorce. •Describes changes that occur as a family grows. •Describes the structure and function of teeth. •Lists ways to care for teeth and gums. •Describes the physical, mental, and social benefits of physical activity. •Explains why you need each of the five kinds of physical fitness. •Identifies fitness skills used when playing sports and games. •Lists tests that measure fitness. •Identifies seven exercises used in a fitness test. •Describes the difference between aerobic and anaerobic exercise. •Identifies lifetime sports that can be enjoyed now. •Makes a physical fitness plan. •Describes ways sleep affects performance.	•Creates and executes a plan to manage academic, extracurricular and family responsibilities. •Simulates safety behaviors to be performed before and after a weather-related emergency. •Understands eustress and distress. •Explains appropriate steps of stress management. •Describes ways stress affects the mind, body and relationships. •Describes ways to bounce back from hard times. •Identifies role models who have good character. •Explains how families can adjust to changes and challenges. •Describe the structure and function of teeth. •Describes the social, emotional and physical benefits of physical activity. •Lists the five kinds of health fitness. •Describes the kinds of fitness skills. •Explains how age, gender, heredity and health behaviors affect fitness. •Explain how aerobic exercise benefits the heart and lungs. •Explains the FITT formula for fitness. •Discusses the need for frequent workouts. •Makes a physical fitness plan. •Describes the health benefits of getting enough sleep.

Health Education Standard 7 ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Use a variety of behaviors to avoid or reduce health risks.	•Demonstrates actions to avoid or reduce health risks. •Demonstrates ways to reduce stress. •Applies safety rules for engaging in activities. •Understands emergency situations and demonstrates skills to respond appropriately and safely, e.g., earthquake/duck and cover. •Understands positive and negative effects of stress and stress management. •Tells ways that issues and risks related to drug use and abuse affect health, e.g., smoking/secondhand smoke. •Identifies ways risk behaviors harm health. •Discusses the effects of too much TV on health. •Explains ways social media can cause stress. •Lists the five senses and ways to protect each of them. •Describes how to keep eyes healthy. •Describes how to keep ears healthy. •Explains how to protect hearing. •Lists ways the alcohol affects physical health. •Describes how alcohol affects the way a person thinks, feels and acts. •Describes how smoking and smokeless tobacco harm health. •Lists ways secondhand tobacco smoke harms health. •Explains ways caffeine can harm health. •Lists the harmful effects of illegal drugs: marijuana, cocaine, crack, meth and Ecstasy. •Lists the dangers of inhalants. •Discusses ways to reduce the risk of heart disease. •Discusses ways to reduce the risk of cancer. •Discusses ways to reduce the risk of diabetes. •Lists safety rules to follow to prevent falls. •Lists safety rules to follow in case of fire. •Lists ways to prevent poisoning. •Explains what computer safety means.	•Practices techniques to reduce stress. •Plans a menu based on MyPlate guidelines. •Wears special equipment per the needs of the sport, e.g., bicycling/helmet. •Explains how attitude affects stress. •Describes harmful effects of caffeine, alcohol and tobacco. •Gives examples of foods and drinks that contain caffeine. •Identifies ways to prevent boredom. •Lists the healthful and harmful effects of social media. •Discuss habits that: -keep bones strong. -keep muscles strong and flexible. -improve digestion and circulation. -make it easy to breathe. -protect the brain and spinal cord. -protect the skin. •Describes ways to take care of eyes. •Describes ways to take care of ears. •Describes ways to protect teeth from injury. •Describes ways that alcohol harms physical health, mental and emotional health, and family and social health. •Discusses ways tobacco use harms health. •Explains ways secondhand smoke harms health. •Describes ways marijuana harms health. •Identifies ways that the misuse of stimulants and depressants harms health. •Explains why it is harmful to abuse inhalants and steroids. •Defines heart disease. •Explains what causes a heart attack. •Lists ways to reduce the risk of heart disease and premature heart attack. •Lists ways to reduce the risk of cancer. •Describes ways to control diabetes. •Lists ways to reduce the risk of diabetes. •Lists safety rules to follow to prevent falls. •Lists safety rules to follow in case of fire.	•Analyzes strategies for maintaining and improving personal health. •Researches the pros and cons of certain types of food preparation practices, e.g., fried vs. baked vs. broiled. •Analyzes scenarios to identify risky situations and appropriate responses. •Describes how to prepare for an emergency. •Describes what safety measures to take in case of a natural disaster. •Explains how to assess an emergency situation. •Demonstrates how to administer basic first aid for minor injuries. •Points out risks associated with providing personal information through technology/Internet. •Describes differences between legal and illegal drugs. •Explains the harmful effects of illegal drugs. •Describes ways to resist pressure to use drugs. •Lists activities to take the place of watching TV. •Discuss symptoms of depression that might occur from too much use of social media. •Identify healthful habits to practice to protect each of the body systems – skeletal, muscular, circulatory, respiratory, reproductive, digestive, nervous, endocrine and urinary. •Describes the structure and function of the eye. •Lists some common vision problems and ways they can be corrected. •Describes structure and function of the ear. •Lists some common hearing problems and ways they are corrected. •Describes conditions that can harm teeth. •Lists the short- and long-term effects of alcohol use. •Explains why laws prohibit children from drinking. •Describes the link between drinking alcohol and injury and disease.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator	Grade 3	Grade 4	Grade 5
Use a variety of behaviors to avoid or reduce health risks.	•Discusses how to stay safe outdoors. •Lists safety rules to follow for walking, biking, riding a scooter, and swimming. Lists ways to keep safe around cars and buses. •Explains how to stay safe in bad weather. •Lists safety rules for times when you are home with someone besides your parents or guardian. •Lists ways to stay safe from strangers. •Explains what to do if you get an unsafe touch. •Gives examples of violence (kicking, punching, pushing, and taking things from others). •Lists ways to get and keep the respect of others. •Explains why you should not pretend to have a gun. •Lists steps to take if a gun is found.	•Describes the elements of a family fire escape plan. •Lists ways to prevent poisoning. •Lists safety rules to follow for walking, biking, riding a scooter, and swimming. •Explains how personal flotation devices and HELP and huddle methods prevent drowning. •Identifies the meaning of different safety signs. •Lists safety rules for riding in a car or bus. •Lists ways to stay safe in cold and hot weather, earthquakes, thunderstorms, tornadoes, floods and tsunamis. •Lists ways to stay safe from strangers when home alone. •Lists ways to stay safe at school, in the community and on the Internet. •Describes what to do if you get an unsafe touch. •Lists safety rules to protect yourself from violence. •Lists ways to recover if you are a victim of violence. •Lists safety rules your school has about guns and other weapons. •Names safety rules to follow when finding a gun or someone around you has a gun.	•Lists several toxins found in tobacco smoke. •Lists the short- and long-term effects of tobacco use on the body. •Describe the laws governing tobacco use by a minor. •Explains the link between tobacco use and disease. •Explains how secondhand smoke can be harmful to health. •Discusses the effects of illegal drugs: stimulants, depressants, narcotics, inhalants, marijuana, meth, steroids, and hallucinogens. •Lists prescription and OTC drugs that should be taken with caution •Describes reasons why people abuse drugs. •Lists sources of pressure to abuse drugs. •Explains ways drug abuse can affect family and friends. •Explains ways family members, peers, and the school can help someone resist drugs. •Lists symptoms of heart disease and heart attacks. •Explains how to reduce the risk of heart disease. •Describe the effects of cancer on the body. •Explains ways to treat and reduce the risk of cancer. •Explains what diabetes is, the causes, and how to manage it. •Lists ways to eliminate common safety hazards at home. •Lists ways to eliminate common safety hazards at school. •Describes common fire hazards and rules for fire safety. •Describes safety precautions pedestrians should follow. •Describes safety rules to follow for riding bicycles, scooters, or skateboards. •Lists safety rules to follow in the water. •Describes safety rules to follow when you ride in a car. •Identifies ways to protect yourself from people who might harm you. •Explains what to do if someone is suspicious.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Use a variety of behaviors to avoid or reduce health risks.			•Differentiates between safe and unsafe touch. •Explains ways to stay safe when using the Internet. •Discusses cyberbullying. •Lists examples of violence. •Describes ways to express anger and resolve conflict without violence. •Explains where victims of violence and abuse can get help. •Explains safety rules to reduce the risk of injuries from guns and knives.

Health Education Standard 8 ***Demonstrate the ability to advocate for personal, family, and community health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Express opinions and give accurate information about health issues.	•Share accurate information about a health issue. •Tells what a health record is. •Explains what a personal health record is. •Names health helpers in the school or community. •Explains what health helpers do. •Discusses what makes up the environment. •Discusses ways the community is kept clean. •Lists ways to keep the community clean. •Names ways to stop pollution. •Tells what noise pollution is. •Explains ways noise harms health. •Explains why noise increases the risk of accidents. •Tells what first aid is; explains how to stop a nosebleed, treat a cut or scrape. •Describes predications to take when giving first aid. •Names where health helpers work. •Names ways to save resources, such as gas, electricity and paper. •Explains how to keep the neighborhood looking nice. •Demonstrates how to make an emergency phone call.	•Provide valid health information about a health issue. •Explains why a health record is kept. •Works with a parent or guardian to compile a personal health record. •Names ways health helpers in the school or community help. •Lists health careers that benefit the community. •Explains ways pollution harms the environment. •Describes a healthful environment. •Identifies kinds of land, air and water pollution. •Discusses kinds of noise pollution. •Discusses first aid for cuts, nosebleeds, bee stings and sunburn. •Explains how to follow universal precautions. •Describes first aid for sprains, burns and choking. •Lists places where health helpers work in the community. •Explains how noise pollution can affect your health. •Describes ways to save water. •Lists ways to reduce, recycle and reuse. •Describes ways to save energy. •Identifies ways to keep the school and community environment friendly. •Demonstrates how to make an emergency phone call.	•Review accurate information and develop and opinion about a health issue. •Explains what is in a health record. •Works with a parent or guardian to compile a personal health record. •Names ways to cooperate with health helpers in the school or community. •Names ways to prevent land, water and air pollution. •Describes how air, land and water pollution affect the health of the environment. •Describes what makes a healthful environment. •Names ways to reduce noise pollution. •Discusses reasons to keep noise at a safe level. •Explains how to use universal precautions when giving first aid. •Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn. •Explains where health career information is available. •Lists important Food and drug Administration regulations on tobacco, alcohol and drugs. •Lists health needs of people who live in the community. •Discusses the role of health helpers in the community. •Explains where health career information is available. •Describes how to prepare for a health career. •Explains how noise pollution affects the health of the environment. •Lists ways to reduce noise in the community. •Lists ways to conserve water. •Lists ways to conserve energy. •Explains what it means to precycle, reuse and recycle. •Names characteristics of a positive environment. •Lists ways to keep the environment positive.

Health Education Standard 8 ***Demonstrate the ability to advocate for personal, family, and community health.***			
Performance Indicator	**Grade 3**	**Grade 4**	**Grade 5**
Express opinions and give accurate information about health issues.			•Explains ways to assess an emergency situation. •Describes what safety measures to take in case of a natural disaster. •Demonstrates how to make an emergency phone call.
Practice and rationalize reasons for positive health choices.	•Encourage others to make positive choices, e.g., recycling. •Names ways to protect the environment. •Names ways to keep the neighborhood friendly. •Lists steps to encourage others to take responsibility for their health. •Identifies safety rules for sports and games. •Identifies ways to be a good sport. •Shares with friends the benefits of a drug-free lifestyle. •Demonstrates ways to show care, concern and respect for people with special needs. •Lists ways you can help others be healthy. •Encourages family to protect the home environment. •Names ways to encourage others to keep noise at a safe level.	•Help others make positive choices. •Shows how to protect the environment. •Names ways to be friendly. •Names ways to be a good neighbor. •Lists steps to encourage others to take responsibility for their health. •Discusses ways to help family members be healthy. •Identifies safety rules for sports and games. •Explains how to be a good sport and a good teammate. •Names protective factors that help in saying "no" to abusing drugs. •Discusses ways to show support for people who have a chronic disease. •Lists ways people volunteer. •Encourages friends to protect the school environment. •Lists ways to keep noise at a safe level to help others.	•Illustrate how to assist others to make positive health choices, e.g., design a bumper sticker, write a song. •Explains ways to protect the environment. •Explains how to keep the environment friendly. •Lists steps to encourage others to take responsibility for their health. •Discusses ways to help peers to be healthy. •Identifies safety rules for sports and games. •Role models being a good sport for younger children. •Explains resistance skills to avoid drug abuse. •Discusses common chronic diseases and ways to manage these health conditions. •Explains ways volunteers contribute to the health of the community. •Encourages community members to protect the environment. •Explains how noise pollution affects the health of the environment.
Evaluate various health messages and communication techniques.	•Identifies ways health messages are presented.	•Discusses how health messages are communicated.	•Evaluates various health messages for authenticity, medical accuracy, 'come-ons', gimmicks.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Discuss the relationship between healthy behaviors and personal health.	•Discusses ways to prevent food-borne illnesses. •Discusses the cause, symptoms, prevention, and treatment of the common cold, influenza, mononucleosis, hepatitis, strep throat, Lyme disease, anthrax, and West Nile virus. •Compares how healthy behaviors and risk practices impact personal health, e.g., stress/personal health, cultural food practices/health. •Describes a healthy balance of stress, sleep, exercise, nutrition, recreation and school. •Describes how the female and male body changes during adolescence. •Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.	•Identifies different kinds of food-borne illnesses and their causes, symptoms, and treatments. •Identifies the causes, symptoms, diagnosis and treatment of common communicable diseases. •Examines how healthy behaviors influence personal health, e.g., how nutritional choices can positively or negatively affect one's immediate and long-term health. •Describes warning signs/behavioral patterns, and health supports for those experiencing unhealthy habits. •Identifies female and male secondary sex characteristics. •Lists and defines each of the female and male reproductive organs. •Explains what occurs during the menstrual cycle. •Discusses habits that females and males can practice to protect reproductive health. •Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.	•Identifies ways to reduce the risk of food-borne illnesses. •Describes the causes, symptoms, diagnosis, and treatment of common communicable diseases. •Analyzes the relationship between healthy behaviors and personal health, e.g., how engaging in regular physical activity and healthy eating enhance personal health. •Compares and contrasts helpful versus harmful health habits. •Describes the functions of the endocrine and reproductive systems. •Identifies physical changes that occur during puberty. •Traces the path of an unfertilized egg through the female reproductive organs. •Traces the path of a sperm cell through the male reproductive organs. •Describes the menstrual cycle. •Discusses habits that females and males can practice to protect reproductive health. •Discusses personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.
Describe the benefits of and barriers to practicing healthy behaviors.	•Identifies the benefits of practicing healthy behaviors, e.g., describes the benefits of only using household products for their intended purpose. •Determines what changes are needed in daily routines to improve or maintain personal health.	•Determines barriers to practicing healthy behaviors, e.g., nutrition; excuses people use for not exercising. •Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	•Describes the benefits of and barriers to practicing healthy behaviors, e.g., exercise, nutrition, refrain from tobacco, alcohol, drug use and sexual activity. •Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Analyze the potential consequences of engaging in risky behaviors.	•Identifies risks associated with teen pregnancy and parenthood. •Describes unhealthy behaviors and their consequences, e.g., alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise,	•Explains the risks of teen pregnancy and parenthood. •Explains how alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise may cause injury or illness. •Examine health consequences of eating disorders. •Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.	•Explains the risks of teen pregnancy and parenthood. •Identifies problems that can occur during pregnancy. •Identifies the potential seriousness of injury or illness if engaging in unhealthy behaviors such as alcohol use, drug use, tobacco use, violence, poor nutrition, lack of exercise, not wearing a seat belt, and sharing needles for tattoos and piercings. •Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.
Identify characteristics of physical, mental, emotional, family and social health, including those of traditional and contemporary American Indian cultures and practices.	•Discusses what it means to be a self-directed learner in gaining health knowledge. •Discusses chronic health conditions and ways to manage them. •Identifies the interrelationships of emotional and social health in adolescents, e.g., identifying positive relationships. •Describes changes in feelings during adolescence.	•Explains ways to be a self-directed learner. •Differentiates between a chronic health condition and an acute health condition. •Discusses chronic health conditions and ways to manage them. •Summarizes the interrelationship of emotional, social, and physical health in adolescence, e.g., how a peer group can affect multiple dimensions of health (food choices, participation in unhealthy activities); how family changes (moving, divorce, death) can impact emotional, social and physical health.	•Discusses reasons to be a self-directed learner throughout life. •Discusses possible causes of chronic health conditions. •Discusses the causes, symptoms, and treatment of allergies, arthritis, asthma, cerebral palsy, chronic fatigue syndrome, diabetes, epilepsy, headaches, muscular dystrophy, epilepsy, and multiple sclerosis. •Determines how societal influences can affect physical health and describes their impact on emotional and social health. •Describes the health-related consequences that participation in risky health behaviors can have on emotional, physical, and social health.
Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.	•Uses universal precautions.	•Describes universal precaution practices.	•Advocates for universal precaution practices by self and others.
Discuss ways environmental factors affect health.	•Discusses what happens when a person has an allergic reaction. •Discusses ways a person can manage asthma and reduce the risk of an asthma attack. •Identifies healthy and unhealthy relationships and their effect on health and wellness. •Examines how environmental dangers impact personal health and wellness.	•Discusses ways to manage and treat allergies. •Discusses asthma, including signs of an asthma attack, asthma triggers, and ways to avoid asthma triggers. •Identifies environmental conditions (e.g., physical social, community) that are potentially harmful to personal health. •Analyzes the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.	•Discusses the causes, symptoms, and treatment for allergies and asthma. •Discusses ways to prevent allergic reactions and asthma attacks. •Investigates the effects stress has on personal health. •Analyzes environmental health conditions of diverse countries and how these conditions can impact personal health.

Health Education Standard 1

Comprehend concepts related to health promotion and disease prevention to enhance personal health.

Performance Indicator	Grade 6	Grade 7	Grade 8
Analyze ways in which safe and healthy school and community environments can promote personal health.	•Identifies policies or practices in the school or community that promote health-enhancing behaviors.	•Discusses policies or practices in the school or community that promote health-enhancing behaviors.	•Analyzes policies or practices of the school or community that promote health-enhancing behaviors.
Describes ways to reduce or prevent injuries and other adolescent health problems.	•Identifies ways to reduce or prevent injuries. • Identifies benefits of abstinence from sexual behaviors and other risky behaviors such as tobacco, drug and alcohol use. •Identifies appropriate health care that can prevent premature death and disability.	•Explains ways to reduce or prevent health risks among adolescents, e.g., body piercing/tattoos, obesity. •Lists ways to practice abstinence from behaviors that put one at risk, including sexual, drug, tobacco and alcohol use. •Describes ways appropriate health care can prevent premature death and disability.	•Describes ways to reduce asthma-related symptoms •Collects information on injuries that are prevalent in adolescents and lists ways they could be avoided. •Explains the benefits of abstinence from sexual behaviors and other risky behaviors such as tobacco, drug and alcohol use. •Explains how appropriate health care can prevent premature death and disability.
Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.	•Describes the benefits of regular dental visits on oral health. •Gives examples of healthcare products and good personal hygiene practices that promote personal health for adolescents. •Discusses why health care is important during pregnancy. •Learns about pregnancy and childbirth. •Explains how a fertilized egg is formed and nourished.	•Describes the importance of seeking health care when experiencing a health issue. •Identifies health facilities and support services in the community. •Lists benefits of health care during pregnancy. •Discusses conception and the stages of pregnancy.	•Investigates programs offered at hospitals/clinics that help promote personal health. •Discusses the importance of consulting with a parent before seeking medical help. •Discusses the importance of prenatal care. •Describes the development of a baby from conception through birth.
Define human body systems, their function and their interrelationship with one another.	•Describes how the female and male body changes during adolescence.	•Discusses how the female and male body changes during adolescence.	•Describes the functions of the endocrine and reproductive systems.
Identify basic structures and functions of the male and female reproductive health systems.	•Identifies basic structures and functions of the female and male reproductive systems.	•Identifies female and male secondary sex characteristics. •Lists and defines each of the female and male reproductive organs. •Explains what occurs during the menstrual cycle. •Discusses habits that females and males can practice to protect reproductive health.	•Identifies physical changes that occur during puberty. •Traces the path of an unfertilized egg through the female reproductive organs. •Traces the path of a sperm cell through the male reproductive organs. •Describes the menstrual cycle. •Discusses habits that females and males can practice to protect reproductive health.

Health Education Standard 2 *Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Explain how family and culture influence the health of adolescents.	•Discusses how often students eat at fast food establishments on a weekly basis. •Describes a list of family guidelines and rules in the home that enhance health. •Describes ways that family habits influence health choices. •Researches health beliefs and practices in different countries and time periods.	•Describes the importance of exercise for your family and provide examples of ways the family is physically active. •Gives examples of ways in which families communicate about health issues and concerns. •Discusses how culture impacts family health.	•Examines meal content for nutritional value. •Interprets family influences on health through guidelines regarding social activities, e.g., parties, tobacco use, peer pressure. •Compares different cultures in the community and how cultures impact family health. •Gives examples of family members' roles and family structures in different cultures and how this influences health beliefs, practices and behaviors.
Explain how the perception of societal norms influence healthy and unhealthy behaviors.	•Discusses expectations for healthy behaviors from different cultures. •Discusses ways you can recognize eating disorders. •Discuss treatments for eating disorders. •Identifies examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).	•Identifies how culture conveys accurate and inaccurate messages about appearance and body image. •Identifies signs and symptoms of eating disorders. •Describes the prevention and treatment of eating disorders. •Gives examples of group norms that improve the physical, emotional, and social health of an individual. •Identifies how personal eating habits are influenced by societal norms. •Identifies how perceptions of norms can negatively or positively influence behaviors (e.g., not all teens smoke).	•Describes how the community determines the sale of alcohol, tobacco, etc. •Describes the causes, symptoms, related health problems, and treatment of eating disorders. •Identifies factors that contribute to obesity and health problems caused by obesity. •Analyzes the influence of stress on eating habits such as starvation and binging. •Gives examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors. •Explains how peers' perception of dating can influence healthy and unhealthy behaviors.
Explain the influence of personal values and beliefs on individual health practices and behaviors.	•Describes a personal value in a home that can impact personal health. •Identifies personal health-related values and explain how they influence personal health choices.	•Identifies how individual personal beliefs are expressed through personal health decisions. •Describes how personal beliefs influence an individual's treatment of peers.	•Explains how beliefs regarding alcohol consumption can influence interactions with your peers. •Demonstrates how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use, sexual activity).
Describe how peers influence healthy and unhealthy behaviors.	•Gives a description of an activity other peers are involved in that could increase personal physical activity levels. •Explains the influence of a helpful bystander's actions in a bullying situation.	•Discusses how peer interaction is influenced by the current culture, fads. •Describes techniques used to influence peers to participate in unhealthy behaviors, e.g., smoking. •Gives examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.	•Describes how peers influence purchases. •Demonstrates or role-plays ways peers can respond in a bullying situation.

Health Education Standard 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicator	Grade 6	Grade 7	Grade 8
Explain how the school, tribe, and community can affect personal health practices and behaviors.	•Identifies service activities being offered in the school and community. •Names programs offered at local businesses that help improve personal health.	•Identifies types of healthy food/drink choices that could be included in a school vending machine. •Describes how teachers, counselors, nurses, and administrators help students report problems or obtain assistance when face with unsafe situations.	•Analyzes requirements for students to participate in physical education classes and the effects on student health. •Examines ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.
Explain how messages from media influence health behaviors.	•Discusses what it means to be media literate. •Discusses messages in advertising that are intended to influence teens. •Discusses the purposes of food ads. •Examines print media advertisements for fast food restaurants and interprets hidden messages. •Gives examples of current media messages and determines how the messages influence alcohol, tobacco, and other drug use. •Analyzes the influence of tobacco ads. •Analyze beer ads for messages that include faulty thinking. •Analyzes the influence of peer pressure and TV on body image. •Identifies health products for grooming. •Analyzes the claims made for grooming products. •Analyzes the influence of a TV program.	•Discusses ways to evaluate the messages in media. •Discusses appeals found in food ads. •Describes how the media sends mixed messages about nutrition. •Examines a variety of alcohol/tobacco advertisements and the messages being sent to adolescents. •Analyzes the influence of tobacco ads. •Analyze ways commercials try to make drinking appealing. •Analyzes the influence of ads for jeans and other clothing items on a teen's body image. •Lists health products for grooming. •Analyzes the claims made for oral health/toothpaste products. •Analyzes the influence of a computer game.	•Discusses the reasons to be media literate. •Describes appeals used in ads and commercials. •Analyzes food ads for their mention of the Dietary Guidelines. •Analyze the influence of advertisements and media to identify faulty thinking about tobacco use. •Analyze magazine ads for liquor to find appeals used in them. •Interprets underlying messages used in health-related advertisements, including those for body image. •Analyzes the approaches used to convey messages by media to influence eating behaviors and food selections of adolescents. •Analyzes the claims made for an acne/skin care product. •Analyzes the influence of a DVD.
Explain the influence of technology on personal and family health.	•Lists kinds of technology found in the home. •Describes how common types of technology (e.g., Internet, TV and radio) provide sources of health-related disease information for families to reduce health risks.	•Identifies how technology can be used to improve personal health. •Interprets how new forms of technology can help monitor individual health (e.g., pedometer, diabetes monitor, heart monitor, fitness assessment tool).	•Determines how new types of technological equipment can contribute to the early detection of diseases. •Analyzes how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.
Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	•Identifies how health choices influence unhealthy behaviors (e.g., health risks associated with eating an excessive amount of calories). •Gives examples of how alcohol can increase the likelihood of other health risk behaviors.	•Discusses how using tobacco can increase the risk of using other drugs. •Gives examples of how peers pressure teens to consume alcohol.	•Describes how alcohol use can lead to poor decision making. •Demonstrates how a peer group can have a negative influence on behaviors.

Health Education Standard 2 *Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Explain how school, public and tribal health policies can influence health promotion and disease.	•Researches and discusses how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activity. •Describes the changes in the lunch menu as a result of implementing a School Wellness Policy.	•Identifies the immunization policy for children entering school. •Cites examples of public health policies and how they help keep communities healthy (e.g., Montana Clean Indoor Air Act).	•Identifies healthy beverage choices that students make as a result of implementing a School Wellness Policy. •Explains how the school lunch menu benefits a healthy lifestyle.

Health Education Standard 3 *Demonstrate the ability to access valid information, products, and services to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Analyze the validity of health information, products, and services.	•Identifies steps to follow to comprehend health knowledge. •Explains how to read a food label. •Explains how to compare nutritional value and the unit price of foods. •Locate warnings on the label of an OTC drug. •Researches and analyzes the validity of sources of information. •Identifies local resources for reliable health information	•Identifies steps to follow to comprehend health knowledge. •Lists the information learned from reading a food label. •Compares food labels for two similar foods. •Identifies information found on a label for a prescription drug. •Distinguishes between facts and myths concerning alcohol and substance abuse. •Examines commonly held beliefs concerns HIV and its transmission and distinguishes between fact and fallacy.	•Identifies steps to follow to comprehend health knowledge. •Interprets and evaluates the nutrition information found on food labels. •Compares information on labels for prescription and OTC drugs. •Lists and discusses home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program. •Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.

Health Education Standard 3 ***Demonstrate the ability to access valid information, products, and services to enhance health.***			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Access valid health information from home, school, tribe, and community.	•Identifies smoking cessation programs in the community. •Explains why you should keep a personal health record. •Lists sources of valid health information. •Describes ways to stay safe when you access health information online. •Identifies environmental issues. •Researches the benefits of several different healthy eating plans. •Examines the purpose and responsibilities of the local school wellness council. •Uses steps to access valid health information on an assigned health topic to write a report. •Explains what happens during a regular physical examination. •Explains causes and treatment of hearing loss. •Discusses vision problems and their correction. •Researches and summarizes several effective methods to change an unhealthy behavior. •Creates a guide for locating health care services	•Describes the purpose of a smoking cessation program. •Explains why you should keep a personal health record. •Lists the information kept in a personal health record. •Identifies types of valid health information. •Explains ways to use technology to access valid health information. •Gathers facts on environmental issues. •Analyzes places where youth and family can be physically active. •Demonstrates the ability to locate school and community resources to assist with problems related to alcohol and other substance abuse. •Uses steps to access valid health information on an assigned health topic for a speech. •Explains reasons to have a physical examination. •Identifies vaccines and tells why and when they are recommended. •Explains how hearing loss is corrected. •Explains ways visual acuity is corrected. •Discusses the role of the school counselor, school psychologist, school nurse, and local services within the community in helping students with mental health issues.	•Discusses reasons and benefits for a smoking cessation program. •Explains why you should keep a personal health record. •Lists information that should be kept in a personal health record. •Explains how to evaluate sources of health-related information. •Lists professional and government groups that provide health related information. •Describes ways you can use the Internet and CDs to find health-related information. •States safety tips to use when using the Internet. •Writes a report on environmental issues. •Analyzes conflict resolution material that can be accessed from school counselor's office. •Compares and contrasts websites that promote exercise programs. •Uses steps to access valid sources on the Internet for an assigned health topic. •Discusses how physicians help you stay healthy. •Describes ways a dentist helps you keep teeth and gums healthy. •Discusses how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancing drugs). •Invites a knowledgeable health expert to present concerning unreliable products and services that students are exposed to in the media.
Determine the accessibility of products that enhance health.	•Identifies health products for grooming. •Describes guidelines for using prescription and OTC drugs. •Discusses how to access health care and how the costs of health care are paid. •Describes ways to access information about health careers. •Discusses the various health-enhancing products that can be found at a local drug store.	•Explains types of health products for grooming. •Identifies guidelines for the responsible use of prescription and OTD drugs. •Explains how to select health care providers and insurance. •Discusses the Affordable Care Act. •Identifies ways to learn more about a health career that is of interest. •Discusses the importance of consulting a parent before purchasing a product to enhance health.	•Describes qualities of health products for grooming. •Discusses guidelines for using prescription and OTC drugs. •Explains how to choose health care providers. •Explains ways to pay for health care, including the Affordable Care Act. •Discusses ways to learn about health careers by having a mentor or shadowing. •Identifies and locates products that help in disease prevention.

Health Education Standard 3 *Demonstrate the ability to access valid information, products, and services to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Describe situations that may require professional health services.	•Identifies people and places that can help with family relationships. •Explains how cavities and periodontal disease develop. •Discusses how to recognize and get help for someone who abuses alcohol or other drugs. •Lists people and places that can help someone who has been harmed by violence. •Demonstrate how to make an emergency phone call.	•Identifies kinds of problems families might have and how to get help for them. •Describes ways crooked teeth can be straightened. •Discusses treatment and recovery for people who abuse drugs and the families of those who abuse drugs. •Discusses resources available for people who have been victims of violence. •Demonstrate how to make an emergency phone call.	•Summarizes ways dysfunctional families can get help. •Lists symptoms for which prompt medical treatment is needed. •Explains the purpose of wearing braces. •Describe how drug misuse and abuse progress to drug dependence. •Describe the behaviors of denial and honest talk. •Discusses resources available for the treatment of drug dependence. •Discusses where to access health services for victim recovery. •Demonstrates how to make an emergency phone call.

Health Education Standard 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicator	Grade 6	Grade 7	Grade 8
Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.	•Describes factors that influence personality. •Describes ways to demonstrate traits of good character. •Describes healthful ways to express emotions. •Describes the four levels of verbal communication. •Describes how to use nonverbal communication. •Explains how to be an effective listener. •Demonstrates how to use I-messages to express feelings. •Tells how family members communicate in healthful ways. •Discusses meeting friends through social networking including safety and privacy issues. •Describes how to maintain friendships. •Discusses why you should choose friends who make responsible decisions. •Discusses when and how to end a friendship. •Names feelings surrounding dying and death. •Demonstrates ways to communicate care, consideration and respect of self and others. •Demonstrates healthy ways to express needs, wants, and feelings.	•Describes personality traits that promote health. •Describes traits that build character and promote health. •Discusses the importance of using I-messages. •Lists strategies for effective communication. •Explains ways to communicate nonverbally. •Lists guidelines to follow to maintain healthful family relationships. •Describes different types of relationships. •Discusses healthful ways to make new friends. •Evaluates risk and benefits of using social networking sits. •Discusses healthful and harmful ways of grieving. •Demonstrates ways to communicate care, consideration and respect of self and others. •Demonstrates healthy ways to express needs, wants, and feelings.	•Discusses factors that influence personality. •Explains how to demonstrate traits of good character. •Discusses interpersonal communication using I-messages. •Compares verbal and nonverbal communication. •Identifies effective communication skills. •Lists guidelines for phone, Internet, and written communication. •Explains effective communication for different audiences. •Explains how to manage anger and deal with fear. •Describes healthful family relationships. •Identifies social skills that promote healthful relationships. •Describes qualities shared in healthful relationships. •Discusses feelings about dying and death. •Demonstrates ways to communicate care, consideration and respect of self and others. •Demonstrates healthy ways to express needs, wants, and feelings.
Use refusal and negotiation skills that avoid or reduce health risks.	•Explains what happens when you ask a trusted adult to help with mediation. •Discusses how to resist negative peer pressure. •Explains why abstinence from risk behaviors is expected. •Demonstrates how to use refusal skills to maintain a drug-free lifestyle. •Demonstrates how to uses refusal skills if pressured to misuse or abuse drugs. •Demonstrates how to use refusal skills to prevent HIV infection. •Role-plays ways to handle conflict without name-calling or fighting.	• Discusses how to use resistance skills to maintain good character. •Lists steps used to resolve conflict by mediation. •Explains how peer pressure influences decisions. •Lists guidelines to help prepare for group dating. •Identifies factors that contribute to a healthful dating relationship. •Explains why abstinence from sex is a responsible decision. •Demonstrates refusal skills to maintain a drug-free lifestyle. •Uses refusal skills if pressured to misuse or abuse drugs. •Demonstrates how to use refusal skills to prevent HIV infection. •Identifies choices that support the decision to practice abstinence.	•Discusses steps to follow when using mediation. •Discusses activities for group dating. •Lists dating guidelines. •Explains reasons for setting limits for showing affection. •Outlines reasons why practicing abstinence is a responsible decision. •Demonstrates how to use refusal skills when pressured into a risky behavior, including sex. •Demonstrates refusal skills to maintain a drug-free lifestyle. •Uses refusal skills if pressured to misuse or abuse drugs. •Summarizes reasons for saying “no” to alcohol, tobacco, and other drug use. •Demonstrates how to use refusal skills to prevent HIV infection.

Health Education Standard 4 *Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Use effective conflict management or resolution strategies.	•Contrasts the effects of healthful and harmful relationships. •Discusses steps to improve or end a harmful relationship.	•Identifies some causes of conflict. •Describes ways to resolve conflict using different conflict response styles. •Gives examples of harmful relationships. •Explains what to do about harmful relationships.	•Describes common causes of conflict among teens. •Explains when and how to end a relationship.
Demonstrate how to ask for assistance to enhance the health and safety of self and others.	•Discusses ways to cope with difficult family relationships, including abuse and violence. •Discusses reasons to respect authority and obey laws. •Identifies who and how to ask for help when being bullied, including cyberbullying.	•Identifies resources to help with difficult family relationships, including abuse and violence •Identifies people who could support during a time of grieving. •Describes the behavior of a law-abiding citizen. •Identifies who and how to ask for help when being bullied, including cyberbullying. •Identifies when to ask for help with mental and emotional health problems.	•Discusses kinds of harmful family relationships. •Identifies people who could support during a time of grieving. •Discusses ways to show respect for authority. •Identifies laws that protect you and others from violence. •Identifies who and how to ask for help when being bullied, including cyberbullying. •Demonstrates ways to ask for help with mental and emotional health problems.

Health Education Standard 5 *Demonstrate the ability to use decision making skills to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Identify circumstances that can help or hinder healthy decision making.	•Predicts how decisions specific to health behavior have consequences for self and others, e.g.: -Lists reasons one may choose to be sedentary. -Analyzes reasons why teens may choose to use tobacco.	•Predicts how decisions specific to health behavior have consequences for self and others, e.g.: -List factors that contribute to teens choosing to use illegal drugs. -Summarizes factors involved in teens choosing to use fad diets to manage weight.	•Predicts how decisions specific to health behavior have consequences for self and others, e.g.: -Explains what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, sneak cigarettes from a parent). -Explains how to choose appropriate Internet websites.
Determine when safety and health-related situations require the application of a thoughtful decision-making process.	•Analyzes how health-related decisions are influenced by the attitudes and values of individuals, families, and the community, e.g.: -Determines when it is necessary to ask for assistance when making a health choice. -Analyzes which after school activities to participate in on a regular basis. •Demonstrates decision making skills that value healthy choices, e.g.: -Identifies healthy exercise choices when planning a physical activity program. -Examines a restaurant menu and decides which choices are healthiest.	•Analyzes how health-related decisions are influenced by the attitudes and values of individuals, families, and the community, e.g.: -Demonstrates the ability to assess personal strengths, needs, and health risks before making a health choice. -Identifies resources for students living in an at-risk environment. •Demonstrates decision making skills that value healthy choices, e.g.: -Chooses ways to protect skin from sun exposure when engaging in outdoor activities. -Evaluates a menu plan using MyPlate guidelines to determine if the caloric intake is appropriate for age, weight and activity level.	•Analyzes how health-related decisions are influenced by the attitudes and values of individuals, families, and the community, e.g.: -Analyzes options when being pressured by peers to commit illegal acts. -Recognizes the importance of consulting with a parent before making a consumer health purchase. •Demonstrates decision making skills that value healthy choices, e.g.: -Determines healthful foods from a restaurant menu. -Commits to always wearing a seat belt when riding in a car.
Distinguish when individual or collaborative decision making is appropriate.	•Applies individual and collaborative problem solving processes to health issues, e.g.: -Determines when to seek help if faced with peer pressure from a friend. -Decides when actions should be taken when an unsafe situation occurs at school.	•Applies individual and collaborative problem solving processes to health issues, e.g.: -Decides whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors. -Determines who to turn to for assistance when a friend tells you about harming themselves.	•Applies individual and collaborative problem solving processes to health issues, e.g.: -Explains situations when assistance is needed for unhealthy behaviors. - Explains situations when assistance is needed for unsafe situations.
Distinguish between safe, healthy and unhealthy alternatives to health-related issues or problems.	•Explains a personal health plan that addresses needs, strengths, and risks, e.g.: -Describes healthy ways to express anger and frustration. -Describes various options when approached by peers to use tobacco, alcohol or other drugs.	•Explains a personal health plan that addresses needs, strengths, and risks, e.g.: -Describes the correlation between self-esteem and alcohol and drug use. -Evaluates the short-term and long-term consequences of physical inactivity on chronic health conditions.	•Explains a personal health plan that addresses needs, strengths, and risks, e.g.: -Identifies options for improving the health of one's environment. -Lists alternative suggestions for life-long physical activities for individuals

Health Education Standard 5 *Demonstrate the ability to use decision making skills to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Predict the potential short-term and long-term impact of health and safety-related options on self and others.	•Describes personal factors that influence an individual's health goals, e.g.: -Lists the consequences of skipping meals. -Examines the consequences of tobacco use on personal, family, and community health.	•Describes personal factors that influence an individual's health goals, e.g.: -Lists the effects of consuming energy drinks. -Analyzes the short-term and long-term consequences of tobacco use on athletic performance.	•Describes personal factors that influence an individual's health goals, e.g.: -Predicts the outcomes of a good time management plan for health and wellness. -Makes a list of possible hazards around the community and describes the potential dangers of the hazards.
Analyze the outcomes of a health-related decision.	•Analyzes potential consequences of harmful and healthy behaviors, e.g.: -Analyzes the benefits of avoiding risky health behaviors. -Analyzes the negative consequences of unhealthy friendships.	•Analyzes potential consequences of harmful and healthy behaviors, e.g.: -Explains the benefits of proper hydration during physical activity. -Analyzes the benefits of healthy relationships on multiple dimensions of health.	•Analyzes potential consequences of harmful and healthy behaviors, e.g.: -Describes the consequences of using positive peer pressure to avoid using drugs. -Describes strategies to help make better grades in school (e.g., less TV, plenty of sleep, good nutrition).

Health Education Standard 6 ***Demonstrate the ability to use goal-setting skills to enhance health.***			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Assess personal health practices.	•Identifies the three parts of health. •Identifies the four kinds of health literacy (critical thinking and problem solving, responsible and productive citizenship, self-directed learning, and effective communication). •Describes factors that influence personality. •Practices behaviors that promote a healthy mind. •Lists the causes and signs of stress. •Describes healthful ways of dealing with depression and grief. •Summarizes changes that occur throughout each stage in the life cycle. •Describes ways to care for the body during puberty. •Discusses the emotional, intellectual, and social changes that occur during adolescence. •Contrasts healthful and harmful eating habits.	•Distinguishes between the three parts of health. •Describes the four kinds of health literacy. •Describes personality traits that promote health. •Practices behaviors that promote a healthy mind. •Explains how to deal with anxiety, insecurity and depression. •Describes the body's response to stress. •Explains how to cope with stress and be resilient. •Discusses ways to deal with grief and depression. •Identifies ways in which individuals different in growth and development. •Describes different eating styles. •Explains how to plan, shop for, and prepare healthful meals and snacks.	•Discusses how the three parts of health are interrelated. •Explains how to develop health literacy. •Discusses factors that influence personality. •Practices behaviors that promote a healthy mind. •Defines and gives examples of addictive behaviors to avoid. •Discusses ways that Internet addiction affects health. •Discusses how the body reacts to stressors. •Describes the five stages of grief and death and dying (denial, anger, bargaining, depression, acceptance). •Discusses the emotional and social changes that occur in adolescence. •Identifies the developmental tasks of adolescence. •Discusses how to recognize healthful versus harmful eating habits. •Lists stressful situations in which teens might substitute harmful eating patterns for healthful ways of coping.

Health Education Standard 6 *Demonstrate the ability to use goal-setting skills to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Develop a goal to adopt, maintain, or improve a personal health practices.	•Lists ways to maintain positive self-esteem. •Practices healthful and helpful family relationships. •Develops skills to prepare for parenthood, including discussing the growth and development of infants, toddlers, children, and teens. •Describes learning styles. •Describes ways healthful eating habits reduce the risk of disease. •Lists reasons to maintain a healthy weight. •Explains how to determine what a healthful weight is. •Summarizes ways to maintain a healthful weight. •Explains how to maintain a healthful body composition. •Explains how to achieve the five kinds of health-related fitness (i.e., flexibility, cardiorespiratory endurance, muscular strength, muscular endurance, body composition). •Identifies tests to measure health-related fitness.	•Identifies ways to improve self-esteem. •Identifies and changes behaviors that are sources of stress. •Describes a plan to spend more time with family members. •Develops skills to prepare for parenthood, including the responsibilities needed for parenthood. •Discusses habits that help you learn and stay mentally alert. •Discusses diet choices that reduce the risk of developing premature heart disease. •Discusses diet choices that reduce the risk of developing cancer. •Determines healthful weight and body composition. •Identifies the five kinds of health-related fitness. •Identifies physical activities that help you achieve and maintain health-related fitness. •Describes exercises that are used in tests to measure health-related fitness. •Identifies six fitness skills you can use in sports and games.	•Explains ways of improving self-esteem. •Describes a plan that includes listening more carefully to family members. •Develops skills to prepare for parenthood, including identifying the risks of teen parenthood. •Lists ways to improve learning. •Discusses various learning disabilities and the challenges of each. •Discusses how to choose foods that help reduce the risk of heart disease and cancer. •Explains how to determine a healthful weight and body composition. •Describes how physical activity affects heart, lungs, and blood vessels. •Explains how physical activity affects bones, joints, muscles, weight, and body composition. •Discusses each of the five kinds of health-related fitness. •Lists the skills needed for skill-related fitness. •Explains the meaning and purpose of training principles.
Develop a goal to adopt, maintain, or improve a personal health practice.	•Discusses the six fitness skills (i.e., agility, balance, coordination, reaction time, speed, power). •Describes resources to consider when making a physical fitness plan. •Identifies reasons for a drug-free lifestyle.	•Identifies short-term and long-term goals to include in a physical fitness plan. •Explains why harmful drug use increases the risk of accidents and violence.	•Describes factors to consider when making a physical fitness plan. •Explains how staying drug-free helps protect against violence, unintentional injuries, infection with HIV, STDs and unintended pregnancy.

Health Education Standard 6

Demonstrate the ability to use goal-setting skills to enhance health.

Performance Indicator	Grade 6	Grade 7	Grade 8
Apply strategies and skills needed to attain a personal health goal.	•Explains the importance of setting limits and sticking to them. •Explains how commitments are handled in relationships. •Identifies reasons why teen marriage and parenthood are risky. •Discusses ways regular physical activity benefits the three areas of health. •Discusses how alcohol and other drug abuse affects the individual, families, and society. •Explains how a drug-free lifestyle, including alcohol, reduces the risk of HIV, STDs, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of infection with STDs, including HIV, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of cardiovascular disease. •Discusses ways to choose behaviors that reduce the risk of cancer. •Discusses ways to choose behaviors that reduce the risk of cancer. •Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.	•Discusses skills needed for healthful marriage and parenthood. •Describes ways to become a responsible adult. •Assesses health risks associated with being overweight and underweight. •Identifies strategies for healthful weight management. •Discusses ways physical activity improves health. •Explains how drug misuse and abuse affect the three parts of health. •Explains how drug misuse and abuse affect society. •Explains why harmful drug use, including alcohol abuse, increases the risk of HIV, STDs, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of infection with STDs, including HIV, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of cardiovascular disease. •Discusses ways to choose behaviors that reduce the risk of cancer. •Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.	•Identifies stress management skills. •Explains the importance of honoring commitments in marriage and other relationships. •Describes strategies to achieve and maintain a healthful weight. •Discusses ways to achieve a healthful percentage of body fat. •Explains ways physical activity promotes well-being. •Describes risk factors and protective factors for drug misuse and abuse. •Explains how staying drug-free, including alcohol, helps protect against violence, unintentional injuries, infection with HIV, STDs, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of infection with STDs, including HIV, and unintended pregnancy. •Discusses ways to choose behaviors that reduce the risk of cardiovascular disease. •Discusses ways to choose behaviors that reduce the risk of cancer. •Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.
Apply strategies and skills needed to attain a personal health goal.	•Discusses how to make time and money management plans. •Explains ways to recognize shopping and entertainment addiction. •Discusses guidelines for choosing healthful entertainment and using online and digital media. •Discusses ways to stay away from gangs. •Discusses reasons for not carrying a weapon. •Informs a responsible adult if someone at school has a weapon.	•Describes time and money management plans. •Discusses reasons to choose healthful entertainment. •Discusses guidelines for choosing healthful entertainment and using online and digital media. •Describes reasons for staying away from gangs. •Explains how to protect self from gangs and bullies. •Summarizes reasons for not carrying a weapon. •Informs a responsible adult if someone talks about using a weapon.	•Explains why time and money management plans are helpful. •Summarizes guidelines for choosing healthful entertainment and using online and digital media. •Identifies signs of shopping and entertainment addiction. •Describes how to protect self by avoiding gangs and respecting authority. •Explains why carrying a weapon is a risk factor for violence. •Informs a responsible adult if someone mentions using a weapon to harm others.

Health Education Standard 6 *Demonstrate the ability to use goal-setting skills to enhance health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	•Defines a responsible decision. •Describes the benefits of making responsible decisions. •Explains how to take responsibility for wrong decisions. •Discusses ways to follow the Dietary Guidelines when eating out.	•Differentiates between a responsible decision and a wrong decision. •Describes different kinds of social media stressors. •Describes how to plan healthful meals in a variety of settings.	•Describes decision making styles. •Describes internal and external influences that might affect decisions. •Outlines responsibilities of adulthood for which married teens are not prepared. •Identifies healthful food choices at fast-food restaurants. •Identifies healthful food choices at ethnic restaurants.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Explain the importance of assuming responsibility for personal health behaviors.	•Discusses ways to take responsibility for health. •Discusses risk behaviors and healthful behaviors. •Explains how to resist negative peer pressure. •Explains how your body systems work together. •Discusses the functions of the body systems, including the reproductive system. •Discusses ways to care for the body systems. •Explains how people age. •Discusses causes of food allergies and intolerances. •Describes correct brushing of teeth and flossing. •Lists diet guidelines to follow to keep teeth and gums healthy. •Explains why braces, rubber brands, and a retainer might be worn. •Lists actions to include in a dental health plan. •Lists the benefits of being well groomed. •Describes ways to care for skin. •Describes ways to care for hair and nails. •Describes the benefits of rest and sleep.	•Explains ways to take responsibility for health. •Differentiates between risk behaviors and healthful behaviors. •Identifies influences on character and actions. •Discusses how to use refusal skills to maintain good character. •Details the structure and function of the body systems, including the reproductive system. •Discusses ways to protect and promote the health of the body systems. •Identifies habits that help maintain physical and mental health into late adulthood. •Discusses ways to reduce the risk of food-borne illnesses. •Describes ways crooked teeth can be straightened. •Lists grooming habits for the care of skin, hair, and nails. •Discusses ways to get a good night's sleep. •Discusses ways to rest during the day. •Discusses ways technology and other resources influence physical activity choices.	•Describes a plan to take responsibility for health. •Identifies the ways risk behaviors and healthful behaviors affect health status. •Lists reasons to say "No" to negative peer pressure. •Describes the structure, function, and ways to care for each body system, including the reproductive system. •Identifies the physical changes that occur during puberty. •Explains ways to protect the brain. •Describes the four stages of adulthood. •Explains how practicing healthful habits now will help you age in a healthful way. •Discusses ways to reduce the risk of food-borne illnesses. •Describes ways a dentist helps you keep teeth and gums healthy. •Explains the purpose of wearing braces. •Discusses proper brushing and flossing technique. •Summarizes ways to care for skin, nails, and feet. •Explains ways to care for hair. •Practices being well-groomed. •Explains how adequate rest and sleep promote health. •Lists reasons that being physically active is beneficial. •Explains ways physical activity can be used for stress management, development of social skills, and teaching about competition.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator	Grade 6	Grade 7	Grade 8
Explain the importance of assuming responsibility for personal health behaviors.	•Discusses the need for the six nutrients. •Explains how to follow the Dietary Guidelines. •Lists the five food groups. •Discusses why you need the six nutrients. •Tells what nutrients are found in foods. •Discusses how to use MyPlate. •Makes healthy food choices, e.g., eating fewer salty foods at fast-food restaurants a habit. •Explains how to prevent and treat common injuries that occur during physical activities. •Lists ways medicines promote health. •Explains why drug misuse and abuse are dangerous. •Describes the effects of tobacco use on the body and mind. •Discusses the stages of nicotine addiction. •Describes factors that affect blood alcohol concentration (BAC). •Discusses types of pathogens and ways they enter the body. •Explains how body defenses protect against pathogens. •Discusses the causes, signs, symptoms, diagnosis, treatment, and complications of STDs. •Demonstrates responsible decision making skills if pressured to be sexually active. •Describes how HIV destroys the immune system. •Discusses risk behaviors and risk situations for HIV infection. •Explains why a person can infect others with HIV before testing positive. •Discusses treatment for HIV infection and AIDS. •Discusses ways to reduce the risk of infection with HIV. •Lists causes, symptoms, and treatment of cardiovascular diseases. •Lists ways to prevent cardiovascular diseases.	•Identifies types and sources of nutrients. •Discusses how to distinguish between foods that are healthful and those that do not contain many nutrients. •Identifies the recommended daily amounts of foods from MyPlate. •Describes how to use the Dietary Guidelines. •Explains what is included in a sports physical. •Describes common physical activity-related injuries and illnesses. •Discusses ways to reduce the risk of physical activity-related injuries and illnesses. •Classifies drugs as prescription or OTC drugs. •Describes various prescription and OTC drugs. •Distinguishes between drug misuse and abuse. •Identifies types of tobacco products and their harmful ingredients. •Identifies the harmful effects of using tobacco products. •Describes factors that affect BAC. •Describes the effects of varying levels of BAC. •Discusses ways pathogens can be spread. •Describes how the immune system responds to pathogens. •Lists ways to keep the immune system, healthy, including getting adequate rest. •Lists risk factors for HIV infection. •Explains how HIV infection progresses to AIDS. •Discusses tests to determine HIV status. •Discusses ways to reduce the risk of HIV infection. •Identifies risk factors for cardiovascular disease. •Discusses ways to reduce the risk of high blood pressure, stroke, and atherosclerosis.	•Lists the Dietary Guidelines, and explains why each should be followed. •Lists the Dietary Guidelines, and explains why each should be followed. •Discusses nutrients that are in foods that belong to each of the five food groups. •Lists the recommended daily amounts of foods from MyPlate. •Explains the meaning and purpose of training principles. •Discusses ways to prevent injuries and illnesses when participating in physical activities. •Explains ways drugs enter the body. •Explains how drugs change the way the mind and body works. •Identifies factors that determine the effects of drugs on the body. •Discusses drug misuse, abuse, and dependence. •Discusses the harmful effects of the addictive drug nicotine. •Discusses factors that affect BAC. •Differentiates between controlled drugs and illegal drugs. •Discusses the effects of commonly used controlled drugs. •Discusses the effects of stimulants, depressants, sedatives, hypnotics, narcotics, and hallucinogens. •Describes the source, composition, and effects of marijuana. •Lists different kinds of pathogens, and explains how they spread. •Discusses ways to prevent the spread of pathogens. •Discusses ways the body defends itself against disease. •Describes behaviors that keep the immune system healthy. •Explains how HIV destroys the immune system. •Describes signs of HIV infection. •Describes ways HIV is and is not spread. •Discusses tests for, treatment for, and prevention of HIV infection. •Identifies types of cardiovascular diseases.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Explain the importance of assuming responsibility for personal health behaviors.	•Lists the warning signs of cancer, including skin cancer. •Discusses the symptoms, treatment, and prevention of diabetes. •Lists forms of violence. •Discusses responsible ways to manage anger. •Explains the difference between a risk that is worth taking and one that is not. •Describes ways to prevent falls, fires, electric shock, poisoning, and suffocation. •Discusses safety guidelines for riding in vehicles, on motorcycles, ATVs, in-line skates, walking, biking, skating, hiking, and swimming. •Describes ways to prevent injuries on the farm and from animal bites. •Lists ways to stay safe during storms. •Identifies ways to stay safe in hot and cold weather. •Lists ways to stay safe during natural disasters.	•Identifies common carcinogens. •Discusses the symptoms, treatment, and risk factors for diabetes. •Lists forms of violence. •Explains ways to reduce the risk of unintentional injuries at home, in public, when celebrating. •Discusses ways to prevent near-drowning and drowning. •Identifies a fire escape plan for the home. •Identifies safety guidelines for riding in vehicles, on motorcycles, ATVs, in-line skates, walking, biking, skating, hiking, and swimming. •Describes ways to prevent injuries on the farm and from animal bites. •Discusses ways to stay safe in a storm, blizzard, tornado, hurricane, flood or flash flood, landslide, fire, earthquake, mudslide, severe temperature, and other natural disasters.	•Discusses treatment for cardiovascular diseases. •Discusses ways to reduce the risk of cardiovascular diseases. •Explains how cancers are classified. •Lists the early warning signs of cancer. •Discusses screening tests and treatment for cancer. •Discusses the symptoms, treatment, and risk factors for diabetes. •Describes forms of violence. •Describes ways to manage anger and stress. •Explains ways to reduce the risk of unintentional injuries at home, in public, when celebrating. •Identifies a fire escape plan for the home. •Discusses safety guidelines for pedestrians, motor vehicle passengers, riding on motorcycles, ATVs, in-line skates, walking, biking, skating, hiking, and swimming. •Describes ways to prevent injuries on the farm and from animal bites. •Discusses rules for being safe when near water and camping. •Identifies health conditions that might occur during hot and cold weather. •States ways to stay safe in hot and cold weather. •Explains safety guidelines to follow during a storm, blizzard, hurricane, tornado watch or warning, earthquake, flood, fire, and mudslide.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicator	Grade 6	Grade 7	Grade 8
Analyze healthy practices and behaviors that will maintain or improve the health of self and others.	•Identifies life skills to practice for health. •Identifies suicide prevention strategies. •Discusses ways families might change. •Identifies ways to adjust to family changes. •Lists reasons to practice abstinence. •Explains why some teens misuse or abuse drugs. •Names protective factors and risk factors for drug use. •Discusses ways family members might respond to a family member who has alcoholism. •Identifies ways to reduce the risk of communicable diseases. •Identifies the causes, signs, symptoms, diagnosis, treatment, and complications of STDs. •Demonstrates how to use responsible decision making skills if pressured to be sexually active. •Discusses protective factors to reduce the risk of violence in the school and community. •Identifies Internet safety rules. •Explains the difference between a risk that is worth taking and one that is not.	•Identifies life skills to practice for health. •Identifies behaviors that indicate a person might be considering suicide and actions to take to get help. •Discusses suicide prevention strategies. •Describes how to adjust to family changes. •Summarizes the special needs related to caring for older family members. •Lists reasons to practice abstinence. •Discusses reasons to practice abstinence and avoid teen pregnancy and parenthood. •Discusses signs that a teen misuses or abuses drugs. •Describes protective factors and risk factors for drug use. •Discusses ways you can keep from being an enabler. •Identifies the causes, symptoms, diagnosis, and treatment of common communicable diseases. •Identifies ways to reduce the risk of infection with communicable diseases. •Discusses the causes, signs, symptoms, diagnosis, treatment, and complications of STDs. •Demonstrates how to use responsible decision making skills if pressured to be sexually active. •Discusses protective factors to reduce the risk of violence in the school and community. •Describes ways to keep from being a victim of violence. •Identifies self-protection strategies to practice. •Discusses guidelines to follow to reduce the risk of rape. •Discusses Internet safety and cyberbullying.	•Identifies life skills to practice for health. •Discusses how to comfort a grieving person. •Lists steps for suicide prevention. •Discusses healthful adjustments teens might make when there are family changes. •Discusses ways family changes might affect a teen's lifestyle. •Identifies and practices behaviors that support a decision to practice abstinence. •Lists steps that sexually active teens can take to change their behavior. •Explains why practicing abstinence is the best choice for teens. •Differentiates between risk factors and protective factors for drug misuse and abuse. •Summarizes ways to reduce the risk of infection with communicable diseases. •Discusses universal predications that can be used to protect health care workers and others from HIV and other blood-borne pathogens. •Describes the facts and fallacies about how STDs are transmitted. •Outlines the causes, signs, symptoms, diagnosis, treatment, and complications of STDs. •Demonstrates how to use responsible decision making skills if pressured to be sexually active. •Discusses coping strategies to use if a family member or friend has cancer. •Discusses protective factors to reduce the risk of violence. •Describes self-protection strategies that help keep one safe. •Outlines ways to stay safe while using the Internet.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
Describe behaviors to avoid or reduce health risks to self and others.	•Discusses cyberbullying as a cause of stress. •Explains why teen pregnancy and parenthood are risky. •Explains why smoking, smokeless tobacco, and secondhand smoke are harmful to health. •Discusses ways alcohol harms the body, the mind, and relationships. •Discusses laws relating to alcohol. •Discusses why people might harm themselves or others. •Lists warning signs that a person might be considering a suicide attempt. •Explains how to recognize abusive relationships, such as cyberbullying.	•Examines the effects of prolonged stress on the body, mind, and relationships. •Identifies the harmful effects of secondhand smoke. •Discusses short-term and long-term effects of drinking on the mind and body. •Discusses the cause of effects of fetal alcohol syndrome (FAS). •Explains why drug mixing can cause injury, illness, and death. •Identifies ways HIV and AIDS threaten society and world health. •Describes ways violence affects teens.	•Discusses how the body reacts to stressors. •Describes the short-term and long-term effects of tobacco use. •Summarizes the effects of tobacco use on long-term goals and the health of one's future family. •Summarizes the risks of secondhand smoke. •Lists ways to reduce exposure to secondhand smoke. •Describes the effect of alcohol on the mind, the body, relationships and pregnancy.

Health Education Standard 8 *Demonstrate the ability to advocate for personal, family, and community health.*			
Performance Indicator	**Grade 6**	**Grade 7**	**Grade 8**
State a health-enhancing position on a topic and support it with accurate information.	•Discuss quackery. •Explain your rights as a consumer. •Explains why clean air is important. •Lists ways to keep the air clean. •Discusses ways water pollution might harm health. •Discusses the relationship between water quality and water pollution. •Lists ways to keep water clean and safe. •Describes ways noise pollution can affect health. •Lists ways to keep noise at a safe level. •Explains how to reduce and dispose of waste properly. •Discusses the contents of a first-aid kit. •Discusses how to follow universal precautions. •Discusses how to check a victim. •Discusses how and when to perform abdominal thrusts. •Explains how to give chest compressions. •Describes how to control bleeding and shock. •Describes how to give first aid for broken bones and sprains. •Explains how to recognize and treat first-, second-, and third-degree burns.	•Discusses the health risks associated with anabolic steroid use in sports. •Discusses the role of coaches, sports officials, and spectators in maintaining a safe environment. •Identifies the rights a consumer can expect. •Lists questions to ask when buying something. •Identifies and discusses agencies that protect consumer rights. •Discusses ways air pollution affects the environment. •Explains what causes air pollution. •Discusses ways you can help keep the air clean. •Explains ways indoor air pollution can harm health. •Discusses health benefits of maintaining water quality. •Discusses ways water becomes polluted. •Discusses guidelines for disposing of hazardous wastes. •Discusses sources of noise pollution and its harmful effects. •Discusses ways to precycle, reuse, recycle, and dispose of waste. •Discusses the causes and risks of land pollution. •Describes ways to protect land and dispose of hazardous waste. •Discusses the contents of a first aid kit. •Explains how to follow universal precautions. •Explains how to check a victim and get consent to give first aid. •Explains first aid procedures for choking, chest compressions, heart attack, stroke, bleeding, shock, poisoning, burns, fractures and dislocations, sprains and strains, vomiting, fainting, heat-related illnesses, frostbite, and hypothermia.	•Describes the five stages of dying. •Discusses rules for safe and responsible competition. •Discusses how to recognize quackery. •Names health conditions caused by airborne pollutants. •Discusses ways air becomes polluted. •Discusses causes of indoor air pollution. •Discusses ways to keep the outside and inside air clean. •Discusses the relationship between the water cycle and water pollution. •Discusses the relationship between the water cycle and water pollution. •Describes chemical and thermal pollution of water. •Outlines ways to keep water clean and safe. •Explains ways to conserve land and rain forests. •Describes ways to dispose of waste. •Assembles contents for a first aid kit. •Explains how to follow universal precautions. •Explains how to check a victim and get consent to give first aid. •Demonstrates the universal distress signal. •Explains first aid procedures for choking, chest compressions, heart attack, stroke, bleeding, shock, poisoning, tick bites, burns, injuries (to muscles, bones, and joints), sudden illness, heat-related illnesses, and cold temperature-related illnesses.

Health Education Standard 8

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

Performance Indicator	Grade 6	Grade 7	Grade 8
Describe how to influence and support others to make positive health choices.	•Discusses ways you can comfort someone who is grieving. •Explains how to be safe when watching or playing sports. •Advocates for behaviors that reduce the risk of cancer, e.g., skin cancer. •Describes reasons to choose a health career. •Describes how air pollution changes air quality. •Explains how a pleasant visual environment might affect health. •Assess ways that the social-emotional environment affects health. •Lists coping strategies for dealing with a negative social-emotional environment. •Explains ways to improve the social-emotional environment.	•Advocates for behaviors that reduce the risk of cancer, e.g., diet. •Identifies and discusses agencies that protect consumer rights. •Discusses influences that affect your choice of a career. •Describes work and training requirements for different health careers. •Describes how the visual environment affects health. •Describes ways the social-emotional environment affects health. •Lists ways to promote a positive social-emotional environment.	•Describes ways to comfort someone who is grieving. •Advocates for behaviors that reduce the risk of cancer, e.g., tobacco-free. •Discusses health careers. •Identifies the benefits of pleasant sounds. •Describes how to reduce noise pollution. •Identifies benefits of a pleasant visual environment. •Discusses the benefits of a positive social-emotional environment. •Explains how having a support network can promote your health.
Work cooperatively to advocate for healthy individuals, families, tribes and schools.	•Lists ways to help provide responsible care for infants and children. •Advocates for sportsmanship as either a spectator or participant in sports. •Explains ways government agencies protect consumers. •Describes ways to volunteer.	•Identifies skills needed to be a child-sitter. •Advocates for sportsmanship as either a spectator or participant in sports. •Identifies ways to volunteer in the community. •Describes ways to keep water clean and safe. •Explains ways to keep noise at a safe level in your community.	•Identifies the skills needed to provide responsible care for infants and children. •Identifies people who are part of one's support network. •Advocates for sportsmanship as either a spectator or participant in sports. •Explains how to make a consumer complaint. •Explains steps to becoming a volunteer. •Identifies ways to volunteer in the community.
Identify ways in which health-related messages and communication techniques can be altered for different audiences.	•Lists places in your community and nation where people enjoy the outdoors. •Lists activities that people enjoy outdoors. •Explains ways to conserve energy, land, and other resources. •Lists agencies that help protect the environment.	•Explains why death of a young person is especially difficult for others. •Explains why you might grieve when a well-known person dies. •Discusses ways to protect the natural environment. •Discusses ways to conserve land and natural resources. •Discusses the role of environmental agencies.	•Discusses what influences a purchase. •Discusses criteria to use when comparison shopping. •Outlines ways to conserve energy and natural resources. Discusses federal, state, and local agencies that protect the environment.

Grades 9-12

Because each Standard's Performance Indicators are more intricately interwoven at the high school level than any of the other grade levels, the health goals in the left hand column will be presented to the reader by topic, rather than by Performance Indicator.

Health Education Standard 1

Comprehend concepts related to health promotion and disease prevention to enhance personal health.

Performance Indicators

1. Predict how health behaviors can affect health status.
2. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
3. Develop personal health enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures.
4. Compare and contrast the potential consequences of engaging in risky behaviors.
5. Analyze the interrelationships of physical, mental, emotional, family and social health on personal health, including those of American Indian cultures and practices.
6. Compare and contrast various ways to prevent communicable diseases.
7. Analyze how environmental factors and personal health are interrelated.
8. Analyze how genetics and family history can impact personal health.
9. Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health.
10. Propose ways to reduce or prevent injuries and health problems.
11. Analyze the relationships between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations.
12. Analyze human body systems, their function and their interrelationship with one another.
13. Explain the natural body changes of reproductive health.
14. Explain fertilization, conception and how the baby's sex and inherited traits are determined.
15. Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.

Health Education Standard 1 ***Comprehend concepts related to health promotion and disease prevention to enhance personal health.***	
Health Goals	**Grades 9-12**
Life Skills **Mental and Emotional Health**	•Discusses steps to follow to comprehend health concepts related to health promotion and disease prevention. •Takes responsibility for health by comprehending health concepts related to health promotion and disease prevention. •Describes the health triangle and the ten content areas for well-being. •Identifies life skills to practice. •Discusses four kinds of skills needed to be a health literate person. •Discusses ways parents and guardians teach family values. •Identifies traits and behaviors associated with having good character. •Describes responsible actions that promote positive self-esteem. •Lists and discusses ways to develop, maintain, or improve self-respect. •Lists ways a positive social-emotional environment improves health status. •Lists and discusses strategies to improve the social-emotional environment.

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health.*	
Health Goals	**Grades 9-12**
Growth and Development	•Explains how a baby is conceived and how the baby's sex and inherited traits are determined. •Explains how pregnancy is determined. •Explains why prenatal care is important. •Describes what someone needs to know to be a good child-sitter. •Describes ways to care for infants and toddlers. •Describes ways to care for young children.
Alcohol, Tobacco and Other Drugs	•Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health. •Describes the physical and emotional effects of marijuana. •Determines how the illegal use of anabolic-androgenic steroids harms health. •Explains harmful effects of inhalants. •Practices resistance skills to use when resisting peer pressure to use illegal drugs.
Communicable and Chronic Diseases	•Develops and analyzes strategies to prevent infection with communicable diseases. •Explains how the immune system responds when a pathogen enters the body. •Discusses ways to develop active and passive immunity.
Consumer and Community Health	•Explains the hierarchy of federal, state, county, and city health laws. •Discusses consumer rights.

Health Education Standard 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicators

1. Compare and contrast how the family and culture influence the health of individuals.
2. Analyze how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices.
3. Explain the influence of personal values and beliefs on individual health practices and behaviors.
4. Explain how peers influence healthy and unhealthy behaviors.
5. Evaluate how the school, tribe, and community can affect personal health practice and behaviors.
6. Evaluate the effect of media on personal and family health.
7. Evaluate the impact of technology on personal, family and community health.
8. Explain how public health polices and governmental regulations, including tribal, can influence health promotion and disease prevention.

Health Education Standard 2 ***Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.***	
Health Goals	**Grades 9-12**
Life Skills	•Discusses the steps to follow to analyze the influence of family, peers, culture, tribe, media, technology, and other factors on health behaviors. •Identifies questions to ask when evaluating ads. •Explains why it is important to be media literate. •Identifies various appeals used in advertisements.
Family and Social Health	•Describes behaviors typical of people who relate in harmful ways, including the people pleaser, the enabler, the clinger, the fixer, the distance, the controller, the center, the abuser, the liar, and the promise breaker. •Explains why some people get involved in harmful relationships. •Evaluates the negative effects harmful relationships might have on health status.
Alcohol, Tobacco, and Other Drugs	•Discusses laws regarding the sale and use of tobacco. •Discusses how tobacco companies try to convince minors to use tobacco products.
Consumer and Community Health	•Explains why adults are concerned with the amount of time teens spend on entertainment. •Lists guidelines to follow when choosing entertainment and using online and digital media. •Lists ways health can be harmed by inappropriate entertainment choices.
Injury Prevention and Personal Safety	•Gives evidence for the link between media violence and violent behavior. •Discusses characteristics of gang members. •Identifies different roles of gang members. •Discusses reasons why it is risky to belong to a gang. •Explains how a gang can cause conflict in schools, families, tribes, and communities. •Analyzes why teens join gangs.

Health Education Standard 3

Demonstrate the ability to access valid information, products, and services to enhance health.

Performance Indicators

1. Evaluate the validity of health information, products, and services.
2. Use resources from home, school, tribe, and community that provide valid health information.
3. Determine the accessibility of products and services that enhance health.
4. Determine when professional health services may be required.

Health Education Standard 3 ***Demonstrate the ability to access valid information, products, and services to enhance health.***	
Health Goals	**Grades 9-12**
Life Skills	•Discusses steps to follow to access valid information, products, and services to enhance health. •Describes what should be included in a family health history. •Explains how to keep a personal health record.
Mental and Emotional Health	•Differentiates between kinds of depression, possible causes, symptoms, and treatments for depression. •Identifies strategies for coping with depression. •Identifies warning signs for suicide and discusses suicide prevention strategies. •Discusses steps teens might take to be resilient.
Family and Social Health	•Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships. •Discusses behaviors of codependent people. •Discusses the purposes of recovery programs.
Nutrition	•Lists and describes the five elements required on all food labels. •Discusses other information found on food labels.
Personal Health and Physical Activity	•Identifies what takes place during typical physical, eye, hearing, and dental examinations. •Identifies symptoms that should prompt individuals to seek health care. •Identify symptoms that indicate a need for an ear exam, factors that can lead to hearing loss, and ways to protect against hearing loss. •identifies ways to protect your eyes and conditions and diseases that can affect the eye. •Discusses how to keep hair clean, what to do about dandruff, products for hair care, and hair removal. •Explains how to prevent body odor, protect the skin, and care for fingernails and artificial nails. •Discusses common foot problems, including athlete's foot, ingrown toenails, blisters, calluses, corns, bunions, and foot odor.

Health Education Standard 3 *Demonstrate the ability to access valid information, products, and services to enhance health.*	
Health Goals	**Grades 9-12**
Alcohol, Tobacco, and Other Drugs **Communicable and Chronic Diseases** **Consumer and Community Health**	•Discusses steps teens can take to help someone who misuses or abuses drugs. •Explains what happens during formal intervention. •Explains what happens during detoxification. •Lists kinds of treatment available for people who are drug dependent. •Discusses why family members and friends of people who are drug dependent may need treatment. •Explains how to prevention the spreading of pathogens, including immunizations that protect health. •Develops and analyzes strategies to prevent infection with communicable diseases. •Lists steps that can be taken to be a successful consumer. •Describes laws that protect health. •Lists questions that can be used to evaluate a health care provider. •Discusses the credentials of various health care providers. •Lists types of managed care programs, and discusses Medicare and Medicaid. •Outlines major provisions in the Affordable Care Act known as Healthcare Reform. •Explains five types of coverage in health insurance plans. •Discusses various health care facilities. •Lists ways to investigate health careers. •Explains what it means to be licensed and have certification for a health career. •Lists public health agencies. •Explains why public health in the United States has improved during the past century.
Environmental Health	•Lists global environmental issues. •Identifies the connection between the population and the environment. •Discusses facts related to families and children who are homeless. •Discusses the contents of a first aid kit and where they should be located. •Distinguishes between actual and implied consent.

Health Education Standard 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicators

1. Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices.
2. Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
3. Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
4. Discuss how to ask for and offer assistance to enhance the health and safety of self and others.

Health Education Standard 4 ***Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.***	
Health Goals	**Grades 9-12**
Life Skills	•Identifies statements used to bring about responsible decisions. •Explains how to resist negative peer pressure. •Demonstrates how to use resistance skills. •Explains steps you can take to be assertive and self-confident. •Describes types of conflict, conflict response styles, conflict resolution skills, and mediation. •Demonstrates how to use conflict resolution skills. •Discusses ways to avoid discriminatory behavior.
Mental and Emotional Health	•Describes responsible actions that promote positive self-esteem. •Lists and discusses ways to develop, maintain, or improve self-respect. •Lists and discusses ways to develop, maintain, or improve self-respect. •Explains the mind-body connection. •Identifies strategies for coping with depression. •Identifies causes of loss and grief. •Identifies symptoms of loss and grief. •Identifies the five stages of loss and grief. •Discusses healthful ways to respond when someone close to you is dying. •Discusses healthful ways to respond when someone you know is grieving a loss. •Discusses healthful ways to respond when you are grieving a loss.
Family and Social Health	•Describes the roles of parents and guardians in promoting a healthful family. •Discusses the roles of extended family members in promoting a healthful family. •Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships. •Discusses behaviors of codependent people •Discusses the purpose of recovery programs. •Discusses ways to make healthful adjustments to family changes (e.g., divorce, job loss, family member in military, family member in jail). •Identifies questions to ask before beginning a friendship. •Discusses ways to initiate a friendship and healthful ways to respond to rejection. •Learns communication skills that encourage conversation.

Health Education Standard 4 *Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*	
Health Goals	**Grades 9-12**
Personal Health and Physical Activity	•Outlines the advantages and disadvantages of texting. •Establishes dating guidelines, including meeting someone online, with parents. •Discusses how to set limits for expressing physical affection. •Lists resistance skills to use if pressured to be sexually active. •Explains why some people get involved in harmful relationships. •Outlines steps to take to end or change harmful relationships. •Identifies factors used to predict success in marriage. •Explains ways to ensure that marriage will last. •Identifies skills needed for responsible parenthood. •Discusses examples of faulty thinking that can result in teen pregnancy. •Discusses death and issues surrounding death, such as life support systems, living wills, and hospice care. •Discusses factors and resources to consider if you are a caregiver. •Examines the behaviors and characteristics of responsible sports spectators and participants.
Alcohol, Tobacco, and Other Drugs	•Uses resistance skills to resist peer pressure to drink. •Lists guidelines for the safe use of prescription and OTC drugs. •Outlines ways to resist pressure to use tobacco products. •Practices resistance skills that can be used to resist peer pressure to use illegal drugs. •Outlines resistance skills that can be used to resist pressure to misuse or abuse drugs.
Communicable and Chronic Diseases	•Discusses behaviors to reduce risk of infection with STDs. •Discusses behaviors to reduce risk of HIV infection.
Injury Prevention and Personal Safety	•Discusses principles and strategies to protect self from physical violence and abuse. •Discusses principles and strategies to protect self from sexual violence and abuse.

Health Education Standard 5

Demonstrate the ability to use decision making skills to enhance health.

Performance Indicators

1. Examine barriers that can hinder safe and healthy decision making.
2. Determine the value of applying a thoughtful decision-making process in safety and health-related situations.
3. Justify when individual or collaborative decision making is appropriate.
4. Generate alternatives to health-related issues or problems.
5. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.
6. Evaluate the effectiveness of safety and health-related decisions.

Health Education Standard 5 ***Demonstrate the ability to use decision making skills to enhance health.***	
Health Goals	**Grades 9-12**
Life Skills	•Discusses steps used in setting and reaching a health goal. •Discusses two main goals of Healthy People 2020. •Utilizes various problem-solving strategies when making health decisions related to needs and risks of young adults. •Predicts immediate and long-term impacts of health decisions on the individual, family and community. •Demonstrates the ability to locate, evaluate, and utilize valid health information.

Health Education Standard 6

Demonstrate the ability to use goal-setting skills to enhance health.

Performance Indicators

1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
2. Assess personal health practices and overall health status.
3. Implement strategies and monitor progress in achieving a personal health goal.
4. Formulate an effective long-term personal health plan.

Health Education Standard 6 ***Demonstrate the ability to use goal-setting skills to enhance health.***	
Health Goals	**Grades 9-12**
Life Skills	•Implements a plan for achieving personal health goals. •Evaluates progress toward attaining personal health goals. •Formulates an effective plan for lifelong health. •Lists various decision making styles. •Explains steps to take if you make a wrong decision.
Family and Social Health	•Analyzes reasons why practicing abstinence is a responsible choice for teens. •Analyzes the benefits of practicing abstinence to protect emotional health. •Lists and discusses the risks associated with being a teen parent.
Growth and Development	•Discusses learning styles and tips for each. •Lists ways to achieve the eight developmental tasks of adolescence. •Discusses key points in unlocking the door to a successful future. •Explains how to set goals and make plans to achieve them. •Discusses common learning disabilities and the support available for people who have learning disabilities.
Nutrition	•Discusses the recommended daily amounts of food in MyPlate. •Lists, describes, and explains how to use the ten Dietary Guidelines. •Lists guidelines to follow when planning healthful meals. •Discusses a healthful diet that reduces the risk of disease. •Discusses ways to determine desirable weight and body composition. •Outlines steps to follow for healthful weight gain and weight loss.
Personal Health and Physical Activity	•Lists various tips for getting a good night's sleep. •Explains why you need adequate rest and sleep to protect your health status. •Outlines steps to design an individualized plan for health-related fitness. •Using the FITT formula, examine how to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. •Examines various kinds of exercise and fitness skills.
Alcohol, Tobacco, and Other Drugs	•Demonstrates an alcohol-free lifestyle. •Explains ways alcohol affects thinking and decision making and increases the risk of violence and illegal behavior. •Explains how and why the drinking age came about. •Demonstrates the ability to resist pressure to misuse or abuse drugs. •Gives examples of direct and indirect pressure to use drugs. •Lists reasons to say "no" when pressured by peers to use drugs. •Lists ways to be a drug-free role model. •Demonstrates how to choose a drug-free lifestyle to reduce the risk of violence and accidents. •Demonstrates how to choose a drug-free lifestyle to reduce the risk of unintended pregnancy and STDs, including HIV infection.

Health Education Standard 6 *Demonstrate the ability to use goal-setting skills to enhance health.*	
Health Goals	**Grades 9-12**
Communicable and Chronic Diseases	•Chooses behaviors that reduce risk of infection from STDs. •Chooses behaviors that reduce risk of infection from HIV. •Chooses behaviors to reduce risk of cardiovascular disease. •Chooses behaviors to reduce risk of diabetes. •Recognizes ways to manage chronic health conditions. •Chooses behaviors to reduce risk of cancer.
Consumer and Community Health	•Acquires knowledge of laws that protect health. •Develops a time and money management plan. •Chooses healthful entertainment. •Analyzes ways messages delivered through technology might affect health status. •Processes knowledge and information to make responsible choices about health care providers and facilities.
Injury Prevention and Personal Safety	•Respects authority and obeys laws. •Models behavior that stays away from gangs.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicators

1. Discuss ways to advocate for a variety of health practices and behaviors that will maintain or improve the health of self and others.
2. Analyze the role of individual responsibility for enhancing health.
3. Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.

Health Education Standard 7 ***Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.***	
Health Goals	**Grades 9-12**
Life Skills	•Discusses the purpose of a health behavior inventory. •Discusses healthful behaviors and steps to follow to practice health-enhancing behaviors. •Discusses risk behaviors and steps to follow to reduce or avoid health risks. •Lists ways a positive social-emotional environment improves health status. •Discusses strategies to improve the social-emotional environment, including a bully-free environment.
Mental and Emotional Health	•Identifies personality characteristics that promote health. •Discusses various types and kinds of addictions and how they can affect health status. •Discusses Internet addiction. •Identifies categories of mental disorders. •Discusses mental health services and treatment. •Identifies strategies for coping with anxiety. •Discusses hidden anger, anger cues, and anger management skills. •Explains bodily changes caused by stress. •Explains ways that prolonged stress can affect health. •Identifies life changes that are most stressful for teens. •Lists and discusses stress management skills. •Discusses emotional responses used to cope with life crises. •Explains why being depressed puts teens at risk. •Identifies warning signs for suicide and discusses suicide prevention strategies.
Family and Social Health	•Describes the roles of parents and guardians in promoting a healthful family. •Discusses the roles of extended family members in promoting a healthful family. •Discusses effects of adjusting to family changes (e.g., divorce, single-custody family, stepfamily, job loss, military absence, incarceration). •Analyzes how the age at which a teen begins to date might affect his or her physical and emotional health. •Evaluates dating skills. •Discusses balanced and one-sided friendships and their effect on health status. •Analyzes benefits of practicing abstinence to prevent unintended pregnancy and infection with STDs, including HIV. •Identifies sources of information for sexuality, including websites for which you have parental approval. •Analyzes the benefits of practicing abstinence when dating in order to promote responsibility within marriage. •Evaluates the negative effects harmful relationships might have on health status. •Discusses risks associated with being a parenting teen, including a teen father, teen marriage and parenthood.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*	
Health Goals	**Grades 9-12**
Growth and Development	•Identifies behaviors to keep your cardiovascular, nervous, and immune systems healthy. •Lists behaviors important to the health of respiratory, skeletal, and muscular systems. •Identifies behaviors important to the health of endocrine and digestive systems. •Lists behaviors important to the health of integumentary and urinary systems. •Discusses physical and emotional changes during puberty. •Describes the functions of the female and male reproductive organs. •Identifies concerns of reproductive health. •Identifies ways to protect reproductive health. •Describes ways to provide responsible care for infants, toddlers, and young children. •Describes the physical, mental, and social changes that occur in middle and late adulthood. •Identifies habits that promote healthful aging.
Nutrition	•Identifies the functions and sources of proteins, carbohydrates, and fats. •Identifies the functions and sources of vitamins, minerals, water, and herbal supplements. •Designs a MyPlate meal with the recommended amounts of foods. •Explains vegetarian and vegan diets. •Discusses dietary guidelines to reduce the risk of developing cancer, cardiovascular disease, and osteoporosis. •Discusses diet recommendations for people with diabetes or hypoglycemia. •Discusses ways to avoid reactions to food allergies and intolerances, including lactose intolerance and celiac sprue, and reactions to MSG and yellow dye. •Explains the different between hunger and appetite. •Discusses how supplements and dietary behaviors affect performance in sports. •Discusses guidelines to follow when eating out. •Outlines ways to protect self from food-borne illnesses. •Explains ways germs can be spread when people share food.
Personal Health and Physical Activity	•Evaluates common weight loss strategies. •Discusses risk for developing eating disorders. •Discusses facts about anorexia nervosa and bulimia. •Discusses binge eating disorder and obesity: the causes, symptoms, associated health problems, and treatment. •Identifies ways to protect eyes and conditions and diseases that can affect the eye. •Identifies how to keep teeth and gums healthy. •Discusses the possible risks of tattoos, body piercings, and tanning beds. •Discusses body changes that occur during the sleep cycle. •Evaluates whether adequate sleep and rest are attained. •Lists benefits of regular physical activity. •Identifies ways to obtain moderate amounts of physical activity. •Explains the FITT formula. •Examines the benefits of various lifetime sports and physical activities. •Lists training principles for physical activities. •Identifies guidelines to prevent physical activity-related injuries. •Discusses how to prevent, recognize, and treat physical activity-related injuries. •Discusses precautions to take in physical activity during extreme weather conditions, at high altitudes, or in polluted air.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*	
Health Goals	**Grades 9-12**
Alcohol, Tobacco, and Other Drugs	•Lists and explains factors that influence the effects a drug will have on a person. •Discusses ways that drugs are administered to the body. •Identifies the difference between drug misuse and drug abuse. •Identifies information that appears on prescription and OTC drug labels. •Discusses role of the Food and Drug Administration (FDA) in regulating OTC drugs, prescription drugs, and herbal supplements. •Discusses blood alcohol concentration (BAC) and the effects of alcohol on the different body systems. •Discusses the effects of alcohol on a developing fetus. •Explains ways alcohol affects thinking and decision making and increases the risk of violence, and illegal behavior. •Explains ways alcohol use can increase the risk of injury and death. •Discusses causes, health problems, and treatment of alcoholism. •Discusses the harmful physical and mental effects of nicotine. •Understands the negative effects smoking has on a fetus. •Explains harmful effects of secondhand smoke. •Outlines steps to stop using tobacco products. •Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health. •Describes the physical and emotional effects of marijuana. •Determines how the illegal use of anabolic-androgenic steroids harms health. •Explains the harmful effects of inhalants. •Lists risk factors and protective factors for drug use. •Explains reasons why drug use is risky. •Discusses drug dependence, including physical and psychological dependence. •Explains why teens who use drugs pressure their peers to use drugs. •Discusses ways drugs alter mood and behavior and increase the risk of violent behavior. •Lists ways to protect self from violence associated with drug use. •Explains how a safe and drug-free school zone decreases the risk of drug trafficking. •Explains reasons why teens who use drugs increase their risk of HIV infection and unintended pregnancy and accidents.

Health Education Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Health Goals	Grades 9-12
Communicable and Chronic Diseases	•Identifies types of pathogens that cause disease, and give examples of the types of diseases caused by these pathogens. •Discusses ways pathogens are spread. •Analyzes the causes, symptoms, diagnosis, and treatment of communicable respiratory diseases. •Analyzes ways to prevent infection with communicable respiratory diseases. •Discusses asthma and ways to prevent and manage asthma attacks. •Describes common causes of allergies. •Describes ways to prevent or treat allergies. •Discusses the causes and methods of transmission of common STDs. •Discusses the symptoms, diagnosis, and treatment of common STDs. •Analyzes the long-term effects of common STDs. •Analyzes ways to prevent infection from STDs. •Lists tests used to determine the presence of HIV. •Identifies treatment and prevention strategies for HIV and AIDS. •Identifies characteristics of different cardiovascular diseases. •Identifies cardiovascular disease risk factors that cannot be controlled. •Identifies cardiovascular risk factors that can be controlled. •Distinguishes between the different types of diabetes. •Identifies risk factors for diabetes, and discusses ways to manage diabetes. •Discusses ways to reduce the risk of diabetes. •Describes how cancerous cells grow and spread. •Describes the basic facts about common types of cancers. •Practices ways to reduce the risk of cancer (e.g., oral, lung, liver, colon, skin).
Consumer and Community Health	•Identifies priorities for which a person needs to make time. •Explains how to make a budget. •Discusses reasons why care needs to be taken when using credit cards. •Identifies criteria to use for comparison shopping. •Lists guidelines to follow when choosing entertainment and using online and digital media. •Lists ways health can be harmed by inappropriate entertainment choices.
Environmental Health	•Identifies sources of air pollution and its effect on health. •Discusses effects of indoor air pollution on health. •Identifies sources of water pollution and its effect on health. •Explains how noise affects health status. •Describes ways a positive visual environment improves health status. •Identifies ways to recycle and dispose of waste. •Identifies sources of energy. •Explains how the natural environment protects health status. •Lists ways to protect the natural environment.
Injury Prevention and Personal Safety	•Analyzes ways to reduce risk of unintentional injuries in the home, community, tribe, and workplace. •Analyzes ways to reduce risk of unintentional injuries in motor vehicles and from road rage. •Lists ways to prepare for severe weather and natural disasters. •Discusses ways to stay safe during a landslide, flood, earthquake, tornado, hurricane, wildland fire, lightning, winter storm, terrorist attack, and tsunami. •Lists and discusses various types of violence, including bullying. •Discusses cyberbullying. •Identifies protective factors that reduce the likelihood a person will become a perpetrator or a victim of violence. •Discusses ways to stay safe when using the Internet.

Health Education Standard 7 *Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*	
Health Goals	**Grades 9-12**
Injury Prevention and Personal Safety	•Explains how passive, aggressive, and assertive behavior and hate incidents influence the risk of being a perpetrator or a victim of violence. •Explains how a person develops a moral code. •Discusses the consequences juvenile offenders may experience. •Explains hazing. •Discusses bullying. •Identifies warning signs of dating violence, and discusses defensive measures. •Lists categories of mental and emotional abuse. •Lists the phases of a violent relationship and things that victims need to know. •Identifies resources that victims can access to assist with recovery. •Explains the relationship between alcohol and other drugs and date rape. •Identifies guidelines to follow to reduce the risk of date rape. •Identifies signs of sexual abuse. •Lists steps to take if sexually harassed or stalked. •Discusses the legal and ethical consequences of sexual assault, harassment, abuse, and rape. •Analyzes strategies to avoid gangs. •Explains how a teen who belongs to a gang can leave the gang. •Discusses reasons why some teens have become antigang gang members. •Discusses laws regarding the sale of handguns and rifles to teens. •Analyzes strategies for avoiding injury from weapons. •Discusses laws regarding carrying a concealed weapon. •Explains hot to follow universal precautions. •Explains first aid procedures for sudden illness; burns; injuries to muscles, bones, and joints; cold temperature and heat-related illnesses. •Discusses first aid steps when checking a victim. •Demonstrates first aid procedures for choking. •Demonstrates first aid procedures for chest compressions.

Health Education Standard 8

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

Performance Indicators

1. Use accurate peer and societal norms to formulate a health-enhancing message.
2. Advocate for behaviors and practices that will support others in making positive health choices.
3. Work cooperatively as an advocate for improving personal, family and community health.
4. Adapt health-related messages and communication techniques to target audiences.

Health Education Standard 8 ***Demonstrate the ability to advocate for personal, family, and community health.***	
Health Goals	**Grades 9-12**
Life Skills	•Identifies steps to follow in being a health advocate. •Discusses the benefits of volunteering (e.g., healthy helper syndrome). •Lists volunteer opportunities for teens.
Personal Health and Physical Activity	•Demonstrates responsible behaviors in spectator and participant sports.
Alcohol, Tobacco, and Other Drugs	•Demonstrates resistance skills and interpersonal communication skills to avoid or reduce health risks associated with tobacco use and secondhand smoke. •Demonstrates resistance skills, including ways to say "No," when pressured to use drugs.
Consumer and Community Health	•Discusses steps that can be taken to be a successful consumer. •Lists questions that can uncover health fraud. •Demonstrates knowledge of consumer rights. •Identifies agencies and organizations that play a role in consumer protection.
Environmental Health	•Investigates public and international health needs, including the health risks that developing nations face. •Lists resources that inform about environmental issues. •Identifies organizations that protect the environment. •Discusses ways to keep air clean and water safe. •Discusses ways to help keep noise at a safe level. •Discusses ways to improve the visual environment. •Discusses ways to conserve energy and natural resources. •Describes ways to be a health advocate for the environment.
Injury Prevention and Personal Safety	•Describes ways to respect authority and obey laws. •Demonstrates skills in emergency first aid procedures.

STANDARDS FOR K-12 PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

The physically literate individual will:

Standard 1	Demonstrate competency in a variety of motor skills and movement patterns.
Standard 2	Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4	Exhibit responsible personal and social behavior that respects self and others.
Standard 5	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

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**Society of Health and Physical Educators*

Elementary School Outcomes (K-Grade 5)

By the end of grade 5, the learner will

- Exhibit competency in fundamental motor skills and selected combinations of skills
- Combine locomotor skills in cultural as well as creative dances (self and group), including those of traditional and contemporary American Indian cultures, with correct rhythm and pattern
- Use basic movement concepts in dance, gymnastics and small-sided practice tasks;
- Identify basic health-related fitness concepts;
- Exhibit acceptance of self and others in physical activities; and
- Identify the benefits of a physically active lifestyle.

***Swimming skills and water safety activities should be taught if facilities permit.*

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Locomotor Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Hops, gallops, jogs and slides using a mature pattern.	Skips using a mature pattern.	Leaps using a mature pattern	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
Locomotor Jogging, running			Runs with a mature pattern. Travels showing differentiation between jogging and sprinting.	Travels showing differentiation between sprinting and running.	Runs for distance using a mature pattern.	Uses appropriate pacing for a variety of running distances.

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Locomotor Jumping and landing, horizontal	Performs jumping/landing actions with balance.	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.	Jumps and lands in the horizontal and vertical planes using a mature pattern.	Uses spring-and-step take-offs and landings specific to gymnastics.	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments.
Locomotor Jumping and landing, vertical		Demonstrates two of the five critical elements for jumping and landing in a vertical plane.	Demonstrates four of the five critical elements for jumping and landing in a vertical plane.			
Locomotor Dance	Performs locomotor skills in response to teacher-led creative dance.	Combines locomotor and non-locomotor skills in a teacher-designed dance.	Performs a teacher/student-designed rhythmic activity with correct response to simple rhythms.	Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	Combines locomotor movement patterns and dance steps to create and perform an original dance.	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
Locomotor Combinations				Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation.	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.	
Non-Locomotor (Stability) Balance	Maintains momentary stillness on different bases of support. Forms wide, narrow, curled and twisted body shapes.	Maintains stillness on different bases of support with different body shapes.	Balances on different bases of support, combining levels and shapes. Balances in an inverted position with stillness and supportive base.	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts.	Balances on different bases of support on apparatus, demonstrating levels and shapes.	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
Non-Locomotor (Stability) Weight Transfer		Transfers weight from one body part to another in self-space in dance and gymnastics environments.	Transfers weight from feet to different body parts/bases of support for balances and/or travel.[a]	Transfers weight from feet to hands for momentary weight support.	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). [1]	Transfers weight in gymnastics and dance environments.

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Non-Locomotor (Stability) Weight transfer, rolling	Rolls sideways in a narrow body shape.	Rolls with either a narrow or curled body shape.	Rolls in different directions with either a narrow or curled body shape.			
Non-Locomotor (Stability) Curling & stretching; Twisting & bending	Contrasts the actions of curling and stretching.	Demonstrates twisting, curling, bending and stretching actions.	Differentiates among twisting, curling, bending and stretching actions.	Moves into and out of gymnastics balances with curling, twisting and stretching actions.	Moves into and out of balances on apparatus with curling, twisting and stretching actions.	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments.
Non-locomotor Combinations			Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics).	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	Combines locomotor and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
Non-locomotor Balance and weight transfers				Combine balance and weight transfers with movement concepts to create and perform a dance.	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus.	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus.
Manipulative Underhand throw	Throws underhand with opposite foot forward.	Throws underhand, demonstrating two of the five critical elements of a mature pattern.	Throws underhand using a mature pattern.	Throws underhand to a partner or target with reasonable accuracy.		Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects. Throws (both underhand and overarm) to a large target with accuracy.
Manipulative Overarm throw			Throws overarm demonstrating two of the five critical elements of a mature pattern.	Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force.	Throws overarm using a mature pattern in non-dynamic environments. Throws overarm to a partner or at a target with accuracy at a reasonable distance.	
[a]Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.						

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Manipulative Passing with hands					Throws to a moving partner with reasonable accuracy in a non-dynamic environment.	Throws with accuracy, both partners moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.
Manipulative Catching	Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower.	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed/tossed by a skilled thrower.	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern.	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment.	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. Catches with accuracy, both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
Manipulative Dribbling/ball control with hands	Dribbles a ball with one hand, attempting the second contact.	Dribbles continuously in self-space using the dominant hand.	Dribbles in self-space with preferred hand demonstrating a mature pattern. Dribbles using the dominant hand while walking in general space.	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.	Dribbles in self space with both the preferred and the non-preferred hand using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.	Combines hand dribbling with other skills during one-on-one practice tasks.
Manipulative Dribbling/ball control with feet	Taps a ball using the inside of the foot, sending it forward.	Taps/dribbles a ball using the inside of the foot while walking in general space.	Dribbles with the feet in general space with control of ball and body.	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.	Dribbles with the foot in general space with control of ball and body while increasing and decreasing speed.	Combines foot dribbling with other skills in one-on-one practice tasks.

Physical Education						
Standard 1	**Demonstrate competency in a variety of motor skills and movement patterns.**					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Manipulative Passing and receiving with feet				Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass.	Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.	Passes with the feet, using a mature, pattern, as both partners travel. Receives a pass with the feet, using a mature pattern, as both partners travel.
Manipulative Dribbling in combination					Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting).	Hand/foot-dribbles with mature patterns in a variety of small-sided game forms.
Manipulative Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern.	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern.	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern.	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.	Kicks along the ground and in the air, and punts using mature patterns.	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
Manipulative Kicking				Uses a continuous running approach and kicks a stationary ball for accuracy.		
Manipulative Volley, underhand	Volleys a lightweight object (balloon), sending it upward.	Volleys an object with an open palm, sending it upward.	Volleys an object upward with consecutive hits.	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern.	Underhand volleys, using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).	

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Manipulative Volley, overhead					Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern.	Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target.
Manipulative Striking, short implement	Strikes a lightweight object with a paddle/short-handled racket.	Strikes a ball with a short-handled implement, sending it upward.	Strikes an object upward with a short-handled implement, using consecutive hits.	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
Manipulative Striking, long implement			Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.	Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). *Note*: Use batting tee or ball tossed by teacher for batting.	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).	Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement with receiving and traveling skills in a small-sided game.

Physical Education						
Standard 1	**Demonstrate competency in a variety of motor skills and movement patterns.**					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Manipulative In combination with locomotor					Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice task environments.	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
Manipulative Jumping rope	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.	Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to five times consecutively with teacher-assisted turning.	Jumps a self-turned rope consecutively forward and backward, with a mature pattern. Jumps a long rope five times consecutively with student turners.	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes.	Creates a jump-rope routine with either a short or long rope.	Creates a jump-rope routine with a partner, using either a short or long rope.
Movement Concepts Dance			Identify games, sports, or dances performed in other cultures	Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures	Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures	Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures
Movement Concepts Space	Differentiates between movement in personal (self-space) and general space. Moves in personal space to a rhythm.	Moves in self-space and general space in response to designated beats/rhythms.	Combines locomotor skills in general space to a beat or rhythm.	Recognizes the concept of open spaces in a movement context.	Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). Applies the concept of closing spaces in small-sided practice tasks. Dribbles in general space with changes in direction and speed.	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.

Physical Education						
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Movement Concepts Pathways, shapes, levels	Travels in three different pathways.	Travels demonstrating low, middle and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.[2]	Recognizes locomotor skills specific to a wide variety of physical activities.	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.	Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics and dance with self-direction.

Physical Education						
Standard 2	***Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Movement Concepts Speed, direction, force	Travels in general space with different speeds.	Differentiates between fast and slow speeds. Differentiates between strong and light force.	Varies time and force with gradual increases and decreases.	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.	Applies the movement concepts of speed, endurance and pacing for running.	Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement.
Movement Concepts Speed, direction, force					Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics.
Movement Concepts Alignment and muscle tension				Employs the concept of alignment in gymnastics and dance. Employs the concept of muscle tension with balance in gymnastics and dance.		

Physical Education						
Standard 2	***Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Movement Concepts Strategies and Tactics				Applies simple strategies/tactics in chasing activities. Applies simple strategies in fleeing activities.	Applies simple offensive strategies/tactics in chasing and fleeing activities. Applies simple defensive strategies/tactics in chasing and fleeing activities. Recognizes the type of kicks needed for different games/sports situations.	Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks. Recognizes the type of throw, volley or striking action needed for different games/sports situations.

Physical Education						
Standard 3	***Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Physical activity knowledge	Identifies active play opportunities outside health enhancement class.	Discusses the benefits of being active and exercising or playing.	Describes large-motor and/or manipulative physical activities for participation outside health enhancement class (e.g., before and after school, at home, at the park, with friends, with the family).	Charts participation in physical activities outside health enhancement class. Identifies physical activity benefits as a way to become healthier.	Analyzes opportunities for participating in physical activity outside health enhancement class.	Charts and analyzes fitness benefits of physical activity outside health enhancement class.
Engages in physical activity	Actively participates in health enhancement class.	Actively engages in health enhancement class.	Actively engages in health enhancement class in response to instruction and practice.	Engages in the activities of health enhancement class without teacher prompting.	Actively engages in the activities of health enhancement class, both teacher-directed and independent.	Actively participates in all activities of health enhancement class.
Fitness knowledge	Recognizes that physical activity causes physical changes. Recognizes that when you move fast, your heart beats faster and you breathe faster.[3]	Understands that muscles grow stronger with physical activity. Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.	Uses own body as resistance (e.g., holds body in plank position, animal walks)[4] for developing strength. Identifies physical activities that contribute to fitness.	Describes the concept of fitness and provides examples of physical activity to enhance fitness.	Identifies the components of health-related fitness.[5]	Differentiates between skill-related and health-related fitness.[6]
Fitness knowledge	Practice warm-up and cool-down activities relative to vigorous physical activity.	Identifies warm-up and cool-down activities related to vigorous physical activity.	Describes warm-up and cool-down activities related to vigorous physical activity.	Recognizes the importance of warm-up and cool-down activities related to vigorous physical activity.	Engages in warm-up and cool- down activities relative to the cardio-respiratory fitness assessment.	Identifies the need for warm-up and cool-down activities related to various physical activities.
Assessment and program planning				Demonstrates, with teacher direction, the health-related fitness components.	Completes fitness assessments (pre- and post-). Analyzes areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health. Designs a fitness plan to address ways to use physical activity to enhance fitness.

Physical Education						
Standard 3	***Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Nutrition	Recognizes that food provides energy for physical activity.	Differentiates between healthy and unhealthy foods.	Recognizes the balance of good nutrition with physical activity.	Identifies foods that are beneficial for pre- and post-physical activity.	Discusses the importance of hydration and hydration choices relative to physical activities.	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

Physical Education						
Standard 4	***Exhibit responsible personal and social behavior that respects self and others.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Personal responsibility	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).	Accepts personal responsibility by using equipment and space appropriately.	Practices skills with minimal teacher prompting.	Practices personal responsibility in teacher-directed activities.	Demonstrates responsible behavior in independent group situations.	Participates in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
Personal responsibility	Acknowledges responsibility for behavior when prompted.	Follows the rules or parameters of the learning environment.	Accepts responsibility for class protocols with behavior and performance actions.	Works independently for extended periods of time.	Reflects on personal social behavior in physical activity.	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.
Accepting feedback	Follows instruction and direction when prompted.	Responds appropriately to general feedback from a teacher.	Accepts specific corrective feedback from a teacher.	Accepts and implements specific corrective teacher feedback.	Listens respectfully to corrective feedback from others (e.g., peers, adults).	Gives corrective feedback respectfully to peers.

Physical Education						
Standard 4	***Exhibit responsible personal and social behavior that respects self and others.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Working with others	Shares equipment and space with others.	Works independently with others in a variety of class environments (e.g., small and large groups).	Works independently with others in partner environments.	Supports and works cooperatively with others. Praises others for their success in movement performance.	Recognizes and supports individual differences in movement performance at all skill levels. Accepts "players" of all skill levels into the physical activity.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
Respecting others	Recognize differences in ideas, cultures, and body types.	Discuss ways to accept other's ideas, cultural diversity and body types.	Recognize ways to accept other's ideas, cultural diversity and body types during games and physical activities.	Discuss ways to accept other's ideas, cultural diversity and body types during games and physical activities.	Describes ways to accept other's ideas, cultural diversity and body types during games and physical activity.	Accepts other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Rules and etiquette	Recognizes the established protocol for class activities.	Exhibits the established protocols for class activities.	Recognizes the role of rules and etiquette in teacher-designed physical activities.	Recognizes the role of rules and etiquette in physical activity with peers.	Uses etiquette and adherence to rules in a variety of physical activities.	Critiques the etiquette involved in rules of various game activities.
Safety	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Works independently and safely in physical education. Works safely with physical education equipment.	Works independently and safely in physical activity settings.	Works safely with peers and equipment in physical activity settings.	Applies safety principles with physical activities.

Physical Education						
Standard 5	***Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Health	Understands that physical activity is important for good health.	Identifies physical activity as a component of good health.	Describes the value of "good health balance."	Discusses the relationship between physical activity and good health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
Challenge	Acknowledges that some physical activities are challenging or difficult.	Understands that challenges in physical activities can lead to success.	Compares physical activities that bring confidence and challenges.	Discusses the challenge that comes from learning a new physical activity.	Rates the enjoyment of participating in challenging and mastered physical activities.	Expresses, through various media, the enjoyment and/or challenge of participating in a favorite physical activity.
Self-expression/ Enjoyment	Identifies physical activities that are enjoyable.[7] Discusses the enjoyment of playing with friends.	Describes positive feelings that result from participating in physical activities. Discusses personal reasons for enjoying physical activities. (the "why").	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).	Reflects on the reasons for enjoying selected physical activities.	Ranks the enjoyment of participating in different physical activities.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
Social interaction	Identifies physical activities that result in a positive personal experience while playing with friends.	Describes positive results gained from participating in physical activities with others.	Discusses positive results gained from participating in physical activities with others.	Describes the positive social interactions that come when engaged with others in physical activity.	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.	Analyzes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Middle School Outcomes (Grades 6-8)

By the end of grade 8, the learner will:

- apply tactics and strategies to modified game play,
- demonstrate fundamental movement skills in a variety of contexts,
- design and implement a health-enhancing fitness program,
- participate in self-selected physical activity; cooperate and encourage classmates,
- accept individual differences and demonstrate inclusive behaviors, and
- engage in physical activity for enjoyment and self-expression.

Physical Education			
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***		
	Grade 6	**Grade 7**	**Grade 8**
Dance and Rhythms	Uses correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance, including those of traditional and contemporary American Indian cultures and practices.	Uses correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures and practices.	Identifies correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.
Games and Sports **Invasion Games** Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
Invasion Games Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Catches using an implement in a dynamic environment or modified game play.
Invasion Games Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball.	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci or speedball.	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
Invasion Games Passing and receiving	Throws, while stationary, a leading pass to a moving receiver.	Throws, while moving, a leading pass to a moving receiver.	Throws a lead pass to a moving partner off a dribble or pass.
Invasion Games Offensive skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks.	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
Invasion Games Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	Performs the following offensive skills with defensive pressure: pivots, fakes, jab steps.	Executes the following offensive skills during small-sided game play: pivot, give and go fakes.
Invasion Games Dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.
Invasion Games Dribbling/ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.

Physical Education			
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***		
	Grade 6	**Grade 7**	**Grade 8**
Invasion Games Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity.	Shoots on goal with power and accuracy in small-sided game play.	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
Invasion Games Defensive skills	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.	Slides in all directions while on defense without crossing feet.	Drop-steps in the direction of the pass during player-to-player defense.
Games and Sports Net/Wall Games Serving	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.
Net/Wall Games Striking	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball handball, badminton or tennis.	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis.
Net/Wall Games Forehand/backhand	Uses the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.	Uses the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	Uses the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.
Net/Wall Games Weight Transfer	Transfers weight with correct timing for the striking pattern.	Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side.
Net/Wall Games Volley	Forehand-volleys with a mature form and control using a short-handled implement.	Forehand- and backhand-volleys with a mature form and control using a short-handled implement.	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.
Net/Wall Games Two-hand volley	Two-hand-volleys with control in a variety of practice tasks.	Two-hand-volleys with control in a dynamic environment.	Two-hand-volleys with control in a small-sided game.
Games and Sports Target Games Underhand throw	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes.	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes.	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci.
Target Games Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.	Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf.
Games and Sports Fielding/Striking Games Throwing	Strikes a pitched ball with an implement with force in a variety of practice tasks.	Strikes a pitched ball with an implement to open space in a variety of practice tasks.	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
Fielding/Striking Games Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.

Physical Education			
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***		
	Grade 6	**Grade 7**	**Grade 8**
Outdoor Pursuits	Uses correct technique for basic skills in one self-selected outdoor activity.	Uses correct technique for a variety of skills in one self-selected outdoor activity.	Uses correct techniques for basic skills in at least two self-selected outdoor activities.
Aquatics	*Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.*		
Individual-Performance Activities	Uses correct technique for basic skills in one self-selected individual-performance activity.	Uses correct technique for a variety of skills in one self-selected individual-performance activity.	Uses correct technique for basic skills in at least two self-selected individual performance activities.

Physical Education			
Standard 2	***Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.***		
	Grade 6	**Grade 7**	**Grade 8**
Games and Sports Invasion Games Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
Invasion Games Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to an open space without the ball; uses a variety of passes; uses pivot, fake or give and go.	Executes at least two of the following offensive tactics to create open space: give and go; a variety of passes; fakes, pivot).	Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.
Invasion Games Creating space using width and length	Creates open space by using the width and length of the field/court on offense.	Creates open space by staying spread on offense, and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
Invasion Games Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles.	Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).
Invasion Games Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

Physical Education			
Standard 2	***Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.***		
	Grade 6	**Grade 7**	**Grade 8**
Invasion Games Transitions	Transitions from offense to defense or defense to offense by recovering quickly.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
Net/Wall Games Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction.	Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side.	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back.
Net/Wall Games Using tactics/shots	Reduces offensive options for opponents by returning to mid-court position.	Selects offensive shot based on opponent's location (hit where opponent is not).	Varies placement, force and timing of return to prevent anticipation by opponent.
Games and Sports Target Games Shot selection	Selects appropriate shot or club based on location of the object in relation to the target.	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
Fielding/Striking Games Offensive strategies	Identifies open spaces and attempts to strike object into that space.	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	Identifies sacrifice situations and attempts to advance a teammate.
Fielding/Striking Games Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs).	Selects the correct defensive play based on the situation (e.g., number of outs).	Reduces open spaces in the field by working with teammates to maximize coverage.
Individual-Performance Activities, Dance and Rhythms Movement concepts	Varies application of force during dance or gymnastic activities.	Identifies and applies Newton's laws of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns.
Outdoor Pursuits Movement concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in self-selected outdoor activities.
Knowledge	Recognizes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	Describes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	Researches the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.

Physical Education			
Standard 3	***Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.***		
	Grade 6	**Grade 7**	**Grade 8**
Physical activity knowledge	Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health.
Engages in physical activity	Participates in self-selected physical activity outside of physical education class.	Participates in a physical activity twice a week outside of physical education class.	Participates in physical activity three times a week outside of physical education class.
Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and/or aerobic dance.	Participates in a variety of strength and endurance fitness activities, such as Pilates, resistance training, body-weight training and/or light free-weight training.	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and/or swimming.
Engages in physical activity	Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution® or Wii Fit®.	Participates in a variety of strength and endurance fitness activities such as weight or resistance training.	Plans and implements a program of cross training to include aerobic, strength and endurance, and flexibility.
Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
Fitness knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.
Fitness knowledge	Identifies the components of skill- related fitness.	Distinguishes between health-related and skill-related fitness.[9]	Compares and contrasts health-related fitness components.[10]
Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	Adjusts physical activity based on quantity of exercise needed for a minimal health standards and/or optional functioning based on current fitness level.	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
Fitness knowledge	Employs correct techniques and methods of stretching.[11]	Describes and demonstrates the difference between dynamic and static stretches.[12]	Employs a variety of appropriate static stretching techniques for all major muscle groups.
Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance.	Describes the role of exercise and nutrition in weight management.	Describes the role of stretching and flexibility in injury prevention.
Fitness knowledge	Identifies each of the components of the overload principle (FITT formula) for different types of physical activity (aerobic, muscle fitness and flexibility).	Describes FITT formula (overload principle) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.[13]	Uses the overload principle (FITT formula) in preparing a personal workout.[14]
Fitness knowledge	Describes the role of warm-up and cool-down regimens before and after physical activity.	Designs a warm-up and cool-down regimen for a self-selected physical activity.	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.

Physical Education

Standard 3	*Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*		
	Grade 6	**Grade 7**	**Grade 8**
Fitness knowledge	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.[15]	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how the RPE Scale can be used to adjust workout intensity during physical activity.
Fitness knowledge	Identifies major muscles used in selected physical activities.[16]	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.[17]	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.[18]
Fitness knowledge	Works with forms of technology and social media that support a healthy, active lifestyle.	Uses forms of technology and social media that support a healthy, active lifestyle.	Identifies forms of technology and social media that support a healthy, active lifestyle.
Assessment and program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.
Assessment and program planning	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.
Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.[19]	Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity.[20]	Describes the relationship between poor nutrition and health risk factors.[21]
Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each.[22]	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.[23]	Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi.

Physical Education			
Standard 4	***Exhibit responsible personal and social behavior that respects self and others.***		
	Grade 6	**Grade 7**	**Grade 8**
Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	Accepts responsibility for improving one's own levels of physical activity and fitness.
Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Uses both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
Personal responsibility	Identifies practices that promote responsible behavior of self and others in a variety of physical activities.	Describes practices that promote responsible behavior of self and others in a variety of physical activities.	Explain practices that promote responsible behavior of self and others in a variety of physical activities.
Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	Provides encouragement and feedback to peers without prompting from the teacher.
Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.	Cooperates with classmates on problem-solving initiatives during adventure activities, large-group initiatives and game play.
Working with others	Works to accept other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	Names ways of accepting other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	Provides ways to accept other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Rules and etiquette	Identifies the rules and etiquette for physical activities/games and dance activities.	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance.	Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters.
Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and exercise equipment appropriately and safely	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Physical Education			
Standard 5	***Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***		
	Grade 6	**Grade 7**	**Grade 8**
Health	Describes how being physically active leads to a healthy body.	Identifies different types of physical activities and describes how each exerts a positive impact on health.	Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.
Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes the empowering consequences of being physically active.
Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.	Generates positive strategies such as offering suggestions/assistance, leading/following others and/or providing possible solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
Self-expression/ enjoyment	Describes how moving competently in a physical activity setting creates enjoyment.	Identifies why self-selected physical activities create enjoyment.	Discusses how enjoyment could be increased in self-selected physical activities.
Self-expression/ enjoyment	Identifies how self-expression and physical activity are related.	Explains the relationship between self-expression and lifelong enjoyment through physical activity.	Identifies and participates in an enjoyable activity that prompts individual self-expression.
Social interaction	Uses respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	Uses the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.	Uses respect for self by asking for help and helping others in various physical activities.
Social interaction	Identifies various physical activities for their social benefit.	Describes various physical activities for their social benefit.	Compares and contrasts various physical activities for their social benefit.

High School Outcomes (Grades 9-12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain **to be college/career-ready. Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

Physical Education		
Standard 1	***Demonstrate competency in a variety of motor skills and movement patterns.***	
	Level 1	**Level 2**
Lifetime activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).[24]	Refines activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).[25]
Dance and Rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties). **… or …** Demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap).	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.
Fitness activities	Demonstrates competency in one or more specialized skills in health-related fitness activities.	Demonstrates competency in two or more specialized skills in health-related fitness activities.

Physical Education		
Standard 2	***Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.***	
	Level 1	**Level 2**
Movement concepts, principles and knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	Identifies and discusses the historical and cultural roles of games, sports and dance in a society,[26] including those of traditional and contemporary American Indian cultures.
Movement concepts, principles and knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.[27]	Describes the speed/accuracy trade-off in throwing and striking skills.[28]
Movement concepts, principles and knowledge	Uses spatial concepts of locomotor and nonlocomotor movements in outdoor pursuits.	Uses spatial concepts of locomotor and nonlocomotor movements in outdoor pursuits.
Movement concepts, principles and knowledge	Creates a practice plan to improve performance for a self-selected skill.	Identifies the stages of learning a motor skill.
Movement concepts, principles and knowledge	Identifies examples of social and technical dance forms, including those of traditional and contemporary American Indian cultures and practices.	Compares similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices.

Physical Education		
Standard 3	***Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.***	
	Level 1	**Level 2**
Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college/career productivity.	Investigates the relationships among physical activity, nutrition and body composition.
Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.[29]	Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.[30]
Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold.[31]	Applies rates of perceived exertion and pacing.[32]
Physical activity knowledge	Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment.[33]	
Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.[34]	Analyzes the impact of life choices, economics, motivation and accessibility on maintaining physical activity in college or career settings.
Physical activity knowledge	Practices the importance of stretching and flexibility in lifetime activities.	Evaluates the importance of stretching and flexibility in lifetime activities.
Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	Creates a plan, trains for and participates in a community event with a focus on physical activity, including those of American Indian cultural traditions (e.g., 5K, triathlon, tournament, dance performance, cycling event).[35]
Fitness knowledge	Demonstrates appropriate technique in resistance-training machines and free weights.[36]	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.[37]
Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.[38]	Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).[39]
Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).[40]	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.[41]
Fitness knowledge	Calculates target heart rate and applies HR information to personal fitness plan.	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.[42]
Assessment and program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).[43]
Assessment and program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.[44]
Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
Stress management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.[45]	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.[46]

Physical Education		
Standard 4	***Exhibit responsible personal and social behavior that respects self and others.***	
	Level 1	**Level 2**
Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.[47]	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.[48]
Personal responsibility	Exhibits responsible behavior of self and others in a variety of physical activities.	Advocates for responsible behavior of self and others in a variety of physical activities.
Personal responsibility	Identifies a variety of feedback techniques.	Analyzes the benefits of a variety of feedback techniques.
Rules and etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).[49]
Working with others	Uses communication skills and strategies that promote team/group dynamics.[50]	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	

Physical Education		
Standard 5	***Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.***	
	Level 1	**Level 2**
Health	Analyzes the health benefits of a self-selected physical activity.	Analyzes the health benefits of a self-selected physical activity.
Challenge	Identifies appropriate levels of challenge to experience success while participating in a self-selected physical activity.	Chooses an appropriate level of challenge to experience success while participating in a self-selected physical activity.[51]
Self-expression/ Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	Identifies the uniqueness of creative dance as a means of self-expression.
Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance.	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.[52]

Operational Definition of Activity Categories

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, golfing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering, traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Dance and Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk/world, hip hop, Latin, line, ballroom, social and square.

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Individual Performance Activities: Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games and Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. ***Note***: Invasion and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.

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Health Education Content Areas (K-12)

- Mental and Emotional Health
- Family and Social Health
- Growth and Development
- Nutrition
- Personal Health and Physical Activity
- Alcohol, Tobacco, and Other Drugs
- Communicable and Chronic Diseases
- Consumer and Community Health
- Environmental Health
- Injury Prevention and Safety

Physical Education Content Areas (K-12)

Elementary (K-5)	Middle School (Grades 6-7-8)	High School (Grades 9-12)

• Locomotor
• Nonlocomotor
• Dance & Rhythms
• Manipulative
• Movement concepts
• Physical activity knowledge
• Engages in physical activity
• Fitness knowledge
• Assessment & program planning
• Nutrition
• Personal responsibility
• Accepting feedback
• Working with others
• Rules & etiquette
• Safety
• Health
• Challenge
• Self-expression/enjoyment
• Social interaction
	• Dance & Rhythms
	• Games & Sports
	  o Invasion games
	  o Net/wall games
	  o Target games
	  o Fielding/Striking games
	  o Traditional games
	• Outdoor Pursuits
	• Aquatics (if facilities available)
	• Individual-Performance Activities
	• Physical activity knowledge
	• Engages in physical activity
	• Fitness knowledge
	• Assessment & program planning
	• Nutrition
	• Stress management
	• Personal responsibility
	• Accepting feedback
	• Working with others
	• Rules & etiquette
	• Safety
	• Health
	• Challenge
	• Self-expression/enjoyment
	• Social interaction
		• Lifetime activities
		• Dance & Rhythms
		• Fitness Activities
		• Aquatics (if facilities available)
		• Movement concepts, principles & knowledge
		• Physical activity knowledge
		• Engages in physical activity
		• Fitness knowledge
		• Assessment & program planning
		• Nutrition
		• Stress management
		• Personal responsibility
		• Rules & etiquette
		• Working with others
		• Safety
		• Health
		• Challenge
		• Self-expression/enjoyment
		• Social interaction

GLOSSARY OF TERMS USED IN THIS DOCUMENT

Action plan: *a detailed description of the steps taken to reach a goal.*

Adopt: *to choose and follow a plan*

Advocate: ability to express information and opinions in support of a particular cause or policy.

Alcohol, Tobacco and Other Drugs: the area of health that focuses on following guidelines for the safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco use and secondhand smoke, avoiding risk factors and practicing protective factors for drug misuse and abuse, not misusing or abusing drugs, using resistance skills if pressured to misuse or abuse drugs, choosing a drug-free lifestyle to reduce the risk of violence and accidents, choosing a drug-free lifestyle to reduce the risk of HIV infections and unintended pregnancy, and being aware of resources for the treatment of drug misuse and abuse.

Analyze: to examine critically so as to bring out the essential elements.

Applied setting: involves completing skills in a specific setting determined by the instructor such as moving forward while jumping rope, running forward to kick a soccer ball or doing a basketball lay-up.

Aquatics: might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Aspirations: strong desire, longing, or aim; ambition.

Collaboration skill: proficiencies necessary to work together in some undertaking in a group setting (e.g., cooperative, supportive, trusting, constructive, friendly).

Communicable and Chronic Disease: the area of health that focuses on choosing behaviors to reduce the risk of infection with communicable diseases, being aware of immunizations that protect health, choosing behaviors to reduce the risk of infections with respiratory diseases, recognizing ways to manage asthma and allergies, choosing behaviors to reduce the risk of infection with sexually transmitted diseases, choosing behaviors to reduce the risk of HIV infection, choosing behaviors to reduce the risk of cardiovascular diseases, choosing behaviors to reduce the risk of diabetes, recognizing ways to manage chronic health conditions, and choosing behaviors to reduce the risk of cancer.

Community health: taking a social responsibility toward the health needs of one's neighborhood, city, state, country or world.

GLOSSARY - continued

Community health helpers: trusted individuals in a specific community who help promote health.

Competency: sufficient ability, skill and knowledge to meet the demands of a specific task or activity.

Comprehensive health: includes the components of mental and emotional health; family and social health; growth and development; nutrition; personal health and physical activity; alcohol, tobacco and other drugs; communicable and chronic diseases; consumer and community health; environmental health; and injury prevention and safety.

Conflict management resolution strategies: skills a person can use to resolve a disagreement in a healthful, safe, legal, respectful and nonviolent way including such things as defining the conflict, taking responsibility for actions, using "I" messages, listening to the needs of others, evaluating solutions, agreeing to a solution and following the agreement.

Consumer and Community Health: the area of health that focuses on acquiring knowledge of laws to protect health, recognizing rights as a consumer, taking action if consumer rights are violated, making a plan to manage time and money, choosing healthful entertainment, analyzing ways messages delivered through technology might affect health status, making responsible choices about health care providers and facilities, evaluating ways to pay for health care, investigating health careers, and investigating public and international health needs.

Content standard: a statement that clearly describe(s) the content that should be taught and learned during the K-12 years, grade by grade. Content standards articulate an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to do at various points in their K-12 academic career.

Cooperation games: students need to work together to find solutions to the various challenges that the activities present.

Critical elements: the key components of a motor skill that can be observed, the sum of which result in movement efficiency.

Critical thinking: is evaluating the effectiveness, validity, and possible impact of what is read, heard or viewed and exploring distinctions between concrete and abstract, plausible and implausible. With critical thinking, one evaluates the validity of assertions and detects fallacies in reasoning.

Dance: to move the body and feet in rhythm, usually to music.

Dance and rhythmic activities: activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk/world, hip hop, Latin, line, ballroom, social and square.

GLOSSARY - continued

Decision making: using logic to form conclusions and make judgments, usually including 1) assessing the decision to be reached, 2) listing possible options, 3) evaluating options, 4) deciding which option to pursue, and 5) acting on the decision.

Developmentally appropriate*:* takes into account those aspects of teaching and learning that change with the age, experience and ability of the learner.

Differentiated instruction: teachers vary instruction to address the needs of students and their various levels of skill or knowledge.

Dual sports*:* includes games, sports, and other leisure pursuits that require two participants simultaneously such as tennis, badminton and racquetball.

Dynamic environment (open skills)*:* involve performing skills and skill combinations in an environment that is dynamic, unpredictable and in motion (e.g., ultimate, soccer, volleyball and tennis).

Educational gymnastics: focuses on children challenging themselves to maneuver their bodies effectively against the force of gravity in ways that are appropriate to their skill level.

Effective*:* adequate to accomplish a purpose; producing the intended or expected result.

Environmental hazards*:* those risks associated with factors present where you live (e.g., smog, smoke, hazardous/toxic waste, high crime area).

Environmental Health*:* the area of health that focuses on staying informed about environmental issues; being aware of organizations and global initiatives to protect the environment; helping to keep the air clean, the water safe, and noise at a safe level; helping improve the visual environment; conserving energy and natural resources; precycling, recycling, and disposing of waste properly; protecting the natural environment; and being a health advocate for the environment.

Etiquette: expectations regarding behavior and social norms associated with specific games or activities; rules of behavior that define and provide parameters for the appropriate participation in the activity or game.

Exergaming: the playing of video games that require rigorous physical exercise and are intended as a work-out, such as those in which players race a virtual bicycle on-screen by pedaling a simulator resembling an exercise bike.

Family health*:* taking a responsibility toward the health needs of one's immediate family.

***Family and Social Health**:* the area of health that focuses on developing healthful relationships, working to improve difficult family relationships, making healthful adjustments to family changes, developing healthful friendships, developing dating skills, practicing abstinence from sex, recognizing the negative effects harmful relationships might have on health, developing skills to prepare for marriage, developing skills to prepare for parenthood, and practicing abstinence from sex to avoid the risks of teen marriage and parenthood.

Fielding/striking games: games in which teams occupy positions through the space (field) and the other team tries to score by batting or striking an object into open space in the field, providing enough time for the hitter to run between bases (or wickets). Examples include baseball, softball and cricket.

***Fitness Activities**:* activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

***FITT**:* acronym that stands for frequency, intensity, time and type, which are variables that are manipulated to create an overload.

Formulate: to draw something up carefully and in detail.

Foundational movement skills: various locomotor skills that are developed throughout a variety of physical activity settings.

Fundamental motor skills: includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping, and galloping as well as manipulative skills such as throwing, passing, kicking, dribbling and catching.

Games and sports: includes the games categories of invasion, net/wall, target and fielding/striking.

Goal-setting: a desired achievement toward which a person works.

Growth and Development: the area of health that focuses on keeping body systems healthy, recognizing habits that protect female reproductive health, recognizing habits that protect male reproductive health, learning about pregnancy and childbirth, learning about the growth and development of infants and children, providing responsible care for infants and children, developing a learning style, achieving the developmental tasks of adolescence, developing habits that promote healthful aging, and sharing with one's family feelings about dying and death.

Health enhancement: a subject area that includes content from the disciplines of both health and physical education which has as its major focus the development of a healthy lifestyle.

Health enhancing behaviors: an action a person practices that promotes health; prevents injury, illness, and premature death; or improves the quality of life.

Health enhancing strategy: planning and directing an action that will promote one's well-being or that of their family or community.

Health literacy: ability to obtain, read, understand and use healthcare information to make appropriate health decisions and follow instructions for treatment.

Health promotion: Any activity that seeks to improve a person's or population's health by providing information about, and increasing awareness of, at-risk behaviors associated with various diseases, with the intent of reducing those behaviors. Health-promoting behaviors include smoking cessation, avoidance of substances of abuse, use of safety belt in car, moderate or non-consumption of alcohol, reduced consumption of saturated fats and engaging in daily exercise.

Health-related physical fitness: includes the components of 1) cardio-respiratory endurance, 2) muscular strength, 3) muscular endurance, 4) flexibility, 5) body composition and 6) stress management.

Health-related situation: a circumstance that has an impact on health

Human body systems: a set of things so connect as to form a unity or organic whole. The major systems of the human body include the cardiovascular, digestive, endocrine, urinary, immune, muscular, nervous, reproductive and respiratory.

Implement: to put something into effect.

Indian Education for All: Montana Law (MCA 20-1-501). In part, the law reads: "Every Montanan. . .whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner."

Individual performance activities: might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Individual sports: includes games, sports, and other leisure pursuits pursued by a single individual such as golf, swimming, weight lifting, and orienteering.

Injury Prevention and Safety: the area of health that focuses on following safety guidelines to reduce the risk of unintentional injuries by following safety guidelines for motor vehicle safety; following safety guidelines for severe weather, natural disasters, and national alerts; practicing protective factors to reduce the risk of violence; respecting authority and obeying laws; protecting from physical violence and abuse; protecting from sexual violence and abuse; staying away from gangs; not carrying a weapon; and being skilled in first-aid procedures.

Interpersonal behavior: the way people act and react to each other and include such behaviors as honesty, flexibility, tolerance, courtesy, and respect for others and their property.

Interpersonal communication skills: verbal or non-verbal abilities that help to share feelings, thoughts and information with another person in a positive manner.

Interpersonal social skills: skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance.

Invasion games: games in which teams score by moving a ball or projectile into another team's territory and either shooting into a fixed target or moving the projectile across an open-ended target (a line). Strategies and tactics include using team mates to open space on offense (with or without the ball) and reduce space on defense. Decision making for offense includes when to pass, carry the ball, shoot and move to create open space. Defenders must decide which players to cover and when to move to reduce space. Examples are: football, soccer, basketball, ultimate, field hockey.

Inverted position: balances and transfers of weight in educational gymnastics in which the head is lower than the hips.

Jab step: an offensive skill executed by stepping sharply with one foot toward an opponent to cause the opponent to hesitate or go backward thereby creating space for the offensive player.

Lead-up games: activities that utilize basic skills and strategies related to specific games, sports or leisure activities.

Lifetime activities: activities that are suitable for participation across the lifespan that one can undertake alone or with a partner as opposed to a team. Lifetime activities include the categories of outdoor pursuits, selected individual activities, aquatics, net/wall activities and target games. Examples are: biking, tennis, golf, bowling, backpacking, canoeing and racquetball.

Listening skills: are active processes that involve discriminating among sounds; using strategies such as anticipating meanings, ignoring distractions, and visualizing what is heart; evaluating; and responding appropriately. Listening is active, hearing is passive.

Locomotor: skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping and hopping.

Long-term goal: something a person plans to achieve after a period of time.

Manipulative: skills that require controlling or manipulating objects, such as kicking, striking, throwing, catching and dribbling.

Mature pattern: executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Mediation skills: combine the use of problem-solving methods and active listening skills to come to a common understanding and resolution of a problem between disputants and includes such skills as defining the conflict, discussing possible solutions, evaluating the solutions, agreeing to a solution and following the agreement.

Mental and Emotional Health: the area of health that focuses on developing good character, interacting in ways that help create a positive social-emotional environment, developing healthful personality characteristics, choosing behaviors to promote a healthy mind, expressing emotions in healthful ways, using stress management skills, seeking help if feeling depressed, using suicide prevention strategies when appropriate, and being resilient during difficult times.

Monitor: to watch, keep track of, or check usually for a special purpose.

Motor skills or fundamental motor skills: basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities.

Movement concepts: the application of knowledge and concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies and principles related to movement efficiency and health-enhancing fitness.

Movement concepts and principles: relates to cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management.

Net/wall games: games in which teams or individual players score by hitting a ball into a court space with sufficient accuracy and power so that opponents cannot hit it back before it bounces once (as in badminton or volleyball) or twice (as in tennis or racquetball). Opponents generally are separated by a net, but in some cases (squash, racquetball), they share a court and the walls are in play.

Nondynamic environment (closed skills): skills performed in a nondynamic environment that is constant, predictable or stationary. The goal for performers is to produce movements or skills that are consistent and accurate because the environmental context is nondynamic, stable and unchanging. Examples include performance sports such as gymnastics or diving and target games such as darts and archery.

Nonlocomotor or stability skills: skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking. Any movement that places a premium on gaining and maintaining one's equilibrium in relation to the force of gravity.

Nutrition: the area of health that focuses on selecting foods that contain nutrients, evaluating food labels, eating recommended servings from MyPlate, following the Dietary Guidelines, following a healthful diet that reduces the risk of disease, developing healthful eating habits, following the Dietary Guidelines when going out to eat, protecting from food-borne illnesses, maintaining a desirable weight and body composition, and developing skills to prevent eating disorders.

Outcomes: statements that specify what learners will know or be able to do as a result of a learning activity.

Outdoor pursuits: Activities that include recreational boating (e.g., kayaking, canoeing, sailing, rowing); hiking; backpacking; fishing; orienteering or geocaching; ice skating; skateboarding; snow or water skiing; snowboarding; snowshoeing; surfing; bouldering, traversing or climbing; mountain biking; adventure activities; and ropes courses. Selection of activities is dependent on the environmental opportunities within the geographical region.

Overload principle: progressively placing greater stress or demands on the body during exercise to cause the body to adapt (become more fit). This is accomplished by manipulating the frequency, intensity, time (duration) and type (FITT) of activity.

Perceptual motor skills: movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality.

Performance indicator: articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of a grade span. The performance indicators serve as a blueprint for organizing student assessment.

Personal health: taking responsibility for one's own health care and health needs.

Personal Health and Physical Activity: the area of health that focuses on having regular examinations, following a dental health plan, being well groomed, getting adequate rest and sleep, participating in regular physical activity, following a physical fitness plan, developing and maintaining health-related fitness, developing and maintaining skill-related fitness, being a responsible spectator and participant in sports, and prevention physical activity-related injuries and illnesses.

Problem-solving processes: methods used to identify a problem, generate possible solutions, evaluate the benefits and risks, select the solution with the most benefits, implement the solution and evaluate the results using the feedback to possibly modify or change the solution.

Pursuit/evade games: players must move within a playing area while attempting to tag other players and avoid being tagged.

Receiving: the skill of collecting a pass from a teammate with the hands, feet or body.

RPE: Borg Rating of Perceived Exertion (RPE) Scale. A way of measuring physical activity intensity level. Perceived exertion is how hard you feel like your body is working.

Rhythm/s: involves motion that possesses regularity and a predictable pattern often involving music such as dance patterns and jump rope patterns.

Principles of training: guidelines to follow to derive the maximum benefits from an exercise plan and to prevent injuries which include warming up, cooling down, frequency, duration and intensity, overload and specificity.

Refusal skills: skills that are used when a person wants to say NO to an action and/or leave a situation that threatens health, safety, breaks laws, disobeys guidelines set by adults or detracts from character and include such skills as assertively saying “no,” using body language that says “no,” suggesting alternative behaviors, walking away and avoiding the situation.

Scientifically based information: involves research-based knowledge concerning human activity and performance (e.g., the overload principle in training, the FITT principle in aerobic workouts, and absorption of force principles).

Short-term goal: something a person plans to achieve in the near future.

Skill related fitness activities: includes qualities that enable a person to perform in activities and is synonymous with motor fitness and includes the components of agility, coordination, speed, power, balance and flexibility.

Small-sided games: organized games in which the number of players involved is reduced from the conventional competitive version of the sport (e.g., 2v2 basketball, 3v3 volleyball, 6v6 lacrosse).

Specialized skills: skills basic to a movement form (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove).

GLOSSARY - continued

Stress management: the ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors.

Striking: a ballistic, propulsion skill with several forms such as sidearm, underarm or overarm, one handed and two handed. Common examples include batting, hitting with a racket and serving a volleyball.

Target games: games in which a player either throws, slides, or strikes an object with the goal of having the object land closest to or in a designated target. Target games are considered opposed (e.g., croquet, shuffleboard, bocce) because opponents may block or hit another player's ball to a less-desirable position. Other target games are considered unopposed (e.g., golf, bowling) because opponents may not interfere with a shot.

Team sports: include games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer.

Technology: software, websites, devices and applications used in the health enhancement educational setting to enhance teaching and learning.

Unintentional injury: an injury caused by an accident.

Violence: the use of physical force to injure, damage, or destroy oneself, others or property.

Volley: to strike or give impetus to an object (volleybirds, foot bags, bamboo balls, volleyballs) by using a variety of body parts (e.g., hands, arms, head, knees).

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