

Montana K-12
Health Enhancement
(Health Education & Physical Education)
Content Standards

July 2016



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Montana K-12 Health Enhancement
(Health Education and Physical Education)
Content Standards Framework

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 1.1 a. Identify healthy and unhealthy behaviors	HE 1.1 a. Describe healthy behaviors	HE 1.1 a. Identify and explain how health behaviors affect personal health	HE 1.1 a. Identify links between healthy choices and personal health b. Define life skills that improve health and wellness c. Use goal-setting to practice healthy behaviors	HE 1.1 a. Identify life skills that improve health and wellness b. Discuss healthy and unhealthy behaviors and their effect on health c. Identify 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 d. Describe risky behaviors and their potential consequences	HE 1.1 a. Explain the relationship between healthy behaviors and personal health b. 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 c. Identify potential consequences of engaging in risky behaviors	HE 1.1 a. Discuss the relationship between healthy behaviors and personal health b. Describe the benefits of and barriers to practicing healthy behaviors c. 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	HE 1.1 a. Predict how health behaviors can affect health status b. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors c. 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

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
						HE 1.1 d. Analyze the potential consequences of engaging in risky behaviors	HE 1.1 d. Compare and contrast the potential consequences of engaging in risky behaviors
HE 1.2 a. Identify characteristics of physical, mental, and emotional health b. Identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices	HE 1.2 a. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	HE 1.2 a. 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	HE 1.2 a. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	HE 1.2 a. Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	HE 1.2 a. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	HE 1.2 a. Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	HE 1.2 a. Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices
HE 1.3 a. Identify ways germs are spread b. Show ways to prevent the spread of germs	HE 1.3 a. Identify ways to prevent the spread of germs	HE 1.3 a. Describe some ways to prevent childhood communicable diseases	HE 1.3 a. Explain the difference between childhood communicable and non-communicable diseases	HE 1.3 a. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease	HE 1.3 a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases	HE 1.3 a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases	HE 1.3 a. Compare and contrast various ways to prevent communicable diseases
HE 1.4 a. Identify environmental factors that can affect health	HE 1.4 a. Identify environmental factors that can affect health	HE 1.4 a. Describe common environmental factors that can affect health	HE 1.4 a. Identify the potential sources of environmental factors that affect health	HE 1.4 a. Describe the potential sources of environmental factors that affect health	HE 1.4 a. Discuss ways environmental factors affect health	HE 1.4 a. Discuss ways environmental factors affect health	HE 1.4 a. Analyze how environmental factors and personal health are interrelated

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
							HE 1.5 a. Analyze how genetics and family history can impact personal health
HE 1.6 a. Identify safety practices at school and in the community	HE 1.6 a. Identify ways to be safe and healthy at school and in the community	HE 1.6 a. Give examples of how to be safe at school and in the community	HE 1.6 a. Describe how health can be affected by school and community environments	HE 1.6 a. Discuss practices for safe school and community environments	HE 1.6 a. Describe ways in which safe and healthy school and community environments can promote personal health	HE 1.6 a. Analyze ways in which safe and healthy school and community environments can promote personal health	HE 1.6 a. Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health
HE 1.7 a. Identify common childhood injuries	HE 1.7 a. Identify common childhood injuries and their treatment	HE 1.7 a. Identify ways to prevent and treat common childhood injuries	HE 1.7 a. Identify common childhood health problems	HE 1.7 a. Describe common childhood health problems and potential treatments	HE 1.7 a. Describe ways to prevent and treat common childhood injuries and health problems	HE 1.7 a. Describe ways to reduce or prevent injuries and other adolescent health problems	HE 1.7 a. Propose ways to reduce or prevent injuries and health problems
HE 1.8 a. Give examples of health care	HE 1.8 a. Identify reasons for seeing a health care professional	HE 1.8 a. Describe why it is important to seek health care	HE 1.8 a. Identify situations that require health care	HE 1.8 a. Describe when it is important to seek health care	HE 1.8 a. Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits	HE 1.8 a. Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits	HE 1.8 a. 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

Health Education Standard 1 *Comprehend concepts related to health promotion and disease prevention to enhance personal health*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 1.9 a. Identify body parts and their function	HE 1.9 a. Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous	HE 1.9 a. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous	HE 1.9 a. Identify body systems and their function including circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous	HE 1.9 a. Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous	HE 1.9 a. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system	HE 1.9 a. Define human body systems, their function and their interrelationship with one another b. Identify basic structures and functions of the male and female reproductive health systems	HE 1.9 a. Analyze human body systems, their function and their interrelationship with one another b. Explain the natural body changes of reproductive health c. Explain fertilization, conception and how the baby's sex and inherited traits are determined d. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 2.1 a. Identify family practices that promote health	HE 2.1 a. Describe ways a family practices health promotion	HE 2.1 a. Identify how family and culture influence personal health practices and behaviors	HE 2.1 a. Describe ways family and culture influence personal health practices and behaviors	HE 2.1 a. Explain ways family and culture influence personal health practices and behaviors	HE 2.1 a. Examine how family and culture influence personal health practices and behaviors	HE 2.1 a. Explain how family and culture influence the health of adolescents b. Explain how the perception of societal norms influence healthy and unhealthy behaviors c. Explain the influence of personal values and beliefs on individual health practices and behaviors	HE 2.1 a. Compare and contrast how the family and culture influence the health of individuals b. Explain how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices c. Explain the influence of personal values and beliefs on individual health practices and behaviors
	HE 2.2 a. Identify ways that peers influence behavior	HE 2.2 a. Identify ways that peers influence behavior	HE 2.2 a. Describe ways that peers influence behavior	HE 2.2 a. Discuss ways that peers influence behavior	HE 2.2 a. Identify how peers can influence healthy and unhealthy behaviors	HE 2.2 a. Describe how peers influence healthy and unhealthy behaviors	HE 2.2 a. Explain how peers influence healthy and unhealthy behaviors

Health Education Standard 2 *Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 2.3 a. Identify healthy practices at school	HE 2.3 a. Identify ways in which schools promote personal health practices and behaviors	HE 2.3 a. Identify what the school can do to support personal health practices and behaviors	HE 2.3 a. Explain ways the school can support personal health practices and behaviors	HE 2.3 a. Identify how the school, tribe, and community can support personal health practices and behaviors	HE 2.3 a. Describe how the school, tribe, and community can support personal health practices and behaviors	HE 2.3 a. Explain how the school, tribe, and community can affect personal health practices and behaviors	HE 2.3 a. Evaluate how the school, tribe, and community can affect personal health practices and behaviors
	HE 2.4 a. Identify examples from different media sources that influence health	HE 2.4 a. Describe how the media can influence health behaviors	HE 2.4 a. Discuss ways the media can influence thoughts, feelings, and health behaviors	HE 2.4 a. Discuss why the media influences thoughts, feelings, and health behaviors	HE 2.4 a. Explain how media influences thoughts, feelings, and health behaviors	HE 2.4 a. Explain how messages from media influence health behaviors	HE 2.4 a. Evaluate the effect of media on personal and family health
			HE 2.5 a. Identify types of technology that influence personal health	HE 2.5 a. Identify ways technology can influence personal health	HE 2.5 a. Discuss ways that technology can influence personal health	HE 2.5 a. Explain the influence of technology on personal and family health	HE 2.5 a. Evaluate the impact of technology on personal, family, and community health
		HE 2.6 a. Give examples of school or community policies that promote health and safety	HE 2.6 a. Describe ways that school and community policies promote health and safety	HE 2.6 a. Discuss ways that school and community policies promote health, safety and disease prevention	HE 2.6 a. Explain how school, public and tribal health policies can influence health promotion and disease prevention	HE 2.6 a. Compare and contrast how school, public and tribal health policies can influence health promotion and disease prevention	HE 2.6 a. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 3.1 a. Identify adults who help promote health	HE 3.1 a. Describe ways adults can help promote health	HE 3.1 a. Identify trusted adults and professionals who can help promote health	HE 3.1 a. Give examples of valid health information, products, and services	HE 3.1 a. Identify qualities of valid health information, products, and services	HE 3.1 a. Identify characteristics of valid health information, products, and services	HE 3.1 a. Analyze the validity of health information, products, and services	HE 3.1 a. Evaluate the validity of health information, products, and services
HE 3.2 a. Identify school and community health and safety resources	HE 3.2 a. Describe school and community health and safety resources	HE 3.2 a. Identify ways to locate school and community health and safety resources	HE 3.2 a. Identify resources available at home, school, tribe, and community that provide valid health information	HE 3.2 a. Describe resources from home, school, tribe, and community that provide valid health information	HE 3.2 a. Locate resources from home, school, tribe, and community that provide valid health information	HE 3.2 a. Access valid health information from home, school, tribe, and community b. Determine the accessibility of products that enhance health c. Describe situations that may require professional health services	HE 3.2 a. Use resources from home, school, tribe, and community that provide valid health information b. Determine the accessibility of products and services that enhance health c. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 4.1 a. Identify feelings and emotions	HE 4.1 a. Show how to share feelings in a healthy way	HE 4.1 a. Identify healthy ways to express needs, wants, and feelings	HE 4.1 a. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices	HE 4.1 a. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices	HE 4.1 a. Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices	HE 4.1 a. Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices	HE 4.1 a. Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices
HE 4.2 a. Understand that listening is a respectful and caring behavior	HE 4.2 a. Describe ways listening is a respectful and caring behavior	HE 4.2 a. Use listening skills to enhance health	HE 4.2 a. Identify verbal and nonverbal refusal skills	HE 4.2 a. Identify reasons to use refusal skills to avoid or reduce health risks	HE 4.2 a. Use refusal skills that avoid or reduce health risks	HE 4.2 a. Use refusal and negotiation skills that avoid or reduce health risks	HE 4.2 a. Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
HE 4.3 a. Use refusal skills in risky situations a. Identify risky situations	HE 4.3 a. Describe and demonstrate how to use a variety of refusal skills	HE 4.3 a. Exhibit ways to respond in an unwanted, threatening, or dangerous situation	HE 4.3 a. Recognize conflict and apply nonviolent strategies to manage or resolve conflict	HE 4.3 a. Identify strategies to control angry feelings	HE 4.3 a. Use nonviolent strategies to manage or resolve conflict	HE 4.3 a. Use effective conflict management or resolution strategies	HE 4.3 a. Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others
HE 4.4 a. Identify dangerous situations	HE 4.4 a. Describe how to get help in a dangerous situation	HE 4.4 a. Express ways to tell a trusted adult if threatened or harmed	HE 4.4 a. Discuss situations when it is necessary to seek assistance for the health and safety of self and others	HE 4.4 a. Describe reasons for seeking assistance to enhance the health and safety of self and others	HE 4.4 a. Discuss how to ask for assistance to enhance the health and safety of self and others	HE 4.4 a. Discuss how to ask for assistance to enhance the health and safety of self and others	HE 4.4 a. 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 and safety*

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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 5.1 a. Give examples of safe and healthy decisions	HE 5.1 a. Identify steps in making safe and healthy decisions	HE 5.1 a. Identify situations when a safety and health-related decision is needed	HE 5.1 a. Identify routine safety and health-related situations	HE 5.1 a. Discuss options of what to do in potential safety and health-risk situations	HE 5.1 a. Identify health-related situations that might require thoughtful decisions	HE 5.1 a. Identify circumstances that can help or hinder safe and healthy decision making b. Determine when safety and health-related situations require the application of a thoughtful decision-making process	HE 5.1 a. Examine barriers that can hinder safe and healthy decision making b. Determine the value of applying a thoughtful decision-making process in safety and health-related situations
HE 5.2 a. Identify persons who can assist with safety and health-related decisions	HE 5.2 a. Identify examples of responsible safety and health-related decisions	HE 5.2 a. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed	HE 5.2 a. Discuss situations when support is needed in making safety and health-related decisions	HE 5.2 a. Identify situations when assistance is needed to make safety and health-related decisions	HE 5.2 a. Analyze when assistance is needed in making safety and health-related decisions	HE 5.2 a. Determine when individual or collaborative decision making is appropriate	HE 5.2 a. Justify when individual or collaborative decision making is appropriate
HE 5.3 a. Identify ways to solve safety and health-related issues or problems	HE 5.3 a. Identify ways to solve safety and health-related issues or problems	HE 5.3 a. Describe ways to solve safety and health-related issues or problems	HE 5.3 a. Discuss various options to safety and health-related issues or problems	HE 5.3 a. Identify positive alternatives to resolving safety and health-related issues or problems	HE 5.3 a. Compare and contrast healthy options to safety and health-related issues or problems	HE 5.3 a. Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems	HE 5.3 a. Generate alternatives to safety and health-related issues or problems

Health Education Standard 5 *Demonstrate the ability to use decision-making skills to enhance health and safety*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 5.4 a. Identify possible consequences of choices when making safety and health-related decisions	HE 5.4 a. Identify possible consequences of choices when making safety and health-related decisions	HE 5.4 a. Describe possible consequences of choices when making safety and health-related decisions	HE 5.4 a. Discuss possible consequences of choices when making safety and health-related decisions b. Identify outcomes for various safety, healthy and unhealthy decisions	HE 5.4 a. Explain possible consequences of health-related decisions b. Create a list of positive and negative outcomes related to various safety and health-related decisions	HE 5.4 a. Predict the potential outcomes of options when making safety and health-related decisions b. Describe the outcomes of safety and health-related decisions	HE 5.4 a. Predict the potential short-term and long-term impact of health and safety related options on self and others b. Analyze the outcomes of safety and health-related decisions	HE 5.4 a. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others b. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 6.1 a. Identify healthy habits	HE 6.1 a. Explain types of healthy habits	HE 6.1 a. Identify short-term personal health goals and take action towards achieving goals	HE 6.1 a. Describe ways to set personal health goals	HE 6.1 a. Discuss reasons for setting personal health goals	HE 6.1 a. Set a personal health goal and track progress toward its achievement	HE 6.1 a. Develop a goal to adopt, maintain, or improve personal health practices b. Assess personal health practices	HE 6.1 a. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks b. Assess personal health practices and overall health status
HE 6.2 a. Identify ways family members model healthy behaviors	HE 6.2 a. Identify a goal and who can help achieve that goal	HE 6.2 a. Identify who can help when assistance is needed to achieve a personal health goal	HE 6.2 a. Explain how friends, adults, and resources help in achieving a personal health goal	HE 6.2 a. Discusses personal health goal-setting and the resources that can assist in achieving goals	HE 6.2 a. Identify resources to assist in achieving a personal health goal	HE 6.2 a. Apply strategies and skills needed to attain a personal health goal b. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities	HE 6.2 a. Implement strategies and monitor progress in achieving a personal health goal b. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 7.1 a. Identify healthy behaviors toward self and others	HE 7.1 a. Identify examples of healthy behaviors toward self and others	HE 7.1 a. Exhibit healthy behaviors toward self and others	HE 7.1 a. Describe practices of healthy behaviors toward self and others	HE 7.1 a. Discuss practices of healthy behaviors toward self and others	HE 7.1 a. Explain benefits of healthy behaviors toward self and others	HE 7.1 a. Analyze healthy practices and behaviors that will maintain or improve the health of self and others	HE 7.1 a. Discuss ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others
HE 7.2 a. Identify personal health practices and behaviors	HE 7.2 a. Tell ways to maintain or improve personal health behaviors	HE 7.2 a. Exhibit healthy practices and behaviors to maintain or improve personal health	HE 7.2 a. Discuss reasons for responsible personal health behaviors	HE 7.2 a. Identify responsible personal health behaviors b. Explain personal health practices and behaviors that maintain or improve personal health	HE 7.2 a. Practice responsible personal health behaviors b. Use a variety of healthy practices and behaviors to maintain or improve personal health	HE 7.2 a. Explain the importance of assuming responsibility for personal health behaviors	HE 7.2 a. Analyze the role of individual responsibility for enhancing health
HE 7.3 a. Identify behaviors that are harmful or risky to health	HE 7.3 a. Explain harmful or risky behaviors to health	HE 7.3 a. Discuss behaviors that avoid or reduce health risk	HE 7.3 a. Identify healthy and unhealthy behaviors	HE 7.3 a. Discuss reasons for healthy behaviors that avoid or reduce health risks	HE 7.3 a. Use a variety of behaviors to avoid or reduce health risks	HE 7.3 a. Describe behaviors to avoid or reduce health risks to self and others	HE 7.3 a. 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.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 8.1 a. Identify ways to ask others to assist in promoting health	HE 8.1 a. Express how to ask others to assist in promoting health	HE 8.1 a. Make requests to promote health	HE 8.1 a. Share accurate information about a health issue	HE 8.1 a. Discusses accurate information about a health issue	HE 8.1 a. Express opinions and give accurate information about health issues	HE 8.1 a. State a health-enhancing position on a topic and support it with accurate information	HE 8.1 a. Use accurate peer and societal norms to formulate a health-enhancing message
HE 8.2 a. Identify positive health choices that can be made by peers and self	HE 8.2 a. Show how peers can make positive health choices	HE 8.2 a. Identify ways to encourage others to make positive health choices	HE 8.2 a. Encourage peers to make positive health choices	HE 8.2 a. Discuss ways that encourage others to make positive health choices	HE 8.2 a. Practice and rationalize reasons for positive health choices	HE 8.2 a. Describe how to influence and support others to make positive health choices b. Work cooperatively to advocate for healthy individuals, families, tribes and schools	HE 8.2 a. Advocate for behaviors and practices that will support others in making positive health choices b. Work cooperatively as an advocate for improving personal, family, and community health
HE 8.3 a. Identify health-related messages	HE 8.3 a. List a variety of health messages	HE 8.3 a. Describe health messages and communication techniques	HE 8.3 a. Discuss health messages and communication techniques	HE 8.3 a. Compare and contrast health messages and communication techniques	HE 8.3 a. Evaluate various health messages and communication techniques	HE 8.3 a. Identify ways in which health-related messages and communication techniques can be altered for different audiences	HE 8.3 a. Adapt health-related messages and communication techniques to target audiences

Physical Education Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns*

Rationale

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. Critical elements are the key components of a motor skill that can be observed, the sum of which results in movement efficiency. This standard helps students develop locomotor, nonlocomotor, and manipulative skills that are the foundation for lifetime activities, fitness, dance and rhythm.

- Locomotor skills – walking, running, hopping, skipping, leaping, galloping, sliding, jumping and landing (horizontal plane), jumping and landing (vertical plane)
- Nonlocomotor skills – balance, weight transfer, rolling, curling and stretching, twisting and bending
- Manipulative skills – Throwing (underhand, overhand), catching, dribbling, kicking, volleying (underhand, overhead), striking (short and long implement), jumping rope

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 1.1 a. Perform basic locomotor, nonlocomotor, and manipulative skills	PE 1.1 a. Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns	PE 1.1 a. Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns	PE 1.1 a. Perform a combination of motor skills in various contexts	PE 1.1 a. Use a combination of motor skills to engage in a variety of activities	PE 1.1 a. Exhibit competency in fundamental motor skills and selected combinations of skills	PE 1.1 a. Perform, with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual-performance activities	PE 1.1 a. Refine activity-specific movement skills in one or more lifetime activities b. Exhibit competency in two or more specialized skills in health-related fitness activities
PE 1.2 a. Perform locomotor skills in response to teacher-led creative dance	PE 1.2 a. Combine locomotor and nonlocomotor motor skills in a teacher-designed dance	PE 1.2 a. Perform rhythmic activity with correct response to simple rhythms	PE 1.2 a. Perform developmentally appropriate dance steps and movement patterns	PE 1.2 a. Combine locomotor movement patterns and dance steps used in an original dance	PE 1.2 a. 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	PE 1.2 a. Identify 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	PE 1.2 a. Choreograph or participate in a form of dance

Physical Education Standard 2 *Apply knowledge of concepts, principles, strategies and tactics related to movement and performance*

Rationale

Understanding movement and performance is fundamental to success in physical activities and helps students develop an understanding of movement patterns, maneuvers and approaches used in various physical activities.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
		PE 2.1 a. Identify games, sports, or dances performed in other cultures	PE 2.1 a. Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures	PE 2.1 a. Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures	PE 2.1 a. 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	PE 2.1 a. Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures	PE 2.1 a. Identify and discuss the historical and cultural roles of games, sports, and dance, including those of traditional and contemporary American Indian cultures b. Compare similarities and differences in various dance forms, including those of traditional and contemporary American Indian cultures and practices
PE 2.2 a. Move in different pathways, general space with different speeds, and in personal space to a rhythm	PE 2.2 a. Move in self-space; b. Differentiate between fast and slow speeds, strong and light force	PE 2.2 a. Combine locomotor skills in general space to a rhythm or beat	PE 2.2 a. Recognize the concept of open space in movement context	PE 2.2 a. Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments	PE 2.2 a. Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments	PE 2.2 a. Use tactics to create open space and close space during small-side play by combining locomotor movements b. Describe and apply a variety of movement concepts	PE 2.2 a. Use spatial concepts of locomotor and nonlocomotor movements in outdoor pursuits b. Identify the stages of learning a motor skill

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Rationale

Physical activity and fitness require a progressive understanding of health behaviors that support health-enhancing practices. This standard helps students grasp the importance of physical activity knowledge, engaging in physical activity, fitness knowledge, assessment and program planning, nutrition and stress management.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 3.1 a. Recognize that food provides energy for physical activity	PE 3.1 a. Differentiate between healthy and unhealthy foods	PE 3.1 a. Recognize the balance of good nutrition with physical activity	PE 3.1 a. Identify foods that are beneficial for pre- and post-physical activity	PE 3.1 a. Discuss the importance of hydration and hydration choices relative to physical activities	PE 3.1 a. Analyze the impact of food choices relative to physical activity, youth sports, and personal health	PE 3.1 a. Describe the relationship between poor nutrition and health risk factors	PE 3.1 a. Create a healthy snack plan for before, during and after exercise that addresses nutrition needs for each phase
PE 3.2 a. Identify active play opportunities outside health enhancement class	PE 3.2 a. Discuss the benefits of being active and exercising or playing	PE 3.2 a. Describe physical activities outside health enhancement class	PE 3.2 a. Chart participation in physical activities outside health enhancement class	PE 3.2 a. Analyze opportunities for participating in physical activities outside health enhancement class	PE 3.2 a. Chart and analyze fitness benefits of physical activity outside health enhancement class	PE 3.2 a. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health	PE 3.2 a. Investigate the relationships among physical activity, nutrition and body composition
						PE 3.3 a. Identify forms of technology and social media that support a healthy, active lifestyle	PE 3.3 a. Analyze and apply technology and social media as tools to support a healthy, active lifestyle
							PE 3.4 a. Analyze the impact of life choices, economics, motivation, and accessibility on maintaining physical activity in college or career settings

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 3.5 a. Actively participate in health enhancement class	PE 3.5 a. Actively engage in health enhancement class	PE 3.5 a. Actively engage in health enhancement class in response to instruction and practice	PE 3.5 a. Engage in the activities of health enhancement class without teacher prompting	PE 3.5 a. Actively engages in the activities of health enhancement class, both teacher-directed and independent	PE 3.5 a. Actively participate in all activities of health enhancement class	PE 3.5 a. Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class b. Plan and implement a program to enhance personal fitness	PE 3.5 a. Create a plan, train for and participates in a community event with a focus on physical activity, including those of American Indian cultural traditions
PE 3.6 a. Recognize that physical activity causes physical changes	PE 3.6 a. Understand muscles that grow stronger with physical activity	PE 3.6 a. Identify physical activities which contribute to developing strength and fitness	PE 3.6 a. Describe the concept of physical fitness and provide examples of physical activity that enhance fitness	PE 3.6 a. Identify the components of health-related fitness	PE 3.6 a. Differentiate between skill-related and health-related fitness	PE 3.6 a. Compare and contrast health-related fitness components	PE 3.6 a. Design and implement a strength and conditioning program

Physical Education Standard 3 *Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
<p>PE 3.7 a. Practice warm-up and cool-down activities relative to vigorous physical activity</p>	<p>PE 3.7 a. Identify warm-up and cool-down activities related to vigorous physical activity</p>	<p>PE 3.7 a. Describe warm-up and cool-down activities related to vigorous physical activity</p>	<p>PE 3.7 a. Recognize the importance of warm-up and cool-down activities related to vigorous physical activity</p>	<p>PE 3.7 a. Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment</p>	<p>PE 3.7 a. Identify the need for warm-up and cool-down activities related to various physical activities</p>	<p>PE 3.7 a. Describe the role of stretching and flexibility in injury prevention b. Explain how body systems interact with one another during physical activity</p>	<p>PE 3.7 a. Evaluate the importance of stretching and flexibility in lifetime activities b. Identify the structure of skeletal muscle and fiber types as they relate to muscle development c. Identify the different energy systems used in physical activities</p>

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Rationale

Respect of self and others commences in the physical education environment and extends to all other areas of academia. This standard helps students develop important skills necessary for personal responsibility, accepting feedback, working with others, rules and etiquette, and safety.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 4.1 a. Follow directions in group settings (e.g., safe behaviors, following rules, taking turns)	PE 4.1 a. Accept personal responsibility by using equipment and space appropriately	PE 4.1 a. Practice skills with minimal teacher prompting	PE 4.1 a. Practice personal responsibility in teacher-directed activities	PE 4.1 a. Demonstrate responsible behavior in independent group situations	PE 4.1 a. Participate in physical activity with responsible interpersonal behavior	PE 4.1 a. Accept responsibility for improving one's own levels of physical activity and fitness	PE 4.1 a. Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media
PE 4.2 a. Acknowledge responsibility for behavior when prompted	PE 4.2 a. Follow the rules or parameters of the learning environment	PE 4.2 a. Accept responsibility for class protocols with behavior and performance actions	PE 4.2 a. Work independently for extended periods of time	PE 4.2 a. Reflect on personal social behavior in physical activity	PE 4.2 a. Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities	PE 4.2 a. Explain practices that promote responsible behavior of self and others in a variety of physical activities	PE 4.2 a. Advocate for responsible behavior of self and others in a variety of physical activities
PE 4.3 a. Follow instruction and direction when prompted	PE 4.3 a. Respond appropriately to general feedback from a teacher	PE 4.3 a. Accept specific corrective feedback from a teacher	PE 4.3 a. Accept and implement specific corrective teacher feedback	PE 4.3 a. Listen respectfully to corrective feedback from others	PE 4.3 a. Give corrective feedback respectfully to peers	PE 4.3 a. Provide encouragement and feedback to peers without prompting from teacher	PE 4.3 a. Analyze the benefits of a variety of feedback techniques
PE 4.4 a. Recognize the established protocol for class activities	PE 4.4 a. Exhibit the established protocols for class activities	PE 4.4 a. Recognize the role of rules and etiquette in teacher-designed physical activities	PE 4.4 a. Recognize the role of rules and etiquette in physical activity with peers	PE 4.4 a. Adhere to rules of etiquette in a variety of physical activities	PE 4.4 a. Critique the etiquette involved in rules of various activities	PE 4.4 a. Apply rules and etiquette by acting as an official during modified games, dance and rhythm	PE 4.4 a. Examine moral and ethical conduct in specific competitive situations

Physical Education Standard 4 *Exhibit responsible personal and social behavior that respects self and others*

Continued

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 4.5 a. Shares equipment and space with others	PE 4.5 a. Work independently with others in a variety of class environments	PE 4.5 a. Work independently with others in partner environments	PE 4.5 a. Support and work cooperatively with others	PE 4.5 a. Recognize and support individual differences in movement performance at all skill levels	PE 4.5 a. Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects	PE 4.5 a. Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play b. Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts	PE 4.5 a. Assume a leadership role in a physical activity setting (i.e., coach, referee, group leader)
PE 4.6 a. Recognize differences in ideas, cultures, and body types	PE 4.6 a. Discuss ways to accept other's ideas, cultural diversity, and body types	PE 4.6 a. Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities	PE 4.6 a. Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities	PE 4.6 a. Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities	PE 4.6 a. Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects	PE 4.6 a. Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects	PE 4.6 a. Advocate for acceptance of other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects
PE 4.7 a. Follow teacher directions for safe participation and proper use of equipment with minimal reminders	PE 4.7 a. Follow teacher directions for safe participation and proper use of equipment without teacher reminders	PE 4.7 a. Work independently and safely in physical activity settings	PE 4.7 a. Work independently and safely in physical activity settings	PE 4.7 a. Work safely with peers and equipment in physical activity settings	PE 4.7 a. Apply safety principles with physical activities	PE 4.7 a. Identify safety concerns and use physical activity and fitness equipment appropriately	PE 4.7 a. Apply best practices for participating safely in physical activity, exercise and dance

Physical Education Standard 5 *Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction*

Rationale

Physical activity and its relationship with mental/emotional health and family/social health is vital to personal well-being and a health-enhancing lifestyle. This standard helps students develop an appreciation for the benefits of physical activity which include health, enjoyment, challenge, self-expression and/or social interaction.

By the end of each grade or grade band, students will be able to:

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
PE 5.1 a. Understand that physical activity is important for good health	PE 5.1 a. Identify physical activity as a component of good health	PE 5.1 a. Describe the value of “good health balance”	PE 5.1 a. Discuss the relationship between physical activity and good health	PE 5.1 a. Examine the health benefits of participating in physical activity	PE 5.1 a. Compare the health benefits of participating in selected physical activities	PE 5.1 a. Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health	PE 5.1 a. Analyze the health benefits of a self-selected physical activity
PE 5.2 a. Acknowledge that some physical activities are challenging or difficult	PE 5.2 a. Understand that challenges in physical activities can lead to success	PE 5.2 a. Compare physical activities that bring confidence and challenges	PE 5.2 a. Discuss the challenge that comes from learning a new physical activity	PE 5.2 a. Rate the enjoyment of participating in challenging and mastered physical activities	PE 5.2 a. Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity	PE 5.2 a. Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge	PE 5.2 a. Choose an appropriate level of challenge to experience success while participating in a self-selected physical activity
PE 5.3 a. Identify physical activities that result in a positive personal experience while playing with friends	PE 5.3 a. Describe positive results gained from participating in physical activities with others	PE 5.3 a. Discuss positive results gained from participating in physical activities with others	PE 5.3 a. Describe the positive social interactions that come when engaged with others in physical activity	PE 5.3 a. Describe and compare the positive social interactions when engaged in partner, small-group and large-group physical activities	PE 5.3 a. Analyze the social benefits gained from participating in physical activity	PE 5.3 a. Compare and contrast various physical activities for their social benefit	PE 5.3 a. Evaluate social interactions and supports in a variety of physical activities



GLOSSARY OF TERMS



The glossary will not be adopted by the Board of Public Education. The glossary is meant to serve as a guide for understanding terms.

Adopt: to choose and follow a plan

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

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

Benchmark: what students should *know or be able to do* in support of each standard by the conclusion of a grade or grade span. The benchmarks serve as a blueprint for organizing student assessment.

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: the health needs of one's neighborhood, city, state, country or world.

Competency: the ability to perform and apply skills.

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/cultural, hip hop, Latin, line, ballroom, social and square.

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.

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

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 family relationships, making healthful adjustments to family changes, developing healthful friendships, developing dating skills, recognizing the negative effects harmful relationships might have on health, and recognizing the impact that risky behaviors can have on one's health and one's future.

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.

Formulate: create or devise, such as a strategy or proposal, express an idea in a concise and systematic way.

Fundamental motor skills: The locomotor, nonlocomotor or stability, and manipulative skills that provide the foundation for the more complex and sport-specific movement patterns used in games and sports.

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 and promote 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, and 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 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 (e.g., seat belt usage, tobacco use prevention, dietary guidelines and daily physical 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 carry out, put into action, or perform; a tool or object used in manipulative skills

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.

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; 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.

Lifetime physical activities: includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime including activities like *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 heard; 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.

Manipulative: skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop.



Mature form/pattern: movement that is performed with ease using critical elements of the motor skill pattern that are smooth, efficient, and repetitive, and can be performed without thinking out each step of the movement.

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

Nonlocomotor: 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.

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 healthy weight and body composition, and developing skills to prevent eating disorders.

Outdoor pursuits: the outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreation boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, 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.

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.

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

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 trusted 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.

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, and balance.

Small-sided practice tasks: games or deliberate tasks designed to practice particular skills or tasks.

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.

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