

PHYSICAL EDUCATION AND HEALTH	
Grade 5	
Grade 6	
Standard 1: Motor Skills and Movement	
	Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
	Performance Indicators:
a.	Demonstrate or perform age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities.
b.	Apply motor skills, movement patterns, and previously learned skills into game situations.
c.	Demonstrate through consistent physical participation movement patterns in a variety of individual and team activities.
Standard 2: Application of Knowledge	
	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
	Performance Indicators:
a.	Apply age appropriate rules, strategies, tactics, and concepts in an individual and team setting.
b.	Identify health-related fitness components and principles and explain how to incorporate them into various physical activities.
c.	Apply safe practices, rules, and procedures that exhibit responsible personal and social behavior that respects self and others in all physical activity settings.
Standard 3: Physical Activity and Fitness	
	Demonstrate the knowledge and skills to achieve and maintain an age appropriate, health-enhancing level of physical activity and fitness.
	Performance Indicators:

a.	Identify the five components of health related fitness and explain the connection between fitness, nutrition, and overall physical and mental health.
Standard 4: Core Health Concepts	
	Comprehend functional health knowledge to enhance health.
	Performance Indicators:
a.	Describe interrelationships among physical, social, emotional, and intellectual health.
b.	Describe benefits of practicing health-promoting behaviors.
c.	Explain potential consequences of practicing unhealthy behaviors.
d.	Compare and contrast safe and unsafe situations, people, and events.
e.	Explain why it is important to be responsible for personal health behaviors.
f.	Explain ways to engage in healthy practices and behaviors (e.g., daily moderate to vigorous physical activity).
g.	Explain ways to prevent common childhood injuries and health problems (e.g., recommendations for swimming safety and strategies for managing emotions).
h.	Predict the likelihood of personal injury or illness if engaging in unhealthy behaviors.
	Sexual Citizenship (Consent and Healthy Relationships, Anatomy and Physiology, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Sexual Health, Interpersonal Violence)
i.	Explain the relationship between consent, personal boundaries, and bodily autonomy.
j.	Compare and contrast the characteristics of healthy and unhealthy relationships.
k.	Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally

	occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises).
l.	Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary.
m.	Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.
n.	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
o.	Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender.
p.	Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
q.	Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity.
r.	Explain that gender expression and gender identity exist along a spectrum.
s.	Describe gender-role stereotypes and their potential impact on self and others.
t.	Define sexual orientation.
u.	Differentiate between sexual orientation and gender identity.
v.	Explain the relationship between sexual intercourse and human reproduction.
w.	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
x.	Define STIs, including HIV, and clarify common myths about transmission.
y.	Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts.
Standard 5: Health-Enhancing Skills	

	Demonstrate observable health and safety practices (in the areas of analyzing influences, health literacy, communication, decision making, goal setting and advocacy).
	Performance Indicators:
a.	Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
b.	Reflect on the ability to perform observable practices that promote health and prevent or reduce the risk of disease and injury.
c.	Explain the importance of making health and safety practices into health habits.
d.	Document personal health and safety habits and practices in a variety of settings and situations (with adult support).
	Sexual Citizenship (Consent and Healthy Relationships, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Interpersonal Violence)
e.	Identify trusted adults, including parents and caregivers, that students can talk to about relationships.
f.	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships.
g.	Evaluate the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication).
h.	Demonstrate communication skills that will support healthy relationships.
i.	Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
j.	Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
k.	Identify credible sources of information about puberty and personal hygiene.
l.	Identify trusted adults, including parents, caregivers, and health care

	professionals, whom students can ask questions about puberty and adolescent health.
m.	Make a plan for maintaining personal hygiene during puberty.
n.	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.
o.	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender role stereotypes, gender identity, and gender expression.
p.	Demonstrate ways to communicate respectfully with and about people of all gender identities.
q.	Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
r.	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation.
s.	Access credible sources of information about sexual orientation.
t.	Demonstrate ways to communicate respectfully with and about people of all sexual orientations.
u.	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.
v.	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.
w.	Describe steps a person can take when they are being or have been sexually abused.
x.	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socioeconomic status, differing abilities, immigration status, family configuration).

Additional references to National Health Education Standards:

Standard 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

- 1.8.1 Describe interrelationships among physical, social, emotional, and intellectual health.

- 2.5.2 Describe how peers influence health behaviors.
- 2.5.4 Explain how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.
- 2.8.4 Explain how perceptions of social norms and expectations influence healthy and unhealthy behaviors.
- 2.5.5 Identify positive internal and external influences on personal health behaviors.
- 2.5.6 Identify negative internal and external influences on personal health behaviors.
- 2.8.6 Explain how school rules, community norms, and governmental policies and laws influence health behaviors.

Standard 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

- 3.5.1 Use functional health literacy skills (e.g., reading, writing, and speaking) to access valid and reliable health information to learn about health behaviors.
- 3.5.2 Access multimodal health messages (e.g., words, pictures, numbers, and/or gestures) in print or electronic materials to practice interactive health literacy.
- 3.5.3 Discuss which trusted adults and resource people in the community (e.g., doctor, dentist, nurse, police officer, firefighter, faith-based leader, elders) can help a person obtain credible health information and trustworthy services.
- 3.5.4 Document interactive health literacy by talking with a trusted adult or health professional about health information to be a proactive, well-informed patient.
- 3.5.5 Read a variety of print material (e.g., books, magazines, billboards) from valid and reliable health resources to develop functional health knowledge.
- 3.5.6 Interpret visual and numerical representations (e.g., graphs, figures, tables, charts) to understand a health product.
- 3.5.7 Write about a health-related product that supports a health decision or health habit.
- 3.5.8 Evaluate healthy and unhealthy messages depicted in the media and in advertisements.

Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.

- 4.5.1 Explain how effective interpersonal communication can benefit personal health and well-being.

- 4.5.2 Demonstrate effective verbal and nonverbal interpersonal communication skills.
- 4.5.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
- 4.5.4 Demonstrate how to ask for help to support personal health.
- 4.5.5 Demonstrate refusal skills to avoid or reduce health risks.
- 4.5.6 Demonstrate how to communicate kindness, empathy, compassion, and care toward others.
- 4.8.7 Demonstrate effective ways to show respect for another person's consent or non-consent.
- 4.8.8 Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.
- 4.8.9 Demonstrate effective ways to manage and resolve conflict.

Standard 5: Students demonstrate effective decision-making skills to enhance health.

- 5.5.1 Identify procedural steps in decision making.
- 5.8.2 Distinguish when health decisions should be made individually or with the help of others.
- 5.8.3 Explain how family, peers, culture, media, technology, and other factors can affect a health decision.
- 5.8.4 Analyze how personal beliefs can affect decisions about a health behavior.
- 5.8.5 Discuss alternatives when making health decisions.
- 5.8.6 Distinguish between healthy and unhealthy consequences for each alternative.
- 5.8.7 Choose a health-promoting option when making an effective decision.
- 5.8.8 Analyze the outcomes

Standard 6: Students demonstrate effective goal-setting skills to enhance health.

- 6.5.1 Set a realistic personal health goal.
- 6.5.2 Explain the health and related benefits of reaching a personal health goal.
- 6.8.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.
- 6.5.4 Describe people, information, and resources to help achieve a personal health goal.
- 6.5.5 Determine potential barriers in achieving a personal health goal.
- 6.5.6 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers).

- 6.8.6 Apply strategies to overcome barriers to achieving a personal health goal.
- 6.5.7 Explain that effort, determination, and resilience can help toward achieving a personal health goal.

Standard 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

- 8.2.1 Demonstrate how to make requests that promote personal health and safety (e.g., asking others for help to avoid exposure to secondhand smoke).
- 8.5.1 Demonstrate how to persuade others to make healthy choices (e.g., persuading others not to bully).
- 8.5.2 Demonstrate how to persuade others to make positive health choices (e.g., persuading others to avoid all tobacco products).