



*The Natrona
County
School
District
empowers
every
learner to
grow, excel,
and be
successful
contributors
to the local
and global
community.*

Physical Education & Health and Safety Draft Curriculum Grades K-12

2023 PE Wyoming Content and Performance Standards
2023 H&S Wyoming Content and Performance Standards

August 2026

[Click Here to Validate the 2026-2027 Draft PE & Health Curriculum](#)

Table of Contents

Introduction

[Purpose](#)

[2023 Physical Education](#)

[Rationale](#)

[Organization of Standards](#)

[2023 Health and Safety](#)

[Rationale](#)

[Organization of Standards](#)

[Timeline of NCSD Physical Education and Health Curriculum](#)

[Acknowledgements](#)

[How to Read Curriculum](#)

K-5 Physical Education and Health

[Kindergarten Physical Education and Health](#)

[First Grade Physical Education and Health](#)

[Second Grade Physical Education and Health](#)

[Third Grade Physical Education and Health](#)

[Fourth Grade Physical Education and Health](#)

[Fifth Grade Physical Education and Health](#)

6-8 Physical Education and Health

[Sixth Grade Physical Education and Health](#)

[Seventh Grade Physical Education and Health](#)

[Eighth Grade Physical Education and Health](#)

9-12 Physical Education and Health

[9-12 Physical Education and Health](#)

[9-12 Aquatics/Water Sports I](#)

[9-12 Lifetime Sports and Activities](#)

[9-12 Weight Training and Conditioning](#)

Purpose

The purpose of this document is to communicate the guaranteed and viable curriculum for Physical Education and Health in Natrona County School District. NCSD's guaranteed and viable curriculum provides students adequate time and opportunity to learn the content and ensures that the content can be learned in the time available. Professional teacher practitioners, working collaboratively with Curriculum & Instruction staff through the Subject Area Committee, provide input and help make decisions about the curriculum. It provides a map for students' educational journey. This document has been aligned with the [2023 Wyoming Physical Education Content and Performance Standards](#) and [2023 Wyoming Health and Safety Content and Performance Standards](#).

2023 Physical Education

Wyoming Content and Performance Standards (WYCPS)

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.

The Wyoming Physical Education Standards include 1) Movement Skills, 2) Fitness, and 3) Personal and Social Behavior.

Organization of Standards

[Code=Grade.Content Area.Domain.Standard#]

Key: 2.PE.1.1 = 2nd Grade.Physical Education.Domain 1.Standard 1

Domain:

The core concepts to be studied in physical education are as follows: 1) Movement Skills; 2) Fitness; and 3) Personal and Social Behavior.

2023 Health and Safety

Wyoming Content and Performance Standards (WYCPS)

Rationale

The Wyoming Health Education Standards are based on the premise that health literacy is the key outcome of school health education. Health literacy is an asset to be achieved, and students must be empowered to apply their knowledge and skills in ways that enable them to exert greater control over their health and health-related decisions.

Organization of Standards

Standard Code = Grade.Content Area.Domain & Standard#

Key: 2.HE.1.1 = 2nd Grade.Health Education.Domain 1.Standard 1

Domain:

The core concepts to be studied in health and safety are as follows: 1) Health Information, Concepts, Products, and Resources; 2) Problem Solving and Decision Making; 3) Effective Communication; and 4) Personal and Social Responsibility.

Timeline of NCSD Physical Education and Health Curriculum		
Date	Version	Details
May 2016	Draft Curriculum Document for Grades K-12 Health Curriculum	2015 - 2016 School Year - The Subject Area Committee wrote the draft K-12 Health Curriculum. May 2016 - The draft version was published and open for validation comments.
August 2017	Final Curriculum Document for Grades K-12 Health Curriculum	2016 - 2017 School Year - Draft K-12 Health Curriculum in validation process. May 2017 - The Subject Area Committee wrote the K-12 Health Curriculum based on validation comments. Summer 2017 - The NCSD Board of Education approved the K-12 Health Curriculum.
May 2016	Draft Curriculum Document for Grades K-12 PE Curriculum	2015 - 2016 School Year - The Subject Area Committee wrote the draft K-12 PE Curriculum. May 2016 - The draft version was published and open for validation comments.
August 2017	Final Curriculum Document for Grades K-12 PE Curriculum	2016 - 2017 School Year - Draft PE Curriculum in validation process. May 2017 - The Subject Area Committee wrote the K-12 draft PE Curriculum based on validation comments. Summer 2017 - The NCSD Board of Education approved the K-12 PE Curriculum.
May 2026	Draft Curriculum Document for Grades K-12 Physical Education and Health and Safety Curriculum	2025 - 2026 School Year - The Subject Area Committee wrote the draft K-12 PE and Health & Safety Curriculum. May 2026 - The draft version was published and open for validation. comments.
Date TBD Projected August 2027	Final Curriculum Document for Grades K-12 Physical Education and Health and Safety Curriculum	2026 - 2027 School Year - Draft K-12 PE and Health & Safety Curriculum. in validation process. May 2027 - The Subject Area Committee will write the K-12 draft PE and Health & Safety Curriculum based on validation comments. Summer 2027 - The K-12 Physical Education and Health and Safety Curriculum will be presented to the Board of Education for approval.

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How to Read

Purpose Statement is the course description that describes the focus of the subject at the grade level or in this course; points out what is new or different at this level that the student will accomplish.

Purpose Statement	
Seventh Grade	Students will demonstrate and/or explain critical elements of specialized skills in modified team, dual, lifetime, or rhythmic activities. Students will create short term fitness goals pertaining to the five components of fitness and use criteria that can be modified and monitored throughout the year. Students will demonstrate and/or explain effective communication skills, locate health resources, and analyze resolution skills within bullying and social interactions.

Domain: The core concepts to be studied in physical education and health & safety.

Course	Grade	Outcome
Physical Education and Health	8	2 Fitness
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		

Standard Code = Grade.Content Area.Domain & Standard#

8.HE.4.8 = 8th Grade.Health & Safety.Domain 4.Standard 8

8.PE.2.3 = 8th Grade.Physical Education.Domain 2.Standard 3

8.HE.4.8 Use multiple criteria (e.g., specific, measurable, action-oriented, realistic, timely) to set a short-term personal health goal and make a plan for achieving it. [Suggested Health Topics: PA, NUT, PH] 8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	
Outcome 2 Fitness	Learning Target(s): Use criteria (e.g., SMART) to set a short-term personal health goal and make a plan to achieve it. (DOK 1 Recall)

Learning Target: specific concepts and skills necessary for students to know and be able to do in order to meet a standard.	
8.HE.4.8 Use multiple criteria (e.g., specific, measurable, action-oriented, realistic, timely) to set a short-term personal health goal and make a plan for achieving it. [Suggested Health Topics: PA, NUT, PH] 8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	
Outcome 2 Fitness	Learning Target(s): Use criteria (e.g., SMART) to set a short-term personal health goal and make a plan to achieve it. (DOK 1 Recall)

Suggested Health Topic Acronyms

The following list highlights the possible health topics that can be focused on while teaching the Health Standards. A list of [Suggested Health Topics], is found in brackets at the end of each content standard, using the acronyms found below.

ATOD	Alcohol, Tobacco, and Other Drugs	ME	Mental and Emotional Health
CEH	Community and Environmental Health	NUT	Nutrition
CPR	Cardiopulmonary Resuscitation	PA	Physical Activity
FA	First Aid	PCD	Prevention and Control of Disease
FAM	Family Life	PH	Personal Health
G&D	Growth & Development	SP	Suicide Prevention
HSX	Human Sexuality	VPB	Violence Prevention and Bullying
IPS	Injury Prevention and Safety		

Kindergarten Physical Education and Health Curriculum

Introduction

Purpose Statement	
Kindergarten	Students explore movement and play while learning how to move their bodies safely and confidently. They develop basic motor skills, practice sharing and cooperation, and build joy in being active every day.

K-2 Sequence of Standards by Outcome			
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	K	1	2
	Outcome		
2.PE.1.1 Demonstrate fundamental locomotor skills.	1	1	1
2.PE.1.2 Demonstrate fundamental body control skills.	1	1	1
2.PE.1.3 Demonstrate developing fundamental manipulative skills.	1	1	1
2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.	1	1	1
2.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. No standards exist for this domain in K-2.			
2.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	K	1	2
	Outcome		
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.	3	3	3
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.	3	3	3
2.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	K	1	2
	Outcome		
2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]	4	4	
2.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	K	1	2
	Outcome		

2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]	4		4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	K	1	2
	Outcome		
2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]	4		3
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	K	1	2
	Outcome		
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]	3, 4	4	4
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]	3	3	3
2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]	3	4	4

Physical Education and Health Kindergarten Outcomes

Course	Grade	Outcome
Physical Education and Health	K	1 Movement
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
2.PE.1.1 Demonstrate fundamental locomotor skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate a variety of locomotor skills. (DOK 2 Skill/Concept)	
2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.		
Outcome 1 Movement	Learning Target(s): Demonstrate fundamental movement concepts of space, effort, and relationship in various locomotor and non-locomotor activities. (DOK 2 Skill/Concept)	
2.PE.1.3 Demonstrate developing fundamental manipulative skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate bouncing, rolling, catching, throwing, kicking, dribbling, volleying, and striking in a controlled instructional environment. (DOK 2 Skill/Concept)	
2.PE.1.2 Demonstrate fundamental body control skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate fundamental body control skills with cues, when jumping, landing, transferring weight, and balancing on different body parts. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	K 3	PSR
2.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.		
Outcome 3 PSR	Learning Target(s): - Understand classroom rules in various movement activities. (DOK 1 Recall) - Understand safe practices in various movement activities. (DOK 1 Recall) - Understand classroom procedures in various movement activities. (DOK 1 Recall)	
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.		
Outcome 3 PSR	Learning Target(s): Show persistence in physical activities, follow directions, accept feedback, and ask questions. (DOK 2 Skill/Concept)	
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]		
Outcome 3 PSR	Learning Target(s): Know your feelings and understand how they can make you act a certain way. (DOK 1 Recall)	
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]		
Outcome 3 PSR	Learning Target(s): Understand the difference between safe and unsafe interactions (physical and verbal) and tell a trusted adult when it is hurtful, harmful, or uncomfortable. (DOK 1 Recall)	

2.HE.4.11 Recognize how healthy and unhealthy behaviors affect oneself and others. [Suggested Health Topics: CEH, FAM, VPB]	
Outcome 3 PSR	Learning Target(s): • Understand that personal hygiene can affect oneself and others and can help prevent the spread of germs and illness. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	K	4 Health
2.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
2.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
2.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]		
Outcome 4 Health	Learning Target(s): - Give examples of safe behaviors in and out of school. (DOK 1 Recall) - Give examples of an adult who can help with safe behaviors and help solve problems in and out of school. (DOK 1 Recall) - Connect community helpers with the job they do to help enhance health and ensure children’s safety in and out of school. (DOK 2 Skill/Concept)	
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Model the proper way to brush teeth and wash hands. (DOK 2 Skill/Concept)	
2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]		
Outcome 4 Health	Learning Target(s): Understands that daily habits can affect self and others. (DOK 1 Recall)	

2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]	
Outcome 4 Health	Learning Target(s): • Use appropriate language to communicate health needs, wants, and feelings. (DOK 2 Skill/Concept)

First Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
First Grade	Students continue building fundamental motor skills such as throwing, catching, hopping, and kicking while exploring movement in different spaces and directions. They learn how exercise makes their bodies strong and begin to show responsibility during activities by following rules and taking care of equipment.

K-2 Sequence of Standards by Outcome			
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	K	1	2
	Outcome		
2.PE.1.1 Demonstrate fundamental locomotor skills.	1	1	1
2.PE.1.2 Demonstrate fundamental body control skills.	1	1	1
2.PE.1.3 Demonstrate developing fundamental manipulative skills.	1	1	1
2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.	1	1	1
2.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. No standards exist for this domain in K-2.			
2.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	K	1	2
	Outcome		
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.	3	3	3
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.	3	3	3
2.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	K	1	2
	Outcome		
2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]	4	4	
2.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	K	1	2

	Outcome		
2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]	4		4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	K	1	2
	Outcome		
2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]	4		3
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	K	1	2
	Outcome		
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]	3,4	4	4
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]	3	3	3
2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]	3	4	4

Physical Education and Health Grade 1 Outcomes

Course	Grade	Outcome
Physical Education and Health	1	1 Movement
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
2.PE.1.1 Demonstrate fundamental locomotor skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate and identify the skills cues for a variety of locomotor skills. (DOK 2 Skill/Concept)	
2.PE.1.2 Demonstrate fundamental body control skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate the skill cues for body control when jumping and landing, transferring weight, and balancing different body parts. (DOK 2 Skill/Concept)	
2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.		
Outcome 1 Movement	Learning Target(s): Demonstrate fundamental movement concepts related to space, effort, and relationships in various locomotor and non-locomotor activities. (DOK 2 Skill/Concept)	

2.PE.1.3 Demonstrate developing fundamental manipulative skills.	
Outcome 1 Movement	Learning Target(s): • Demonstrate developing fundamental manipulative skills for various types of throwing and catching. (DOK 2 Skill/Concept) • Demonstrate developing fundamental manipulative skills for dribbling, kicking, and trapping with feet. (DOK 2 Skill/Concept) • Demonstrate developing fundamental manipulative skills for volleying. (DOK 2 Skill/Concept) • Demonstrate developing fundamental manipulative skills for dribbling and passing with hands. (DOK 2 Skill/Concept) • Demonstrate developing fundamental manipulative skills for striking. (DOK 2 Skill/Concept)

2.PE.1.2 Demonstrate fundamental body control skills.	
Outcome 1 Movement	Learning Target(s): • Demonstrate short rope jumping skills (e.g., two-foot jumps and runner jumps) while swinging rope either forward or backward. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	1	3 PSR
2.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.		
Outcome 3 PSR	Learning Target(s): - Know and follow procedures and safe practices. (DOK 2 Skill/Concept) - Show cooperation with a partner. (DOK 2 Skill/Concept) - Demonstrate the characteristics of respectful and responsible behavior. (DOK 2 Skill/Concept)	
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.		
Outcome 3 PSR	Learning Target(s): Show persistence in physical activities, follow directions, accept feedback, and ask questions. (DOK 2 Skill/Concept)	
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]		
Outcome 3 PSR	Learning Target(s): - Recognize and label feelings and describe how they influence behavior. (DOK 2 Skill/Concept) - Identify the benefits of self-control for oneself and others. (DOK 2 Skill/Concept) - Identify communication strategies to solve problems and resolve conflicts to build relationships. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	1	4 Health
2.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]		
Outcome 4 Health	Learning Target(s): Recognize when assistance is needed and show how to obtain needed help (e.g., emergency services). (DOK 2 Skill/Concept)	
2.HE.4.1.1 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]		
Outcome 4 Health	Learning Target(s): Describe how personal hygiene (e.g., bathing, hand washing, sharing hats, brushing teeth) helps prevent the spread of germs and illness. (DOK 2 Skill/Concept)	
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Describe how choosing healthy foods, staying active, and practicing proper sleep habits will keep you healthy and avoid illness and injury. (DOK 2 Skill/Concept)	

Second Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Second Grade	Students refine and apply motor skills in more complex tasks and games. They demonstrate good sportsmanship and make healthy choices that support active living at school and at home.

K-2 Sequence of Standards by Outcome				
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade			
	K	1	2	
	Outcome			
2.PE.1.1 Demonstrate fundamental locomotor skills.	1	1	1	
2.PE.1.2 Demonstrate fundamental body control skills.	1	1	1	
2.PE.1.3 Demonstrate developing fundamental manipulative skills.	1	1	1	
2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.	1	1	1	
2.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. No standards exist for this domain in K-2.				
2.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade			
	K	1	2	
	Outcome			
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.	3	3	3	
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.	3	3	3	
2.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade			
	K	1	2	
	Outcome			
2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]	4	4		
2.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade			
	K	1	2	
	Outcome			

2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]	4		4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	K	1	2
	Outcome		
2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]	4		3
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	K	1	2
	Outcome		
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]	3, 4	4	4
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]	3	3	3
2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]	3	4	4

Physical Education and Health Grade 2 Outcomes

Course	Grade	Outcome
Physical Education and Health	2	1 Movement
2.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
2.PE.1.1 Demonstrate fundamental locomotor skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate and explain a variety of locomotor skills. (DOK 2 Skill/Concept)	
2.PE.1.2 Demonstrate fundamental body control skills.		
Outcome 1 Movement	Learning Target(s): Demonstrate and explain the skill cues for body control when jumping and landing, transferring weight, and balancing on different body parts. (DOK 2 Skill/Concept)	
2.PE.1.3 Demonstrate developing fundamental manipulative skills.		
Outcome 1 Movement	Learning Target(s): - Demonstrate and explain developing fundamental skill cues for various types of throwing and catching. (DOK 2 Skill/Concept) - Demonstrate and explain developing fundamental manipulative skill cues for dribbling, kicking, and trapping with feet. (DOK 2 Skill/Concept) - Demonstrate and explain developing fundamental manipulative skill cues for volleying. (DOK 2 Skill/Concept) - Demonstrate and explain developing fundamental manipulative skill cues for dribbling and passing with hands. (DOK 2 Skill/Concept) - Demonstrate and explain developing fundamental manipulative skill cues for striking. (DOK 2 Skill/Concept) - Demonstrate short rope jumping skills (e.g., two-foot jumps, runner jumps, and one-foot jumps) while swinging the rope either forward or backward. (DOK 2 Skill/Concept)	

2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.	
Outcome 1 Movement	Learning Target(s): • Demonstrate and explain fundamental movement concepts related to space, effort, and relationships in various locomotor and non-locomotor activities. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	2	3 PSR
2.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.		
Outcome 3 PSR	Learning Target(s): • Demonstrate the characteristics of respectful and responsible behavior. (DOK 2 Skill/Concept) • Show cooperation and encouragement towards others in physical activity settings. (DOK 2 Skill/Concept) • Use effective communication and problem solving. (DOK 2 Skill/Concept)	
2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.		
Outcome 3 PSR	Learning Target(s): • Show persistence in physical activities, follow directions, accept feedback, and ask questions. (DOK 2 Skill/Concept)	
2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]		
Outcome 3 PSR	Learning Target(s): • Demonstrate various communication skills to verbalize needs, wants, and feelings to solve problems (e.g., unwanted, threatening or dangerous situations). (DOK 2 Skill/Concept)	
2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]		
Outcome 3 PSR	Learning Target(s): • Demonstrate self-control when emotions are elevated. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	2	4 Health
2.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
2.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]		
Outcome 4 Health	Learning Target(s): Describe rules and routines that impact health and safety (e.g., wearing a seat belt, using a bike helmet). (DOK 2 Skill/Concept)	
2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Connect how following or not following rules and routines impact personal health. (DOK 3 Strategic Thinking)	
2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]		
Outcome 4 Health	Learning Target(s): Connect how healthy personal habits (e.g., sneezing into your elbow) can prevent the spread of germs and keep others healthy. (DOK 3 Strategic Thinking)	

Third Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Third Grade	Students build competence in a variety of sport and movement activities as they apply strategies and teamwork skills. They develop an understanding of the components of fitness and practice responsibility by working well with others, respecting rules, and showing safe behavior during physical activity.

3-5 Sequence of Standards by Outcome			
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	3	4	5
	Outcome		
5.PE.1.1 Combine locomotor and body control skills into movement patterns.	1	1	1
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.	1	1	1
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.	1	1	1
5.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	3	4	5
	Outcome		
5.PE.2.2 Describe the health benefits of physical activity.	2	2	2
5.PE.2.3 Identify the principles, components, and practices of health-related fitness.	2	2	2
5.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	3	4	5
	Outcome		
5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.		3	3
5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	3	3	3
5.PE.3.3 Participate in physical activities that promote self-challenge.	3	2, 3	3
5.PE.3.5 Participate in creative movement that promotes self-expression.	3	3	3
5.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	3	4	5
	Outcome		
5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.	4	4	

5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
5.HE.2.4 Describe how others can influence health-related decisions.	3	3	3
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping).	3, 4	4	4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
	Outcome		
5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use “I” messages and avoid blaming others).	3	3	
5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.			3
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	3	4	5
	Outcome		
5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.		4	4
5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.).		3	3
5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk).		2	2
5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]			3
5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]		3	

Physical Education and Health Grade 3 Outcomes

Course	Grade	Outcome
Physical Education and Health	3	1 Movement
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
5.PE.1.1 Combine locomotor and body control skills into movement patterns.		
Outcome 1 Movement	Learning Target(s): ● Apply locomotor skills and body control in physical activity settings. (DOK 2 Skill/Concept)	
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.		
Outcome 1 Movement	Learning Target(s): ● Demonstrate and identify the fundamental manipulative skill cues related to throwing, tossing, and catching in physical activity settings. (DOK 1 Recall) ● Demonstrate and identify the fundamental manipulative skill cues related to volleying in physical activity settings. (DOK 1 Recall) ● Demonstrate and identify the fundamental manipulative skill cues related to kicking, dribbling, and trapping with feet in physical activity settings. (DOK 1 Recall) ● Demonstrate and identify the fundamental manipulative skill cues related to dribbling and passing with hands in physical activity settings. (DOK 1 Recall) ● Demonstrate and identify the fundamental manipulative skill cues related to striking in physical activity settings. (DOK 1 Recall)	
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.		
Outcome 1 Movement	Learning Target(s): ● Demonstrate and apply basic tactics in physical activity settings. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	3	2 Fitness

5.PE.2 Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

5.PE.2.3 Identify the principles, components, and practices of health-related fitness.

Outcome 2 Fitness	Learning Target(s): Identify, explain, and give examples of the components of health-related fitness. (DOK 3 Strategic Thinking)
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5.PE.2.2 Describe the health benefits of physical activity.

Outcome 2 Fitness	Learning Target(s): Recognize and explain how physical activity influences physiological changes in our bodies. (DOK 3 Strategic Thinking)
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Course	Grade	Outcome
Physical Education and Health	3	3 PSR
5.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.		
5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]		
Outcome 3 PSR	Learning Target(s): Identify and apply the rules, procedures, and safe practices in physical activity settings. (DOK 1 Recall and Reproduction)	
5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.		
Outcome 3 PSR	Learning Target(s): - Interact positively and communicate respectfully with others in physical activity settings. (DOK 2 Skill/Concept) - Communicate positively and demonstrate cooperation (sportsmanship) in physical activity settings. (DOK 2 Skill/Concept) - Demonstrate conflict resolution skills within various physical activity settings. (DOK 2 Skill/Concept)	
5.PE.3.3 Participate in physical activities that promote self-challenge.		
Outcome 3 PSR	Learning Target(s): Participate in fitness testing to work toward personal goals. (DOK 2 Skill/Concept)	
5.PE.3.5 Participate in a creative movement that promotes self-expression.		
Outcome 3 PSR	Learning Target(s): Combine a variety of short rope jumping skills using smooth transitions to create an individual sequence. (DOK 2 Skill/Concept)	

5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH] 5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	
Outcome 3 PSR	Learning Target(s): - Describe how peers can influence choices. (DOK 3 Strategic Thinking) - Demonstrate how to refuse peer influence. (DOK 3 Strategic Thinking)
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB] 5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	
Outcome 3 PSR	Learning Target(s): Decide if a scenario is or isn't bullying. (DOK 3 Strategic Thinking)

Course	Grade	Outcome
Physical Education and Health	3	4 Health
5.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]		
Outcome 4 Health	Learning Target(s): Identify when community resources should be accessed for health and safety emergencies (e.g., 911, school nurse, counselors). (DOK 1/Recall)	
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB]		
Outcome 4 Health	Learning Target(s): Describe daily behaviors that improve or maintain personal health, avoid or reduce health risks, and prevent the spread of disease. (DOK 3 Strategic Thinking)	

Fourth Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Fourth Grade	Students expand and improve their motor skills through skill-based games and activities that encourage cooperation, strategy, and improvement. Students learn how physical activity affects their health and fitness and begin to take ownership of staying active, trying new challenges, and showing leadership in group settings.

3-5 Sequence of Standards by Outcome			
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	3	4	5
	Outcome		
	1	1	1
5.PE.1.1 Combine locomotor and body control skills into movement patterns.	1	1	1
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.	1	1	1
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.	1	1	1
5.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	3	4	5
	Outcome		
	2	2	2
5.PE.2.2 Describe the health benefits of physical activity.	2	2	2
5.PE.2.3 Identify the principles, components, and practices of health-related fitness.	2	2	2
5.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	3	4	5
	Outcome		
		3	3
5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.		3	3
5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	3	3	3
5.PE.3.3 Participate in physical activities that promote self-challenge.	3	2, 3	3
5.PE.3.5 Participate in creative movement that promotes self-expression.	3	3	3
5.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	3	4	5
	Outcome		
	4	4	
5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.	4	4	

5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
	Outcome		
5.HE.2.4 Describe how others can influence health-related decisions.	3	3	3
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping).	3, 4	4	4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
	Outcome		
5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use “I” messages and avoid blaming others).	3	3	
5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.			3
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	3	4	5
	Outcome		
5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.		4	4
5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.).		3	3
5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk).		2	2
5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]			3
5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]		3	

Physical Education and Health Grade 4 Outcomes

Course	Grade	Outcome
Physical Education and Health	4	1 Movement
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
5.PE.1.1 Combine locomotor and body control skills into movement patterns.		
Outcome 1 Movement	Learning Target(s): ● Demonstrate locomotor and body control skills within movement patterns in small-sided games and activities. (DOK 1 Recall)	
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.		
Outcome 1 Movement	Learning Target(s): ● Apply fundamental manipulative skill cues for throwing and catching in game settings. (DOK 2 Skill/Concept) ● Apply fundamental manipulative skill cues related to volleying in game settings. (DOK 2 Skill/Concept) ● Apply fundamental manipulative skill cues for dribbling, passing, and shooting with hands in game settings. (DOK 2 Skill/Concept) ● Apply fundamental manipulative skill cues related to striking in game settings. (DOK 2 Skill/Concept)	
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.		
Outcome 1 Movement	Learning Target(s): ● Demonstrate basic tactics during small-sided games in physical activity. (DOK 1 Recall)	

Course	Grade	Outcome
Physical Education and Health	4	2 Fitness
5.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
5.PE.2.3 Identify the principles, components, and practices of health-related fitness.		
Outcome 2 Fitness	Learning Target(s): Demonstrate or explain warm-up or cool-down methods related to cardiovascular endurance, muscular strength, muscular endurance, and flexibility. (DOK 1 Recall)	
5.PE.2.2 Describe the health benefits of physical activity.		
Outcome 2 Fitness	Learning Target(s): Recognize and explain how physical activity influences physiological changes in their body. (DOK 2 Skill/Concept)	
5.PE.3.3 Participate in physical activities that promote self-challenge.		
Outcome 2 Fitness	Learning Target(s): Participate in and interpret fitness test results to support personal goals. (DOK 2 Skill/Concept)	
5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep). [Suggested Health Topics: PA, NUT, PH]		
Outcome 2 Fitness	Learning Target(s): Describe the criteria for setting a personal health goal. (DOK 3 Strategic Thinking)	

Course	Grade	Outcome
Physical Education and Health	4	3 PSR
5.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction. 5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks. 5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		

5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use “I” messages and avoid blaming others). [Suggested Health Topics: VPB, ATOD, FAM]	
Outcome 3 PSR	Learning Target(s): - Identify and apply the rules, procedures, and safe practices. (DOK 2 Skill/Concept) - Describe the characteristics of effective verbal and nonverbal communication and how they can be used to enhance health or avoid health risks. (DOK 3 Strategic Thinking)

5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	
Outcome 3 PSR	Learning Target(s): - Demonstrate teamwork, sportsmanship, and cooperation within physical activities. (DOK 1 Recall) - Apply appropriate problem-solving and conflict resolution skills during small-sided games or activities. (DOK 2 Skill/Concept)

5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.). [Suggested Health Topic: ME]	
Outcome 3 PSR	Learning Target(s): Demonstrate the ability to express emotions in a socially acceptable manner. (DOK 2 Skill/Concept)

5.PE.3.5 Participate in creative movement that promotes self-expression.	
Outcome 3 PSR	Learning Target(s): Demonstrate basic cooperative sequence in physical activity settings. (DOK 1 Recall)

5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks. [Suggested Health Topics: ATOD, IPS, PH, VPB]	
Outcome 3 PSR	Learning Target(s): • Apply refusal skills to avoid or reduce health risks. (DOK 2 Skill/Concept)

5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]	
Outcome 3 PSR	Learning Target(s): • Describe how peers can influence choices. (DOK 3 Strategic Thinking)

5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]	
Outcome 3 PSR	Learning Target(s): • Define types and roles, aggressors and bystanders of bullying, and how social and cultural differences may increase vulnerability. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	4	4 Health
5.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB]		
Outcome 4 Health	Learning Target(s): Identify options and consequences of health choices to enhance health or reduce health risk. (DOK 3 Strategic Thinking)	
5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]		
Outcome 4 Health	Learning Target(s): Explain when assistance is needed to make a health decision and demonstrate the ability to access trusted resources at school or in the neighborhood. (DOK 2 Skill/Concept)	
5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks. [Suggested Health Topics: NUT, PH, IPS, ME, ATOD, VPB]		
Outcome 4 Health	Learning Target(s): Explain options and behaviors that help avoid or reduce health risk. (DOK 2 Skill/Concept)	

Fifth Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Fifth Grade	Students demonstrate readiness for lifelong physical activity by performing a range of skills in modified games and activities. They set and pursue fitness goals, maintain positive social behavior, and recognize how healthy choices impact their overall well-being.

3-5 Sequence of Standards by Outcome			
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	3	4	5
	Outcome		
5.PE.1.1 Combine locomotor and body control skills into movement patterns.	1	1	1
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.	1	1	1
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.	1	1	1
5.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	3	4	5
	Outcome		
5.PE.2.2 Describe the health benefits of physical activity.	2	2	2
5.PE.2.3 Identify the principles, components, and practices of health-related fitness.	2	2	2
5.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	3	4	5
	Outcome		
5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.		3	3
5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.	3	3	3
5.PE.3.3 Participate in physical activities that promote self-challenge.	3	2, 3	3
5.PE.3.5 Participate in creative movement that promotes self-expression.	3	3	3
5.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	3	4	5
	Outcome		
5.HE.1.1 Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.	4	4	

5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
	Outcome		
5.HE.2.4 Describe how others can influence health-related decisions.	3	3	3
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping).	3, 4	4	4
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	3	4	5
	Outcome		
5.HE.3.1 Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use “I” messages and avoid blaming others).	3	3	
5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.			3
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	3	4	5
	Outcome		
5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.		4	4
5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.).		3	3
5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk).		2	2
5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]			3
5.HE.4.11 Define various types of bullying, and the roles of the aggressor and bystanders in bullying situations (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). [Suggested Health Topics: VPB, CEH, ME]		3	

Physical Education and Health Grade 5 Outcomes

Course	Grade	Outcome
Physical Education and Health	5	1 Movement
5.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
5.PE.1.1 Combine locomotor and body control skills into movement patterns.		
Outcome 1 Movement	Learning Target(s): Explain and apply locomotor and body control skills within movement patterns in modified and small-sided games. (DOK 2 Skill/Concept)	
5.PE.1.3 Demonstrate fundamental manipulative skills in a variety of physical activities.		
Outcome 1 Movement	Learning Target(s): - Explain and apply the fundamental manipulative skills of overhand throw, underhand toss, and catching in team or modified activities. (DOK 2 Skill/Concept) - Explain and apply the fundamental manipulative skill cues of trapping, passing with feet, dribbling with feet, and kicking in team or modified activities (DOK 2 Skill/Concept) - Explain and apply volleying skills through a variety of team or modified activities. (DOK 2 Skill/Concept) - Explain and apply the skill cues related to shooting a basketball, dribbling with hands, and passing with hands during team and modified activities. (DOK 2 Skill/Concept) - Explain and apply skill cues related to striking during team or modified activities. (DOK 2 Skill/Concept)	
5.PE.1.4 Demonstrate and apply foundational tactics and principles of movement.		
Outcome 1 Movement	Learning Target(s): Explain and apply tactics and strategies related to appropriate team or modified activities. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	5	2 Fitness
5.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		

5.PE.2.3 Identify the principles, components, and practices of health-related fitness.	
Outcome 2 Fitness	Learning Target(s): - Explain why physical activities will enhance personal health-related fitness. (DOK 2 Skill/Concept) - Analyze personal pre-test results and/or previous fitness test results related to cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. (DOK 3 Strategic Thinking)

5.PE.2.2 Describe the health benefits of physical activity.	
Outcome 2 Fitness	Learning Target(s): Recognize and explain how physical activity influences physiological changes in their body. (DOK 2 Skill/Concept)

5.HE.4.8 Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep). [Suggested Health Topics: PA, NUT, PH]	
Outcome 2 Fitness	Learning Target(s): Develop a measurable short-term personal goal and monitor progress toward achievement. (DOK 3 Strategic Thinking)

Course	Grade	Outcome
Physical Education and Health	5	3 PSR
5.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
5.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
5.PE.3.5 Participate in a creative movement that promotes self-expression.		
Outcome 3 PSR	Learning Target(s): Create cooperative sequences in physical activities. (DOK 2 Skill/Concept)	
5.PE.3.1 Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.		
Outcome 3 PSR	Learning Target(s): Explain and apply the importance of rules and procedures in a variety of team or modified activities. (DOK 2 Skill/Concept)	
5.PE.3.2 Interact positively and communicate respectfully with others in physical activity settings.		
Outcome 3 PSR	Learning Target(s): Explain and apply appropriate communication in team or modified activities (e.g., sportsmanship, cooperation, teamwork). (DOK 3 Strategic Thinking)	
5.PE.3.3 Participate in physical activities that promote self-challenge.		
Outcome 3 PSR	Learning Target(s): Create a reasonable personal goal based on pre- and post-fitness testing results. (DOK 3 Strategic Thinking)	

5.HE.2.4 Describe how others can influence health-related decisions. [Suggested Health Topics: ATOD, NUT, PCD, PH]	
Outcome 3 PSR	Learning Target(s): - Differentiate between situations where a health-related decision could be made independently or when assistance is needed. (DOK 3 Strategic Thinking) - Explain how others can influence decisions students make about health practices and risk behaviors (e.g., bullying, alcohol, tobacco, and other drugs). (DOK 2 Skill/Concept)
5.HE.3.3 Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks. [Suggested Health Topics: ATOD, IPS, PH, VPB]	
Outcome 3 PSR	Learning Target(s): Determine when health-related situations require the decision-making process and explain the steps to enhance health or reduce health risks. (DOK 2 Skill/Concept)
5.HE.4.6 Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.). [Suggested Health Topic: ME]	
Outcome 3 PSR	Learning Target(s): Identify strategies to manage good and bad stress. (DOK 2 Skill/Concept)
5.HE.4.10 Describe how individual, social, and cultural differences make us unique, and demonstrate the ability to value/show respect for others. [Suggested Health Topics: VPB, ME]	
Outcome 3 PSR	Learning Target(s): Demonstrate awareness, respect, and inclusivity when participating in activities. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	5	4 Health
5.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
5.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
5.HE.2.7 Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping). [Suggested Health Topics: ATOD, IPS, NUT, PCD, PH, VPB]		
Outcome 4 Health	Learning Target(s): List specific options and behaviors to help improve or maintain personal health. (DOK 3 Strategic Thinking)	
5.HE.4.1 Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks. [Suggested Health Topics: NUT, PH, IPS, ME, ATOD, VPB]		
Outcome 4 Health	Learning Target(s): - Identify physical, social, and mental/emotional changes experienced during puberty and determine ways their lives could be impacted. (DOK 2 Skill/Concept) - Analyze the potential impact of self and others when making a health-related decision (e.g., bullying, nutrition, physical activity). (DOK 3 Strategic Thinking)	

Sixth Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Sixth Grade	Students will demonstrate previously learned skill cues that will be used in modified, individual, dual, or rhythmic activities and games. Students will create a short-term goal involving the five components of fitness. Students will engage in physical activities that create confidence and demonstrate sportsmanship. Students will evaluate health information and resources to make informed decisions regarding various health-related situations.

6-8 Sequence of Standards by Outcome			
8.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	6	7	8
	Outcome		
8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.	1	1	
8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities.	1	1	1
8.PE.1.4 Apply tactical concepts in modified team activities.		1	1
8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities.		1	1
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	6	7	8
	Outcome		
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	2	2	2
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	6	7	8
	Outcome		
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.	3	3	3
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.	3	3	3
8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.	1	1, 3	3
8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	6	7	8

	Outcome		
8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks.	4	4	4
8.HE.1.2 Analyze situations or conditions to determine when health services are needed.	4		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.	4	4	4
8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).	4		4
8.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.	4	4	4
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	6	7	8
	Outcome		
8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health.	4		4
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance.	4	4	4
8.HE.4.8 Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.		2	2
8.HE.4.11 Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help.	4		
8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health.	4	4	
8.HE.4.14 Explain the relationship between physical, mental, emotional, and social health.	4		

Physical Education and Health Grade 6 Outcomes

Course	Grade	Outcome
Physical Education and Health	6	1 Movement

8.PE.1 Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

8.PE.3 Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.

Outcome 1 Movement	Learning Target(s): Demonstrate or explain movement skills during team or modified activities. (DOK 2 Skill/Concept)
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8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities. **8.PE.3.5** Participate in aesthetic movement forms that promote self-expression.

Outcome 1 Movement	Learning Target(s): Demonstrate or explain movement skills during individual, dual, or rhythmic activities (e.g., climbing wall, jumping rope, badminton, and dance). (DOK 2 Skill/Concept)
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Course	Grade	Outcome
Physical Education and Health	6	2 Fitness
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.		
Outcome 2 Fitness	Learning Target(s): - Describe how to improve fitness levels using the five components of fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition). (DOK 1 Recall) - Create an individual short-term goal that involves the five components of fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition). (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	6	3 PSR
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.		
Outcome 3 PSR	Learning Target(s): Engage in physical activities that create confidence. (DOK 2 Skill/Concept)	
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.		
Outcome 3 PSR	Learning Target(s): Demonstrate sportsmanship and teamwork in physical activity settings. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	6	4 Health
8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
8.HE.4.14 Explain the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]		
Outcome 4 Health	Learning Target(s): Compare and contrast emotional, physical, mental, and social health. (DOK 2 Skill/Concept)	
8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]		
Outcome 4 Health	Learning Target(s): Compare and contrast resources that help enhance health and prevent or reduce health risks. (DOK 2 Skill/Concept)	
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep, hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Define and describe signs of stress and how they affect health. (DOK 1 Recall)	
8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.). [Suggested Health Topics: HSX, ATOD, ME]		
Outcome 4 Health	Learning Target(s): Explain how peers, culture, and media can influence decision making. (DOK 2 Skill/Concept)	

8.HE.1.2 Analyze situations or conditions to determine when health services are needed. [Suggested Health Topics: ME, VPB, HSX]	
Outcome 4 Health	Learning Target(s): Explain a situation to determine when health services are needed (e.g., doctor involvement, OTC medicine, counseling services). (DOK 4 Extended Reasoning)
8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME, SP]	
Outcome 4 Health	Learning Target(s): Describe roles of all involved in bullying situations (bystander, aggressor, victim). (DOK 1 Recall)
8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: ME, PA, PCD]	
Outcome 4 Health	Learning Target(s): Access appropriate information about health and health risks (e.g., growth and development, alcohol, tobacco, drugs, or nutrition). (DOK 1 Recall)
8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors. [Suggested Health Topics: ATOD, HSX, VPB]	
Outcome 4 Health	Learning Target(s): Demonstrate the ability to use effective communication techniques for a variety of purposes (e.g., to inform, persuade, advocate, instruct) to enhance health. (DOK 2 Skill/Concept)
8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health. [Suggested Health Topics: PH, PA, NUT]	
Outcome 4 Health	Learning Target(s): Compare and contrast the difference between healthy and unhealthy behaviors that affect personal health and the health of others. (DOK 2 Skill/Concept)
8.HE.4.11 Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME]	
Outcome 4 Health	Learning Target(s): - Identify the behaviors and warning signs of self-harm and explain how to seek help. (DOK 2 Skill/Concept) - Identify the behaviors and warning signs of suicidal ideation and explain how to seek help. (DOK 2 Skill/Concept)

Seventh Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Seventh Grade	Students will demonstrate and/or explain critical elements of specialized skills in modified team, dual, lifetime, or rhythmic activities. Students will create short term fitness goals pertaining to the five components of fitness and use criteria that can be modified and monitored throughout the year. Students will demonstrate and/or explain effective communication skills, locate health resources, and analyze resolution skills within bullying and social interactions.

6-8 Sequence of Standards by Outcome			
8.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	6	7	8
	Outcome		
8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.	1	1	
8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities.	1	1	1
8.PE.1.4 Apply tactical concepts in modified team activities.		1	1
8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities.		1	1
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	6	7	8
	Outcome		
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	2	2	2
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	6	7	8
	Outcome		
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.	3	3	3
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.	3	3	3
8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.	1	1, 3	3

8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	6	7	8
	Outcome		
8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks.	4	4	4
8.HE.1.2 Analyze situations or conditions to determine when health services are needed.	4		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.	4	4	4
8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).	4		4
8.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.	4	4	4
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	6	7	8
	Outcome		
8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health.	4		4
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance.	4	4	4
8.HE.4.8 Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.		2	2
8.HE.4.11 Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help.	4		
8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health.	4	4	
8.HE.4.14 Explain the relationship between physical, mental, emotional, and social health.	4		

Physical Education and Health Grade 7 Outcomes

Course	Grade	Outcome
Physical Education and Health	7	1 Movement
PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities. 8.PE.1.4 Apply tactical concepts in modified team activities.		
Outcome 1 Movement	Learning Target(s): Demonstrate and/or explain critical elements of specialized manipulative skills and tactics in modified team activities. (DOK 2 Skill/Concept)	
8.PE.1.4 Apply tactical concepts in modified team activities. 8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.		
Outcome 1 Movement	Learning Target(s): Demonstrate and/or explain critical or specialized skill elements and tactics of team activities (e.g., skill cues, peer assessment, small group assessment). (DOK 2 Skill/Concept)	
8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities. 8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities. 8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.		
Outcome 1 Movement	Learning Target(s): Critique and perform critical elements of specialized skills and tactics in individual, dual, or rhythmic activities. (DOK 3 Strategic Thinking)	

Course	Grade	Outcome
Physical Education and Health	8	2 Fitness
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
8.HE.4.8 Use multiple criteria (e.g., specific, measurable, action-oriented, realistic, timely) to set a short-term personal health goal and make a plan for achieving it. [Suggested Health Topics: PA, NUT, PH]		
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.		
Outcome 2 Fitness	Learning Target(s): Use criteria (e.g., SMART) to set a short-term personal health goal and make a plan to achieve it. (DOK 1 Recall)	
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.		
Outcome 2 Fitness	Learning Target(s): Create short-term fitness goals that are monitored and modified throughout the year pertaining to the five components of fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition, flexibility). (DOK 4 Extended Reasoning)	

Course	Grade	Outcome
Physical Education and Health	7	3 PSR
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.		
Outcome 3 PSR	Learning Target(s): Demonstrate and/or explain effective communication with others to promote respect, confidence, and conflict resolution in all physical education settings. (DOK 2 Skill/Concept)	
8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.		
Outcome 3 PSR	Learning Target(s): Engage in lifetime activities to promote self-expression and provide an opportunity for social and group interaction. (DOK 2 Skill/Concept)	
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.		
Outcome 3 PSR	Learning Target(s): Engage in physical activities that create self-challenge, confidence, and/or independence. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	7	4 Health
8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
8.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: ME, PA, PCD]		
Outcome 4 Health	Learning Target(s): Explain how to utilize the decision-making process to enhance health and reduce health risks. (DOK 2 Skill/Concept)	
8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]		
Outcome 4 Health	Learning Target(s): Locate appropriate health resources at school or in the community to enhance or reduce health risks. (DOK 1 Recall)	
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep, hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Apply healthy strategies that help manage stress. (DOK 2 Skill/Concept)	

8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME, SP]	
Outcome 4 Health	Learning Target(s): - Describe the different forms of bullying (verbal, nonverbal, physical, and cyber) and the impact on all involved (e.g., physical, mental, emotional, social). (DOK 1 Recall) - In a bullying situation, identify actions and analyze their effects on physical, mental, emotional, and social health. (DOK 4 Extended Reasoning)

8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors. [Suggested Health Topics: ATOD, HSX, VPB]	
Outcome 4 Health	Learning Target(s): - Demonstrate the ability to use effective communication techniques for a variety of purposes for reducing or avoiding health risks (e.g., alcohol, tobacco, and other drugs). (DOK 1 Recall) - Apply refusal and conflict resolution skills to avoid risky situations (e.g., STOP; Say “no” in a firm voice, tell why not, offer another idea, promptly leave). (DOK 2 Skill / Concept)

Eighth Grade Physical Education and Health Curriculum

Introduction

Purpose Statement	
Eighth Grade	Students will analyze and integrate strategies and tactics in a variety of physical education settings. Students will utilize the five components of fitness to create and analyze fitness goals throughout the year. Students will engage in activities that promote self-expression. Students will model effective communication, apply the decision-making process, and analyze situations that affect personal health.

6-8 Sequence of Standards by Outcome			
8.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade		
	6	7	8
	Outcome		
8.PE.1.2 Demonstrate specialized manipulative skills in modified team activities.	1	1	
8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities.	1	1	1
8.PE.1.4 Apply tactical concepts in modified team activities.		1	1
8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities.		1	1
8.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Grade		
	6	7	8
	Outcome		
8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	2	2	2
8.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	Grade		
	6	7	8
	Outcome		
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.	3	3	3
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.	3	3	3
8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.	1	1, 3	3
8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	Grade		
	6	7	8
	Outcome		
8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the	4	4	4

community and beyond that help enhance health and prevent or reduce health risks.			
8.HE.1.2 Analyze situations or conditions to determine when health services are needed.	4		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.	4	4	4
8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).	4		4
8.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Grade		
	6	7	8
	Outcome		
8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.	4	4	4
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	Grade		
	6	7	8
	Outcome		
8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health.	4		4
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance.	4	4	4
8.HE.4.8 Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.		2	2
8.HE.4.11 Identify the behaviors and warning signs of self-harm and suicidal ideation, and explain how to seek help.	4		
8.HE.4.13 Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health.	4	4	
8.HE.4.14 Explain the relationship between physical, mental, emotional, and social health.	4		

Physical Education and Health Grade 8 Outcomes

Course	Grade	Outcome
Physical Education and Health	8	1 Movement
8.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
8.PE.1.5 Apply tactical concepts or performance principles in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Target(s): ● Compare and contrast skills and tactics used for different individual, dual, or rhythmic activities. (DOK 2 Skill/Concept) ● Analyze the use of strategies and tactics in a variety of individual, dual, or rhythmic activities and sports. (DOK 4 Extended Reasoning)	
8.PE.1.4 Apply tactical concepts in modified team activities.		
Outcome 1 Movement	Learning Target(s): ● Compare and contrast tactics used for different team activities and sports. (DOK 2 Skill/Concept) ● Analyze the use of strategies and tactics in a variety of team activities and sports. (DOK 4 Extended Reasoning)	
8.PE.1.3 Demonstrate specialized skills in modified individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Target(s): ● Integrate and evaluate specialized skill elements and tactics in physical activity settings. (DOK 4 Extended Reasoning)	

Course	Grade	Outcome
Physical Education and Health	8	2 Fitness

8.PE.2 Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

8.HE.4 Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.

Outcome 2 Fitness	Learning Target(s): - Describe the five components of fitness and how to apply them for personal improvement (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition, and flexibility). (DOK 4 Extended Reasoning) - Create short-term fitness goals that are monitored and modified throughout the year. (DOK 3 Strategic Thinking)
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8.HE.4.8 Use multiple criteria (e.g., specific, measurable, action-oriented, realistic, timely) to set a short-term personal health goal and make plan for achieving it. [Suggested Health Topics: PA, NUT, PH]

8.PE.2.3 Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.

Outcome 2 Fitness	Learning Target(s): Analyze and/or modify a short-term personal health goal in order to achieve it. (DOK 4 Extended Reasoning)
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Course	Grade	Outcome
Physical Education and Health	8	3 PSR
8.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
8.PE.3.5 Participate in aesthetic movement forms that promote self-expression.		
Outcome 3 PSR	Learning Target(s): Engage in self-selected activities to promote self-expression and provide an opportunity for social and group interaction. (DOK 2 Skill/Concept)	
8.PE.3.2 Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.		
Outcome 3 PSR	Learning Target(s): Model effective communication with others to promote respect, confidence, and conflict resolution in physical education settings. (DOK 2 Skill/Concept)	
8.PE.3.3 Participate in physical activities that promote self-challenge, confidence, and independence.		
Outcome 3 PSR	Learning Target(s): Engage in self-selected physical activities that create self-challenge, confidence, and independence. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Physical Education and Health	8	4 Health
8.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
8.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
8.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
8.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
8.HE.4.6 Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep, hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance. [Suggested Health Topics: PA, NUT, PH]		
Outcome 4 Health	Learning Target(s): Identify and analyze age-appropriate factors that create good and bad stressors. (DOK 3 Strategic Thinking)	
8.HE.3.3 Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors. [Suggested Health Topics: ATOD, HSX, VPB]		
Outcome 4 Health	Learning Target(s): Model and analyze refusal skills for potential effectiveness (e.g., STOP, say “no” in a firm voice, tell why not, offer another idea, promptly leave). (DOK 3 Strategic Thinking)	
8.HE.2.4 Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.). [Suggested Health Topics: HSX, ATOD, ME]		
Outcome 4 Health	Learning Target(s): Analyze outside factors that influence decisions students make about health practices and risk behaviors (e.g., peers, culture, the media). (DOK 3 Strategic Thinking)	

8.HE.2.2 Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: ME, PA, PCD]	
Outcome 4 Health	Learning Target(s): • Reflect on how a systematic decision-making process can yield consequences that enhance health or reduce health risks. (DOK 3 Strategic Thinking)

8.HE.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks. [Suggested Health Topics: ME, PH, NUT]	
Outcome 4 Health	Learning Target(s): • Analyze sources of health information and explain why they are or are not valid. (DOK 3 Strategic Thinking)

8.HE.4.1 Differentiate between healthy and unhealthy behaviors for improving personal health. [Suggested Health Topics: PH, PA, NUT]	
Outcome 4 Health	Learning Target(s): • Analyze behaviors that reduce health risks to self and others. (DOK 3 Strategic Thinking)

9-12 Physical Education and Health

Introduction

Purpose Statement	
9-12 Physical Education and Health	The students will become physically literate with the knowledge, skills, and confidence to enjoy a lifetime of physical activity. Students will learn the skills that will allow them to make better health-related decisions and to be healthier in all aspects of their lives.

9-12 Physical Education and Health Sequence of Standards by Outcome	
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade
	9-12
	Outcome
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.	1
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.	1
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	9-12
	Outcome
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.	2
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.	2
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	9-12
	Outcome
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.	1, 2
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.	2
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.	1
12.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.	9-12
	Outcome
12.HE.1.2 Use criteria to evaluate the validity of health information from a variety of sources. [Suggested Health Topics: ATOD, HSX, NUT]	2
12.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.	9-12
	Outcome

12.HE.2.2 Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health. [Suggested Health Topics: HSX, IPS, CEH]	3
12.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	9-12
	Outcome
12.HE.3.1 Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH, ME]	1
12.HE.3.2 Demonstrate the ability to use effective communication techniques to advocate for personal and community health. [Suggested Health Topics: ATOD, HSX, VPB]	2
12.HE.3.3 Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH]	3
12.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.	9-12
	Outcome
12.HE.4.2 Demonstrate the ability to use a strategic approach to manage health risks and enhance health. [Suggested Health Topics: NUT, PA, ME]	2
12.HE.4.6 Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH]	1, 3
12.HE.4.9 Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal. [Suggested Health Topics: ME, PA, NUT]	2
12.HE.4.11 Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME, SP]	3
12.HE.4.12 Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences. [Suggested Health Topics: VPB, CEH, ME]	1
12.HE.4.14 Analyze the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]	3

Physical Education and Health Outcomes

Course	Grade	Outcome
Physical Education and Health	9-12	1 Movement and PSR
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
12.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
12.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.		
Outcome 1 Movement & PSR	Learning Target(s): • Demonstrate combined movement skills and patterns (e.g., dynamic stretching and fitness testing). (DOK 2 Skill/Concept) • Demonstrate combined movement, manipulative skills, and patterns in individual, dual, or lifetime activities (e.g., field and court sports, aquatics, racquet sports, recreational activities). (DOK 2 Skill/Concept)	
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.		
Outcome 1 Movement & PSR	Learning Target(s): • Initiate responsible personal and social behavior and positively influence the behavior of others in physical activity settings. (DOK 2 Skill/Concept)	

12.HE.3.1 Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH, ME]	
Outcome 1 Movement & PSR	Learning Target(s): Evaluate the characteristics of effective verbal and non-verbal interpersonal communication skills and how they can be used to enhance health or avoid health risk. (DOK 2 Skill/Concept)
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.	
Outcome 1 Movement & PSR	Learning Target(s): Pursue and participate in physical activities that promote self-expression and provide opportunities for social group interaction. (DOK 3 Strategic thinking)
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.	
Outcome 1 Movement & PSR	Learning Target(s): Apply specialized skills, tactical concepts, and performance principles in individual, dual, or lifetime activities. (DOK 2 Skill/Concept)
12.HE.4.12 Demonstrate the ability to advocate for acceptance of individual, social, and cultural differences. [Suggested Health Topics: VPB, CEH, ME]	
Outcome 1 Movement & PSR	Learning Target(s): Demonstrate the ability to advocate for the prevention of violence and bullying by applying strategies for being respectful of others and opposing stereotyping and prejudice. (DOK 2 Skill/Concept)
12.HE.4.6 Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH]	
Outcome 1 Movement & PSR	Learning Target(s): Evaluate the appropriateness of strategies to manage stress and evaluate the effectiveness. (DOK 2 Skill/Concept)

Course	Grade	Outcome
Physical Education and Health	9-12	2 Fitness and PSR
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
12.HE.1 Health Information, Concepts, Products, and Resources Students will access, analyze, and evaluate health information, products, and resources.		
12.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
12.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.		
Outcome 2 Fitness & PSR	Learning Target(s): Evaluate the health benefits of a variety of physical activities and comprehensive testing (i.e., testing the five components of fitness) as it relates to their personal overall fitness and create goals to promote growth. (DOK 3 Strategic Thinking)	
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.		
Outcome 2 Fitness & PSR	Learning Target(s): - Create, monitor, and evaluate a fitness plan using current level of fitness and physical activity. Apply the principles and components of health-related fitness (e.g., personal pre-test, post-test, and fitness testing data). (DOK 3 Strategic Thinking) - Assess fitness plan at the end of the course to determine personal growth and change. (DOK 4 Extended Reasoning)	
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.		
Outcome 2 Fitness & PSR	Learning Target(s): Evaluate health benefits through participation in a variety of physical activities that promote self challenge, personal growth, and well being. (DOK 3 Strategic Thinking)	

12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.	
Outcome 2 Fitness & PSR	Learning Target(s): Hold self and others responsible by following safe practices, rules, procedures, and etiquette in a physical activity setting. (DOK 3 Strategic Thinking)
12.HE.4.9 Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal. [Suggested Health Topics: ME, PA, NUT]	
Outcome 2 Fitness & PSR	Learning Target(s): Use criteria to produce a long-term personal health goal, make a plan for achieving it, and evaluate its effectiveness (e.g., improving goals for fitness and nutrition). (DOK 3 Strategic Thinking)
12.HE.3.2 Demonstrate the ability to use effective communication techniques to advocate for personal and community health. [Suggested Health Topics: ATOD, HSX, VPB]	
Outcome 2 Fitness & PSR	Learning Target(s): - Demonstrate effective communication techniques to advocate for personal and community health. (DOK 2 Skills/Concepts) - Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (DOK 2 Skills/Concepts)
12.HE.1.2 Use criteria to evaluate the validity of health information from a variety of sources. [Suggested Health Topics: ATOD, HSX, NUT]	
Outcome 2 Fitness & PSR	Learning Target(s): Evaluate health information at school, in the community, and/or beyond to enhance health. (DOK 3 Strategic Thinking)
12.HE.4.2 Demonstrate the ability to use a strategic approach to manage health risks and enhance health. [Suggested Health Topics: NUT, PA, ME]	
Outcome 2 Fitness & PSR	Learning Target(s): - Identify and analyze age appropriate factors that create good and bad stressors. (DOK 2 Skills/Concepts) - Evaluate their current lifestyle and apply a strategic approach to enhance health and manage risks. (DOK 2 Skills/Concepts)

Course	Grade	Outcome
Physical Education and Health	9-12	3 Health
12.HE.2 Problem Solving and Decision Making Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.		
12.HE.3 Effective Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.		
12.HE.4 Personal and Social Responsibility Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.		
12.HE.3.3 Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks. [Suggested Health Topics: PH, CEH]		
Outcome 3 Health	Learning Target(s): Demonstrate refusal, negotiation, and collaboration skills to enhance health, and reduce or avoid health risk. (DOK 2 Skill/Concept)	
12.HE.4.14 Analyze the relationship between physical, mental, emotional, and social health. [Suggested Health Topics: VPB, CEH, ME]		
Outcome 3 Health	Learning Target(s): Justify the relationship between physical, social, and mental/emotional health (e.g., PIES and Health Triangle). (DOK 4 Extended Reasoning)	
12.HE.2.2 Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health. [Suggested Health Topics: HSX, IPS, CEH]		
Outcome 3 Health	Learning Target(s): - Analyze how personal health decisions can affect self, others, and society. (DOK 3 Strategic Thinking) - Analyze the types of decisions that would be appropriate for a specific health-related situation. (DOK 3 Strategic Thinking) - Apply a systematic decision-making process that includes evaluation of consequences to enhance health (e.g., evaluate how weight maintenance can be improved through proper nutrition and exercise). (DOK 4 Extended Reasoning) - Evaluate how peers, culture, media, and technology influence decisions that students make to enhance health. (DOK 4 Extended Reasoning)	

12.HE.4.6 Evaluate the appropriateness of various strategies for managing stress in specific situations. [Suggested Health Topics: PA, NUT, PH]	
Outcome 3 Health	Learning Target(s): • Explain the signs of stress and how stress can affect one's health. (DOK 1 Recall)

12.HE.4.11 Describe the behaviors and warning signs of self-harm and suicidal ideation, explain how to communicate with someone in need, and explain how to seek help. [Suggested Health Topics: VPB, CEH, ME, SP]	
Outcome 3 Health	Learning Target(s): • Describe behaviors and warning signs of self-harm and suicidal ideation. (DOK 3 Strategic Thinking) • Explain how to seek help and how to communicate with someone in need. (DOK 3 Strategic Thinking)

9-12 Aquatics/Water Sports I

Introduction

Purpose Statement	
9-12 Aquatics/Water Sports I	Students will demonstrate and apply skills, techniques, and strategies in aquatics, water survival skills, and fitness activities. Students will analyze their own personal health to identify content and trends that will improve their overall health. Students will exhibit responsible personal and social behavior and hold self and others responsible in an aquatic setting.

Aquatics/Water Sports I Sequence of Standards by Outcome	
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade
	9-12
	Outcome
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.	1
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.	1
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.	2
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.	2
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.	3
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.	3
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.	3

Aquatics/Water Sports I Outcomes

Course	Grade	Outcome
Aquatics/ Water Sports	9-12	1 Movement
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Demonstrate key swimming techniques and skills to participate safely and effectively. (e.g. competition and recovery strokes, and water survival skills) (DOK 2 Skill/Concept)	
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Apply and evaluate specialized skills, concepts, and performance principles in aquatics. (e.g. competition and recovery strokes, and water survival skills) (DOK 4 Extended Reasoning) • Demonstrate combined movement, manipulative skills and patterns in aquatic activities. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Aquatics/ Water Sports I	9-12	2 Fitness

12.PE.2 Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.

Outcome 2 Fitness	Learning Targets: - Research, evaluate, and assess combined movement skills and patterns to create a personal fitness plan. (DOK 4 Extended Reasoning) - Assess fitness plan at the end of the course to determine personal growth and change. (DOK 3 Strategic Thinking) - Create, monitor, and evaluate a fitness plan using current level of fitness and physical activity. Apply the principles and components of health-related fitness (e.g. personal pre-test, post-test, and fitness testing data). (DOK 4 Extended Reasoning)
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12.PE.2.2 Evaluate the health benefits of a variety of physical activities.

Outcome 2 Fitness	Learning Targets: - Evaluate the health benefits of a variety of physical activities and comprehensive testing (i.e., testing the five components of fitness) as it relates to their personal overall fitness and create goals to promote growth. (DOK 4 Extended Reasoning) - Evaluate the health benefits of engaging in a variety of aquatic activities that promote personal growth and enjoyment. (DOK 4 Extended Reasoning)
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Course	Grade	Outcome
Aquatics/ Water Sports	9-12 3	PSR
12.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.		
Outcome 3 PSR	Learning Targets: - Exhibit responsible personal and social behavior: Hold self and others responsible by following safe practices, rules procedures, and etiquette in aquatic activities. (DOK 2 Skill/Concept) - Initiate responsible personal and social behavior and positively influence the behavior of others in physical activity settings. (DOK 2 Skill/Concept)	
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.		
Outcome 3 PSR	Learning Targets: Evaluate the health benefit of engaging in a variety of individual or dual activities that promote personal growth and enjoyment. (DOK 4 Extended Reasoning)	
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.		
Outcome 3 PSR	Learning Targets: - Use physical activity to promote personal growth, goal setting, and enjoyment. (DOK 1 Recall) - Pursue physical activities that promote self-expression and provide opportunities for social group interaction. (DOK 1 Recall)	

9-12 Lifetime Sports and Activities

Introduction

Purpose Statement	
9-12 Specific Sports Activities	Students will apply skills and knowledge in various lifetime activities, be actively engaged in physical activities that promote healthy lifestyles, and analyze community resources to further their leisure and personal enjoyment.

Lifetime Sports and Activities Sequence of Standards by Outcome	
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade
	9-12
	Outcome
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.	1
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.	1
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.	2
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.	2
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.	3
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.	3
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.	3

Lifetime Sports and Activities Outcomes

Course	Grade	Outcome
Lifetime Sports and Activities	9-12	1 Movement
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Demonstrate or explain combined movements and specialized skills and patterns in lifetime activities. (DOK 2 Skill/Concept)	
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Apply specialized tactical concepts and performance principles in lifetime activities. (DOK 2 Skill/Concept) • Critique specialized skills, strategies, and tactics used by self or others in lifetime activities. (DOK 3 Strategic Thinking)	

Course	Grade	Outcome
Lifetime Sports and Activities	9-12	2 Fitness
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.		
Outcome 2 Fitness	Learning Targets: ● Create an individual plan using current levels of fitness and physical activity, and principles and components of health-related fitness. (DOK 4 Extended Reasoning) ● Monitor and evaluate their individual plan according to the principles and components of health-related fitness. (DOK 3 Strategic Thinking)	
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.		
Outcome 2 Fitness	Learning Targets: ● Critique the health benefits of a variety of lifetime activities. (DOK 3 Strategic Thinking)	

Course	Grade	Outcome
Lifetime Sports and Activities	9-12	3 PSR
12.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.		
Outcome 3 PSR	Learning Targets: - Initiate responsible personal and social behavior and positively influence the behavior of others in lifetime activity settings. (DOK 2 Skill/Concept) - Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in lifetime activities settings. (DOK 2 Skill/Concept)	
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.		
Outcome 3 PSR	Learning Targets: Engage in a variety of lifetime activities that will enhance health-related fitness inside or outside of school. (DOK 2 Skill/Concept)	
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.		
Outcome 3 PSR	Learning Targets: - Pursue lifetime activities that promote self-expression and provide opportunities for social and group interaction. (DOK 1 Recall/Reproduction) - Use lifetime activity to promote personal growth, goal setting and enjoyment. (DOK 1 Recall/Reproduction)	

9-12 Weight Training and Conditioning Introduction

Purpose Statement	
9-12 Weight Training and Conditioning	Students will apply strength training principles to improve personal fitness levels and set goals through a variety of sport-related and conditioning activities. Students will analyze personal performance and adjust training to produce improvement. Students will be accountable to self and others, and be responsible for following safe practices, rules, procedures, and etiquette in a weight room setting.

Weight Training and Conditioning Sequence of Standards by Outcome	
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.	Grade
	9-12
	Outcome
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.	1
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.	1
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.	2
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.	2
12.PE.3 Personal and Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.	
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.	3
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.	3
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.	3

Weight Training and Conditioning Outcomes

Course	Grade	Outcome
Weight Training and Conditioning	9-12	1 Movement
12.PE.1 Movement Skills The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.		
12.PE.1.3 Demonstrate specialized skills in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Execute various plyometrics and evaluate how they enhance personal performance (e.g. jumping rope, depth jumps, and dot drills). (DOK 3 Strategic Thinking) • Use anaerobic and aerobic fitness training principles to enhance conditioning (e.g. speed training, interval training, and jogging). (DOK 1 Recall)	
12.PE.1.5 Apply specialized tactical concepts and performance principles in individual, dual, or lifetime activities.		
Outcome 1 Movement	Learning Targets: • Execute and monitor a variety of multi-joint exercises (e.g. cleans, squats, bench, lunges, snatch, glute-ham, and deadlift). (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Weight Training and Conditioning	9-12	2 Fitness
12.PE.2 Fitness The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
12.PE.2.1 Create, monitor, and evaluate a personal goal using current levels of physical activity.		
Outcome 2 Fitness	Learning Targets: • Create, monitor and evaluate a plan applying the principles and components of a strength-training program. (DOK 3 Strategic Thinking) • Use, Monitor; and evaluate physical activity and intensity levels using workout logs, goal setting, and target heart rate. (DOK 3 Strategic Thinking)	
12.PE.2.2 Evaluate the health benefits of a variety of physical activities.		
Outcome 2 Fitness	Learning Targets: • Evaluate the health benefits of performing bodyweight warm-up activities to prepare for an intensity based workout. (DOK 2 Skill/Concept) • Use core strength activities and evaluate how they enhance conditioning. (DOK 2 Skill/Concept)	

Course	Grade	Outcome
Weight Training and Conditioning	9-12	3 PSR
12.PE.3 Personal And Social Behavior The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.		
12.PE.3.1 Demonstrate respect by holding self and others accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.		
Outcome 3 PSR	Learning Targets: ● Apply spotting and safety rules as an individual or as a group. (DOK 2 Skill/Concept) ● Model the rules, procedures, and etiquette that provide for safe participation in a weight room setting. (DOK 2: Skill/Concept)	
12.PE.3.3 Participate in physical activities that promote self-challenge, personal growth, and well-being.		
Outcome 3 PSR	Learning Targets: ● Participate in a variety of weight training activities to promote self-challenge, personal growth, and well being. (DOK 1 Recall)	
12.PE.3.5 Participate in a variety of physical activities that promote self-expression.		
Outcome 3 PSR	Learning Targets: Evaluate personal performance and enjoyment through formative and summative testing, as compared to performance standards. (DOK Strategic Thinking)	