

# **Pennoyer School District 79**

## **Health/Physical Education Curriculum**



### **Health/Physical Education Subject Area Committee Members**

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## **Pennoyer School District Vision and Mission**

### **DISTRICT VISION:**

**Pennoyer School District 79 staff, parents, and community members will empower students and foster their development in their present and future academic and life experiences.**

- Continue to foster an empathetic, inclusive, and nurturing learning environment.
- Expand opportunities for collaboration and creative thinking.
- Redefine the use of technology.
- Create a platform for expression of student voice and choice.

### **DISTRICT MISSION:**

**The pathway to our vision includes**

- Acknowledging all exceptionalities and expanding opportunities for students.
- Maintaining existing and emerging practices.
- Encouraging students to take an active role in their academic lives.
- Engaging parents and the community for the success of the school

### **HEALTH/PHYSICAL EDUCATION SUBJECT MISSION STATEMENT:**

**Students completing the Pennoyer School District PE and Health Curriculum will apply the skills needed for a lifetime of physical, social, and emotional health.**

**The Pennoyer School District Health/PE Curriculum is aligned to the Illinois State Learning Standards for Physical Development and Health. The Illinois Mandated Units of Study are also referenced in the Pennoyer School District Health/PE Curriculum. Teaching physical education fulfills Illinois state code [105 ILCS 5/27-7.](#)**

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## Course Purposes

<b>Kindergarten</b>	Students will demonstrate body control and spatial awareness in individual and group activities.
<b>1st Grade</b>	Students will demonstrate fundamental locomotor movements and model safe, responsible choices.
<b>2nd Grade</b>	Students will engage in skill and fitness-related activities to increase cardiovascular endurance, strength, and flexibility.
<b>3rd Grade</b>	Students will participate in moderate to vigorous individual and group activities using complex movement patterns while demonstrating sportsmanship.
<b>4th Grade</b>	Students will use complex movement patterns to better understand offensive and defensive strategies, and determine how outside factors can impact personal health.

<b>5th Grade</b>	Students will set individual fitness goals, and use positive decision making skills to understand how outside factors can affect their personal health.
<b>6th Grade</b>	Students will measure and critique individual fitness levels and goals, and analyze how outside factors can improve or hinder individual wellness.
<b>7th Grade</b>	Students will measure personal fitness data, and research how nutrition and external factors affect our ability to attain individual goals.
<b>8th Grade</b>	Students will analyze how physical activity and personal health impact lifelong fitness and well-being.

## Kindergarten

<b>Course Purpose:</b>	Students will demonstrate body control and spatial awareness in individual and group activities.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.K.1</b>	Students will demonstrate fundamental locomotor and non-locomotor skills, while modeling responsible behavior and safety.
<b>HPE.K.2</b>	Students will perform object manipulation and striking skills while working in individual and group activities.
<b>HPE.K.3</b>	Students will identify basic parts of the human body and brain, as well as various ways to keep them healthy.
<b>HPE.K.4</b>	Students will create and work toward a realistic PE goal with guidance and support.

## 1st Grade

<b>Course Purpose:</b>	Students will demonstrate fundamental locomotor movements and model safe, responsible choices.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.1.1</b>	Students will demonstrate fundamental locomotor and non-locomotor movement patterns, while modeling responsible behavior and safety.
<b>HPE.1.2</b>	Students will perform individual sport specific-skills; while applying proper mechanics and positive behavior choices while creating a concept of safety.
<b>HPE.1.3</b>	Students will analyze how positive health choices can reduce risk personally and in the community.
<b>HPE.1.4</b>	Students will create and work toward a realistic, fitness-related goal with some guidance and support.

## 2nd Grade

<b>Course Purpose:</b>	Students will engage in skill and fitness-related activities to increase cardiovascular endurance, strength, and flexibility.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.2.1</b>	Students will participate in individual competitive situations with moderate to vigorous activity, demonstrate fair play and sportsmanship, while refining locomotor and non-locomotor movement patterns.
<b>HPE.2.2</b>	Students will participate in group competitive situations with moderate to vigorous activity, demonstrate fair play and sportsmanship, while refining locomotor and non-locomotor movement patterns.
<b>HPE.2.3</b>	Students will engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.
<b>HPE.2.4</b>	Students will investigate sources and causes of personal and environmental health risks, as well as various ways to prevent and reduce risk.



### 3rd Grade

<b>Course Purpose:</b>	Students will participate in moderate to vigorous individual and group activities using complex movement patterns while demonstrating sportsmanship.
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<b>Outcome #</b>	
<b>HPE.3.1</b>	Students will engage in moderate to vigorous individual activities, using complex movement patterns, while demonstrating fair play and sportsmanship.
<b>HPE.3.2</b>	Students will engage in moderate to vigorous team or group activities, using complex movement patterns, while demonstrating fair play and sportsmanship.
<b>HPE.3.3</b>	Students will examine the impact of prolonged physical activity and healthy eating habits on life-long wellness.

#### 4th Grade

<b>Course Purpose:</b>	Students will use complex movement patterns to better understand offensive and defensive strategies, and determine how outside factors can impact personal health.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.4.1</b>	Students will determine and communicate how environmental factors affect our body systems, including the brain's structure.
<b>HPE.4.2</b>	Students will perform complex movement skills at a moderate to vigorous pace, compare different movement principles, and interpret how movement affects their body.
<b>HPE.4.3</b>	Students will perform complex movement patterns in group activities, distinguishing between offense and defense, while demonstrating and encouraging sportsmanship and fair play.

## 5th Grade

<b>Course Purpose:</b>	Students will set individual fitness goals, and use positive decision making skills to understand how outside factors can affect their personal health.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.5.1</b>	Students will perform and analyze movement skills and sport-specific concepts in a safe environment with guidance and support.
<b>HPE.5.2</b>	Students will develop one measurable goal focused on a specific component of physical activity and monitor goal progress, with guidance and support.
<b>HPE.5.3</b>	Students will analyze current societal trends to reflect on those that could harm or promote physical, mental, or social health.

## 6th Grade

<b>Course Purpose:</b>	Students will measure and critique individual fitness levels and goals, and analyze how outside factors can improve or hinder individual wellness.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.6.1</b>	Students will analyze and provide constructive feedback on complex patterns within individual and group activities to improve health-related and skill-related fitness.
<b>HPE.6.2</b>	Students will evaluate personal fitness levels to create goals and monitor progress for achievement and preparedness to learn.
<b>HPE.6.3</b>	Students will analyze how positive health practices, routine safety precautions in practical situations, and relevant health care can help reduce health risks.

## 7th Grade

<b>Course Purpose:</b>	Students will measure personal fitness data, and research how nutrition and external factors affect our ability to attain individual goals.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.7.1</b>	Students will use personal fitness data and the principles of FITT training to create goals and monitor progress for achievement and preparedness to learn.
<b>HPE.7.2</b>	Students will justify the importance of a balanced diet, evaluate the impact of harmful substances on the body, and demonstrate appropriate refusal skills
<b>HPE.7.3</b>	Students will determine factors that make us who we are and how these factors influence our interactions with others and develop skills to make choices that positively affect physical, social, and emotional health.
<b>HPE.7.4</b>	Students will perform, analyze, and critique fitness and sport-specific skills, using appropriate language and positive communication.

## 8th Grade

<b>Course Purpose:</b>	Students will analyze how physical activity and personal health impact lifelong fitness and well-being.
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<b>Outcome #</b>	<b>Outcome</b>
<b>HPE.8.1</b>	Students will analyze how human body systems interact to improve and maintain personal health.
<b>HPE.8.2</b>	Students will examine the impact of sexual activity on a teenager's well-being in order to make healthy decisions.
<b>HPE.8.3</b>	Students will collaborate to create and present a product while using positive communication and demonstrating appropriate learning behaviors.
<b>HPE.8.4</b>	Students will perform and assess personal fitness levels, applying different strategies to improve speed, strength, and flexibility.

## Kindergarten Outcomes and Components

<b>Course Purpose:</b>	Students will demonstrate body control and spatial awareness in individual and group activities.
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### Outcomes and Components:

<b>HPE.K.1</b>	<b>Students will demonstrate fundamental locomotor and non-locomotor skills, while modeling responsible behavior and safety.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.K.1.1	Demonstrate locomotor skills while maintaining balance to include hop, gallop, run, slide, skip, jump, leap, and walk.	<b>PE 19.A.1a</b>
	HPE.K.1.2	Demonstrate non-locomotor skills while maintaining balance to include bend, twist, and squat.	<b>PE 19.A.1a</b>
	HPE.K.1.3	Model responsible personal and social behavior that respects self and others (e.g., taking turns, waiting in line, and being honest).	<b>PE 24.A.1a</b>
	HPE.K.1.4	Follow class procedures while participating in physical activities with teacher support.	<b>PE 19.C.1a, PE 21.A.1a</b>

<b>Academic Vocabulary:</b>
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<b>Content Vocabulary:</b>
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<b>HPE.K.2</b>	<b>Students will perform object manipulation and striking skills while working in individual and group activities.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.K.2.1	Catch a self-bounced or tossed object.	<b>PE 19.A.1a</b>
	HPE.K.2.2	Volley a lightweight object sending it upward.	<b>PE 19.A.1a</b>
	HPE.K.2.3	Toss an object underhand to a peer with help of teacher cues.	<b>PE 19.B.1a, PE 19.B.1b</b>
	HPE.K.2.4	Model responsibility while working on a task independently as well as with a partner.	<b>PE 21.A.1c, PE 21.B.1a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.K.3</b>	<b>Students will identify basic parts of the human body and brain, as well as various ways to keep them healthy.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.K.3.1	Identify general signs and symptoms of illness (e.g., fevers, rashes, coughs, and congestion).	<b>PE 22.A.1a 105 ILCS 5/27-11</b>
	HPE.K.3.2	Explain different methods of health promotion and illness prevention (e.g., doctor visit, hand washing, brushing and flossing teeth, eating practices, sleep, and cleanliness).	<b>PE 22.A.1b 105 ILCS 5/27-11</b>

	HPE.K.3.3	Identify basic parts of body systems and their functions (e.g., heart, lungs, and eyes).	<b>PE 23.A.1a</b>
	HPE.K.3.3	Locate the right and left hemisphere and brainstem.	<b>PE 23. D.1a, PE 23. D.1a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.K.4</b>	<b>Students will create and work toward a realistic PE goal with guidance and support.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.K.4.1	Perform health-related or skill-related movements demonstrated by instructor (e.g., stretching, push ups, sit ups).	<b>PE 20.A.1a</b>
	HPE.K.4.2	Participate in PE class, with breaks, for the full duration of class.	<b>PE 20.A.1b</b>
	HPE.K.4.3	Identify when activities increase and decrease heart rate.	<b>20.B.1a</b>
	HPE.K.4.4	Set one realistic PE goal (e.g., I want to do 5 push ups).	<b>20.C.1a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**1st Grade  
Outcomes and Components**

<b>Course Purpose:</b>	Students will demonstrate fundamental locomotor movements and model safe, responsible choices.
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**Outcomes and Components:**

<b>HPE.1.1</b>	<b>Students will demonstrate fundamental locomotor and non-locomotor movement patterns, while modeling responsible behavior and safety.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.1.1.1	Exhibit spatial awareness in personal and general space while performing fundamental locomotor skills including skipping, hopping, running, walking, and galloping.	<b>PE 19.A.2a, PE 19.B.1a</b>
	HPE.1.1.2	Perform fundamental locomotor skills while moving in directional levels and pathways including right, left, over, under, north, south, east, and west.	<b>PE 19.B.1b</b>
	HPE.1.1.3	Exhibit control while performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.	<b>PE 19.A.2a</b>
	HPE.1.1.4	Follow class procedures while participating in physical activities with minimal teacher support.	<b>PE 19.C.1a, PE 21.A.1a</b>

**Academic Vocabulary:**

**Content Vocabulary:**



<b>HPE.1.2</b>	<b>Students will perform individual sport-specific skills; applying proper mechanics and positive behavior choices while creating a concept of safety.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE 1.2.1	Exhibit and encourage positive behavior choices.	<b>PE 21.B.1a</b>
	HPE 1.2.2	Model control while performing combinations and sequences in manipulative activities.	<b>PE 19.A.2a</b>
	HPE 1.2.3	Demonstrate safe movement with equipment and around peers.	<b>PE 19.B.1a</b>
	HPE 1.2.4	Create and implement safety rules and clean up procedures, with teacher guidance.	<b>PE 19.C.2a, PE 21.A.1b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.1.3</b>	<b>Students will analyze how positive health choices can reduce risk personally and in the community.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.1.3.1	Sort positive and negative choices that affect personal health (e.g., eating habits, wearing sunscreen, and wearing a helmet).	<b>PE 23.B.1a</b>
	HPE.1.3.2	Determine dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine, poisons, and strangers).	<b>PE 24.B.1a, PE 22.A.1c  105 ILCS 5/27-11 105 ILCS 5/27-23.11</b>

	HPE.1.3.3	Describe the role of community workers that contribute to health and safety.	<b>PE 22.A.1c</b>
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**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.1.4</b>	<b>Students will create and work toward a realistic, fitness-related goal with some guidance and support.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.1.4.1	Describe how fitness-related skills affect their body (e.g., stretching helps muscles prepare for activity).	<b>PE 20.A.1a</b>
	HPE.1.4.2	Participate in PE class, with few breaks, for the full duration of class.	<b>PE 20.A.1b</b>
	HPE.1.4.3	Locate and measure their pulse using the neck or wrist.	<b>PE 20.B.2a</b>
	HPE.1.4.4	Set one realistic fitness goal with teacher guidance, based on personal fitness data.	<b>PE 20.C.1a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**2nd Grade  
Outcomes and Components**

<b>Course Purpose:</b>	Students will engage in skill and fitness-related activities to increase cardiovascular endurance, strength, and flexibility.
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**Outcomes and Components:**

<b>HPE.2.1</b>	<b>Students will participate in individual competitive situations with moderate to vigorous activity, demonstrate fair play and sportsmanship, while refining locomotor and non-locomotor movement patterns.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.2.1.1</b>	Model control and balance while performing advanced movement patterns, at a moderate to vigorous pace.	<b>PE 19.B.1b, PE 19.A.2b, PE 20.A.1b</b>
	<b>HPE.2.1.2</b>	Demonstrate individual sport-specific skills with minimal teacher cues.	<b>PE 21.A.1c</b>
	<b>HPE.2.1.3</b>	Demonstrate basic sportsmanship and fair play.	<b>PE 21.B.2a</b>  <b>105 ILCS 5/27-23.4</b>

<b>Academic Vocabulary:</b>
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<b>Content Vocabulary:</b>
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<b>HPE.2.2</b>	<b>Students will participate in group competitive situations with moderate to vigorous activity, demonstrate fair play and sportsmanship, while refining locomotor and non-locomotor movement patterns.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.2.2.1</b>	Apply teacher cues in order to enhance the development of weight bearing and balance activities on a variety of body parts.	<b>PE 19.B.2a</b>
	<b>HPE.2.2.2</b>	Demonstrate sportsmanship and fair play in a group setting.	<b>PE 21.B.2a</b>
	<b>HPE.2.2.3</b>	Model control and balance while performing advanced team/group movement patterns, at a moderate to vigorous pace.	<b>PE 19.B.1b, PE 19.A.2b, PE 20.A.1b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.2.3</b>	<b>Students will engage in sustained physical activity that causes increased heart rate, muscle strength, and range of movement.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.2.3.1	Identify activities that positively impact overall fitness.	<b>PE 20.A.2a</b>
	HPE.2.3.2	Describe the immediate effects of fitness related activities on the body (e.g., increased heart rate, sweating, and heavy breathing).	<b>PE 20.B.1a</b>
	HPE.2.3.3	Measure their pulse using the wrist or neck.	<b>PE 20.B.2a</b>



	HPE.2.3.4	Participate in PE class, with minimal breaks, for the full duration of class.	<b>PE 20.A.2b</b>
	HPE.2.3.5	Create one realistic PE goal, based on personal fitness data, and describe how to achieve it, with guidance.	<b>PE 20.C.2a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.2.4</b>	<b>Students will investigate sources and causes of personal and environmental health risks, as well as various ways to prevent and reduce risk.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.2.4.1	Describe how personal choices impact our environment (e.g., pollution, noise, and chemicals).	<b>PE 22.C.1a</b>
	HPE.2.4.2	Formulate an idea to improve health in our community.	<b>PE 22.B.1a</b>
	HPE.2.4.3	Describe healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, and exercise).	<b>PE 23.B.1a</b>
	HPE.2.4.4	Determine situations that are hazardous to their personal health or safety, and explain how to avoid those dangers (e.g., Drugs = “Just Say No”, “Stranger Danger”).	<b>PE 24.C.1a</b> <b>105 ILCS 5/27-13.2</b>

**Academic Vocabulary:**

**Content Vocabulary:**

### 3rd Grade and Outcomes

<b>Course Purpose:</b>	Students will participate in moderate to vigorous individual and group activities using complex movement patterns while demonstrating sportsmanship.
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#### Outcomes and Components:

<b>HPE.3.1</b>	<b>Students will engage in moderate to vigorous individual activities, using complex movement patterns, while demonstrating fair play and sportsmanship.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.3.1.1	Demonstrate complex individual sport skills.	<b>PE 19.A.2b</b>
	HPE.3.1.2	Cite cues for movement skills as well as principles for movement. (e.g., power vs. control).	<b>PE 19.B.2a, PE 19.B.2b</b>
	HPE.3.1.3	Perform and practice safety expectations during group activities without reminders.	<b>PE 21.A.2b</b>

#### Academic Vocabulary:

#### Content Vocabulary:

<b>HPE.3.2</b>	<b>Students will engage in moderate to vigorous group activities, using complex movement patterns, while demonstrating fair play and sportsmanship.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.3.2.1	Demonstrate complex team sport skills.	<b>PE 19.A.2b</b>
	HPE.3.2.2	Measure heart rate and identify effort based on the zones of exertion, to	<b>PE 20.A.2a PE 20.A.2b</b>

		ensure participation at a moderate to vigorous level, with few breaks.	
	HPE.3.2.3	Identify activities that positively impact overall fitness.	<b>PE 20.A.2a</b>
	HPE.3.2.4	Use and model positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, and body language).	<b>PE 24.A.2b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.3.3</b>	<b>Students will examine the impact of prolonged physical activity and healthy eating habits on life-long wellness.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.3.3.1	Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	<b>PE 23.C.2b</b> <b>105 ILCS 5/27-9.2</b>
	HPE.3.3.2	Determine strategies for early detection and prevention of illness(e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).	<b>PE 22.A.2a,</b> <b>PE 22.A.2b</b> <b>105 ILCS 5/27-11</b>
	HPE.3.3.3	Differentiate key elements of a decision making process, and justify the importance of necessary refusal skills.	<b>PE 24.B.2a,</b> <b>PE 24.C.2a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**4th Grade  
Outcomes and Components**

<b>Course Purpose:</b>	Students will use complex movement patterns to better understand offensive and defensive strategies, and determine how outside factors can impact personal health.
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<b>HPE.4.1</b>	<b>Students will determine and communicate how environmental factors affect our body systems, including the brain's structure.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.4.1.1	Explain the relationship between the environment and personal health, express an opinion and communicate individual health needs, and effects.	<b>PE 22.C.2a, PE 22.D.2a</b>
	HPE.4.1.2	Match each body system to its function (e.g., circulatory: heart and blood, respiratory: lungs and breathing).	<b>PE 23.A.2a</b>
	HPE.4.1.3	Locate, identify and describe the functions of the cerebellum, cerebrum, and brain stem.	<b>PE 23.D.2a</b>

<b>Academic Vocabulary:</b>
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<b>Content Vocabulary:</b>
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<b>HPE.4.2</b>	<b>Students will perform complex movement skills at a moderate to vigorous pace, compare different movement principles, and interpret how movement affects their body.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.4.2.1</b>	Cite cues for movement skills as well as principles for movement (e.g., power vs. control).	<b>PE 19.B.2a, PE 19.B.2b</b>
	<b>HPE.4.2.2</b>	Perform combined and sequenced	<b>PE 19.A.3a</b>

		loco-motor movements and manipulative patterns in selected individual activities, games, and sports.	
	<b>HPE.4.2.3</b>	Interpret their heart rate by comparing pulse before, during, and after activity to the zones of exertion.	<b>PE 20.B.2a</b>
	<b>HPE.4.2.4</b>	Identify the immediate effects of exercise on the body.	<b>PE 20.A.2a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.4.3</b>	<b>Students will perform complex movement patterns in group activities, distinguishing between offense and defense, while demonstrating and encouraging sportsmanship and fair play.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.4.3.1</b>	Perform combined and sequenced locomotor movements and manipulative patterns in selected group activities.	<b>PE 19.A.3a</b>
	<b>HPE.4.3.2</b>	Differentiate between offense and defense in a competitive situation.	<b>PE 19.C.2b</b>
	<b>HPE.4.3.3</b>	Analyze the actions of themselves and the group and encourage accountability and truthfulness.	<b>PE 21.A.2a, PE 24.A.2b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

### **5th Grade**

## Outcomes and Components

<b>Course Purpose:</b>	Students will set individual fitness goals, and use positive decision making skills to understand how outside factors can affect their personal health.
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### Outcomes and Components:

<b>HPE.5.1</b>	<b>Students will perform and analyze movement skills and sport-specific concepts in a safe environment with guidance and support.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.5.1.1</b>	Evaluate the development of complex skills with the use of technology and guidance and support.	<b>PE 19.A.3a</b>
	<b>HPE.5.1.2</b>	Distinguish between zone and man defense as well as various offensive strategies.	<b>PE 19.C.2b</b>
	<b>HPE.5.1.3</b>	Generate classroom rules as well as sport-specific rules on fair play to promote a safe environment.	<b>PE 19.C.3a</b>

### Academic Vocabulary:

### Content Vocabulary:

<b>HPE.5.2</b>	<b>Students will develop one measurable goal focused on a specific component of physical activity and monitor goal progress, with guidance and support.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.5.2.1</b>	Analyze personal fitness component data in order to set an attainable goal with guidance and support (e.g., push ups = strength, stretching = flexibility).	<b>PE 20.C.2b</b>
	<b>HPE.5.2.2</b>	Record completed data independently	<b>PE 21.A.2c</b>

		for analytical purposes.	
	<b>HPE.5.2.3</b>	Monitor goal progress for results.	<b>PE 20.C.2a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.5.3</b>	<b>Students will analyze current societal trends to reflect on those that could harm or promote physical, mental, or social health.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.5.3.1</b>	Examine current societal trends that influence the health of individuals and present their findings (e.g., peer pressure, media and advertising).	<b>PE 22.B.2a</b> <b>105 ILCS 5/27-13.2</b> <b>105 ILCS 5/27-23.4</b>
	<b>HPE.5.3.2</b>	Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, and diet).	<b>PE 23.B.2a,</b> <b>PE 22.A.3a</b> <b>105 ILCS 5/27-13.2</b> <b>105 ILCS 5/27-23.4</b>
	<b>HPE.5.3.3</b>	Define physical, mental, social, and cultural factors affecting their growth and development. (e.g., nutrition, self-esteem, family, and illness).	<b>PE 22.A.3a,</b> <b>PE 23.C.2a</b> <b>105 ILCS 5/27-13.2</b> <b>105 ILCS 5/27-23.4</b>
	<b>HPE.5.3.4</b>	Demonstrate refusal skills for various situations.	<b>PE 24.C.2a</b> <b>105 ILCS 5/27-13.2</b> <b>105 ILCS 5/27-23.4</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**6th Grade  
Outcomes and Components**

<b>Course Purpose:</b>	<b>Students will measure and critique individual fitness levels and goals, and analyze how outside factors can improve or hinder individual wellness.</b>
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**Outcomes and Components:**

<b>HPE.6.1</b>	Students will analyze and provide constructive feedback on complex patterns within individual and group activities to improve health-related and skill-related fitness.		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.6.1.1</b>	Apply basic offensive, defensive, and cooperative strategies in selected activities.	<b>PE 19.C.3b</b>
	<b>HPE.6.1.2</b>	Create classroom expectations and sport-specific rules on fair play using teacher guidance.	<b>PE 19.C.3a, PE 21.A.3b</b>
	<b>HPE.6.1.3</b>	Demonstrate methods of conflict resolution and constructive feedback, while participating in a group activity (e.g., avoidance, compromise, and cooperation).	<b>PE 24.A.3b 105 ILCS 5/27-23.4</b>
	<b>HPE.6.1.4</b>	Analyze the impact of positive communication on building and maintaining healthy relationships.	<b>PE 24.A.3c</b>

<b>Academic Vocabulary:</b>
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<b>Content Vocabulary:</b>
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<b>HPE.6.2</b>	<b>Students will evaluate personal fitness levels to create goals and monitor progress for achievement and preparedness to learn.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.6.2.1</b>	Explain the principles of FITT training: Frequency, Intensity, Time, and Type.	<b>PE 20.A.3a</b>
	<b>HPE.6.2.2</b>	Measure heart rate before, during, and after activity and analyze personal data.	<b>PE 20.B.3a</b>
	<b>HPE.6.2.3</b>	Evaluate personal fitness strengths and weaknesses.	<b>PE 20.B.3b</b>
	<b>HPE.6.2.4</b>	Create a measurable short-term and long-term goal for a health-related fitness component and write a plan to attain those goals.	<b>PE 20.C.3a</b>
	<b>HPE.6.2.5</b>	Monitor goal progress and interpret personal fitness results.	<b>PE 20.C.3a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.6.3</b>	<b>Students will analyze how positive health practices, routine safety precautions in practical situations, and relevant health care can help reduce health risks.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE.6.3.1</b>	Examine the impact of positive health practices on the body (e.g. balanced diet and exercise reduce risk of heart disease).	<b>PE 22.A.3b</b>
	<b>HPE.6.3.2</b>	Identify safety precautions that reduce risk at home and in the community (e.g., smoke detectors, fire extinguishers, cycling and pedestrian etiquette).	<b>PE 22.A.3c</b> <b>105 ILCS 5/27-23.11</b>

	<b>HPE.6.3.3</b>	Investigate various careers in health promotion, health care, and injury prevention.	<b>22.A.3d</b>
	<b>HPE.6.3.4</b>	Examine human anatomy, including the reproductive system, to describe the human life cycle.	<b>PE 23.A.2a, PE 23.C.2a, PE 23.C.2b</b>  <b>105 ILCS 5/27-9.1 105 ILCS 5/27-9.2</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**7th Grade  
Outcomes and Components**

<b>Course Purpose:</b>	<b>Students will measure personal fitness data, and research how nutrition and external factors affect our ability to attain individual goals.</b>
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**Outcomes and Components:**

HPE.7.1	<b>Students will use personal fitness data and the principles of FITT training to create goals and monitor progress for achievement and preparedness to learn.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE 7.1.1	Assess improvements in a fitness profile and set new goals using the FITT principles.	<b>PE 20.B.3b</b>
	HPE.7.1.2	Measure their target heart rate, maximum heart rate and resting heart rate.	<b>PE 20.B.3a</b>
	HPE.7.1.3	Monitor goal progress, and interpret personal fitness results.	<b>PE 20.C.3a</b>
	HPE.7.1.4	Perform physical activities that will benefit overall fitness (e.g., cardiovascular fitness, flexibility, and muscular strength).	<b>PE 19.A.3b PE 20.A.3b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.7.2</b>	<b>Students will justify the importance of a balanced diet, evaluate the impact of harmful substances on the body, and demonstrate appropriate refusal skills.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.7.2.1	Identify the six essential nutrients and describe their impact on the body.	<b>PE 22.A.3b</b>
	HPE.7.2.2	Investigate the effects of harmful substances, improper diet, and stress can have on the body and present their findings.	<b>PE 22.A.3a, PE 23.B.3a  105 ILCS 5/27-13.2</b>
	HPE.7.2.3	Explore and identify the influence individuals, groups, and media can have on the health and well-being of a community.	<b>PE 22.B.3b  105 ILCS 5/27-13.3</b>
	HPE.7.2.4	Analyze situations to determine appropriate response and demonstrate refusal skills when necessary.	<b>PE 22.A.3a</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.7.3</b>	<b>Students will determine factors that make us who we are and how these factors influence our interactions with others and develop skills to make choices that positively affect physical, social, and emotional health.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.7.3.1	Explore concepts of self-image and self-esteem and determine factors that influence their perceptions of themselves (e.g., cultural expectations, peer pressure, and media images).	<b>PE 23.C.3a, PE 24.A.3a</b>
	HPE.7.3.2	Demonstrate skills for managing	<b>PE 21.A.3c,</b>

		external influences healthfully.	<b>PE 24.A.3b</b> <b>105 ILCS 5/27-23.4</b>
	HPE.7.3.3	Apply tools for protecting themselves on the internet, in social media environments, and texting.	<b>PE 24.A.3c</b> <b>105 ILCS 5/27-13.3</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.7.4</b>	<b>Students will perform, analyze, and critique fitness and sport-specific skills, using appropriate language and positive communication.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.7.4.1	Compare and contrast different individual skill performances to construct an opinion on efficient, and inefficient movements patterns.	<b>PE 19.B.3a,</b> <b>PE 19.A.3b</b>
	HPE.7.4.2	Collaborate with peers to create offensive, defensive, and cooperative strategies in selected activities.	<b>PE 19.C.3b</b>
	HPE.7.4.3	Analyze how positive communication and teamwork impact success in selected activities.	<b>PE 24.A.3c</b>
	HPE.7.4.4	Perform physical activities that will benefit overall fitness (e.g., cardiovascular fitness, flexibility, and muscular strength).	<b>PE 20.A.3b</b>

**Academic Vocabulary:**

**Content Vocabulary:**

**8th Grade  
Outcomes and Components**

<b>Course Purpose:</b>	<b>Students will analyze how physical activity and personal health impact lifelong fitness and well-being.</b>
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**Outcomes and Components:**

<b>HPE.8.1</b>	<b>Students will analyze how human body systems interact to improve and maintain personal health.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.8.1.1	List the human body systems and describe how they function in relation to each other as well as our overall health.	<b>PE 23.A.3a</b>
	HPE.8.1.2	Investigate and describe how the brain is affected by movement.	<b>PE 23.D.3a</b>
	HPE.8.1.3	Examine the muscular system and design an activity to increase muscular strength.	<b>PE 24.B.3a</b> <b>105 ILCS 5/27-23.3</b>

<b>Academic Vocabulary:</b>
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<b>Content Vocabulary:</b>
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<b>HPE.8.2</b>	<b>Students will examine the impact of sexual activity on a teenager's well-being in order to make healthy decisions.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	HPE.8.2.1	Identify the risks associated with sexual activity (e.g., teen pregnancy and STDs).	<b>PE 22.A.3a,</b> <b>PE 23.A.3b,</b> <b>PE 23.B.3a</b>  <b>105 ILCS 5/27-9.1,</b> <b>105 ILCS 5/27.9.2,</b> <b>105 ILCS 5/27-11</b>

	HPE.8.2.2	Analyze the psycho-social, economic, and academic outcomes of teen parenthood as well as the consequences of an STD.	<b>PE 23.C.3a</b>  <b>105 ILCS 5/27-11</b> <b>105 ILCS 110/3.10</b>
	HPE.8.2.3	Demonstrate responsible choices and necessary refusal skills.	<b>PE 24.A.3b</b> <b>PE. 24.A.3c</b>  <b>105 ILCS</b> <b>5/27-23.4</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.8.3</b>	<b>Students will collaborate to create and present a product while using positive communication and demonstrating appropriate learning behaviors.</b>		
Pacing Instruct/Assess	<b>Component Code</b>	<b>Component</b>	<b>Standard(s)</b>
	<b>HPE 8.3.1</b>	Collaborate using positive communication and teamwork to create and present a product.	<b>PE 21.B.3a</b> <b>PE 19.C.3b</b>
	<b>HPE.8.3.2</b>	Demonstrate appropriate learning behaviors by following directions of presenters.	<b>PE 21.A.3a</b>
	<b>HPE.8.3.3</b>	Justify how collaboration and positive communication contributes to the success of products and presentations.	<b>PE 24.A.3c</b>

**Academic Vocabulary:**

**Content Vocabulary:**

<b>HPE.8.4</b>	<b>Students will perform and assess personal fitness levels, applying different strategies to improve speed, strength, and flexibility.</b>
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Pacing Instruct/Assess	Component Code	Component	Standard(s)
	<b>HPE.8.4.1</b>	Perform at an elevated heart rate in order to improve cardiovascular fitness.	<b>PE 20.C.3c</b>
	<b>HPE.8.4.2</b>	Participate in various activities that will maintain or improve personal fitness levels.	<b>PE 20.B.3a</b>
	<b>HPE.8.4.3</b>	Analyze and interpret personal fitness data to set a goal.	<b>PE 24.B.3a</b>
	<b>HPE.8.4.4</b>	Monitor goal progress and evaluate for success.	<b>PE 20.B.3b</b>

**Academic Vocabulary:**

**Content Vocabulary:**