

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development including awareness of their own and others related to body systems.

COMPETENCY QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can name different parts of the body and describe physical characteristics that make us unique.

Level B

I can distinguish different body parts, including main organs of the body, and tell what those parts do.

3-5

Level C

I can classify the major functions of the body systems, identify which body parts are in each system, and how to keep my body systems healthy.

Level D

I can distinguish how the body systems mature and how heredity impacts growth and development.

6-8

Level E

I can demonstrate an understanding of how different body systems interact and depend on each other.

I can analyze more advanced body systems and the function that they play in overall health.

Level F

I can analyze and discuss physical and emotional changes that occur during puberty and the physical changes that occur within body systems as I mature.

9-12

Level G

I can analyze growth patterns and developmental changes and examine the factors that interfere with healthy development.

Level H

I can examine factors that are important to human reproduction including prenatal care, pregnancy, and childbirth and identify available health resources.

DOMAIN:
STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can demonstrate a respect of personal space for myself and others.

I can recognize different emotions and respond to others as needed.

Level B

I can demonstrate respect for peers and adults through appropriate communication.

I can identify different emotions and illustrate how to interact with others in different settings.

3-5

Level C

I can demonstrate appropriate verbal and nonverbal communication skills.

I can compare behaviors that demonstrate respect as well as disrespect of self and others.

Level D

I can predict consequences of healthy and unhealthy behaviors, including their impact on self and others.

I can effectively communicate my thoughts and opinions to my peers in a healthy manner.

6-8

Level E

I can evaluate how inappropriate and risky behaviors as well as poor communication may have negative consequences in relationships.

I can identify the dangers and consequences of inappropriate use of technology and social media.

Level F

I can analyze the impact of behaviors and communication on relationships.

9-12

Level G

I can analyze behaviors and attitudes that contribute to healthy relationships.

I can identify healthy sexual behavior.

I can describe the signs of dating violence and abuse.

Level H

I can compare and contrast characteristics of healthy and unhealthy behaviors and relationships.

I can communicate with peers about dating violence.

DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY QUESTION:



How can I make healthy food choices to optimize health?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can identify and choose healthy snacks.

Level B

I can identify the food groups and discuss the importance of choosing foods from each group.

3-5

Level C

I can make healthy food choices based on nutritional information.

Level D

I can discuss healthy and unhealthy food intake patterns and the consequences of both.

6-8

Level E

I can recognize different types of eating disorders and identify resources for treatment.

Level F

I can develop a personal eating plan that contributes to overall health and well-being.

9-12

Level G

I can evaluate personal eating habits and patterns for the purpose of determining how I can live a healthy lifestyle as it relates nutrition.

Level H

I can identify unhealthy nutrition choices in self and others and determine the warning signs of unhealthy choices and disorders related to nutrition.

DOMAIN:

Alcohol, Tobacco, and Other Drugs

STANDARD:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

COMPETENCY QUESTION:



How can I engage in healthy and responsible behaviors related to alcohol, tobacco and other drugs?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can discuss appropriate use of medications, including taking medicine from reliable adults and following directions.

Level B

I can identify the effects of alcohol and tobacco use that make them harmful to self and others.

3-5

Level C

I can discuss avoidance strategies for alcohol, tobacco, and other drug use.

Level D

I can discuss physical and psychological damage resulting from long-term use of alcohol, tobacco, and other drugs.

6-8

Level E

I can analyze the misuse of and dependency on alcohol, tobacco, and other drugs and identify support and resources for treatment.

Level F

I can evaluate the family, societal, and legal impact of alcohol, tobacco, and other drugs.

9-12

Level G

I can describe the effects of the use of alcohol, tobacco and other drugs.

Level H

I can analyze substance abuse and identify available resources to combat addiction.

DOMAIN:
STANDARD:
COMPETENCY
QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify the role of germs in causing disease and demonstrate ways to prevent spreading them.

I can identify safety hazards and demonstrate ways to prevent harm to self and others.

I can identify various emotions and how they impact me.

Level B

I can discuss the relationship between personal hygiene, wellness, and disease prevention.

I can demonstrate safety procedures for emergencies at home or at school.

I can recognize the relationship between my emotions and the emotions of others.

3-5

Level C

I can develop strategies for lifetime behavior and activity that promote health and wellness.

I can identify people and resources that promote health and safety.

Level D

I can identify behaviors associated with physical, mental, and verbal abuse and resources that aid in avoiding them.

I can recognize potentially abusive situations as a threat to personal safety.

6-8

Level E

I can monitor personal feelings and stress and identify strategies, skills, and resources that assist in managing them.

I can examine personal feelings and stress that can be a threat to personal safety.

Level F

I can demonstrate behaviors that reduce risk factors associated with communicable diseases.

I can show/model a knowledge of first aid and appropriate response in emergency situations.

9-12

Level G

I can make choices in different situations that contribute to the overall health of myself and others.

I can demonstrate an understanding of basic first aid including hands-on CPR, bleeding control and the use of an AED.

Level H

I can demonstrate an understanding of different procedures and resources that contribute to the health and safety of self and others.

DOMAIN:

Disease Prevention and Control

STANDARD:

Students will demonstrate understanding of health promotion (physical, social, and emotional) by applying research-related concepts to disease prevention, safety, and advocating for the health and well-being of self and others.

COMPETENCY QUESTION:



How can I make good choices related to disease prevention and help others do the same?

STUDENT LEARNING OBJECTIVES:

9-12

Level G

I can compare and contrast different methods of disease transmission and prevention including food borne illnesses, STDs, and other communicable diseases.

Level H

I can analyze the impact of different communicable and non-communicable diseases on the overall health of self and others.

DOMAIN:

Mental and Emotional Health

STANDARD:

Students will understand the components related to mental and emotional health and analyze related behaviors.

COMPETENCY
QUESTION:



How can I understand the different components of mental and emotional health and analyze behaviors associated with each?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can recognize the importance of good mental health and how it relates and contributes to all other aspects of health.

Level H

I can demonstrate skills and strategies that promote personal and mental health.

DOMAIN:

Physical Competence

STANDARD:

Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

COMPETENCY QUESTION:



What are the motor and movement skills that are needed for everyday life and for the engagement of better health?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can demonstrate emerging locomotor and non-locomotor skills, movement patterns, and basic manipulative skills with beginning weight transfer and travel.

I can distinguish the differences of the locomotor, non-locomotor, and manipulative skills.

Level B

I can execute mature patterns of locomotor and non-locomotor skills, and patterns utilizing different pathways, speed, and levels.

I can perform basic manipulative skills in a mature pattern.

3-5

Level C

I can combine various locomotor and non-locomotor skills and manipulative skills within activities (small-sided activities and for skills requiring accuracy to a target).

I can demonstrate emerging patterns of passing with the hands and feet, volleying, and striking with implements.

Level D

I can determine force, distance, and height needed for accuracy with basic manipulative skills.

I can combine traveling with manipulative skills in a mature pattern.

6-8

Level E

I can apply locomotor, non-locomotor, and manipulative skills to games and sports with an emphasis on executing the skills with correct fundamental technique.

I can integrate change of direction and speed while maintaining control of the body and manipulative.

I can differentiate offensive and defensive skills for various games and sports.

I can identify the various games and sports and the skills needed for each.

Level F

I can execute the skills required for a variety of games and sports.

I can demonstrate correct technique for basic skills in at least two outdoor recreation activities.

DOMAIN:

Physical Competence

STANDARD:

Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

COMPETENCY QUESTION:



How can I demonstrate physical literacy in a variety of motor skills and movement patterns?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can differentiate my personal space from the personal space of others in general space when I use locomotor and non-locomotor skills.

I can use locomotor skills to travel different pathways, at varying levels, and different speeds.

Level B

I can combine locomotor skills, pathways, levels, direction, and speed in general space with rhythm.

I can demonstrate emerging understanding of chasing and fleeing activities.

3-5

Level C

I can recognize spatial needs, pathways, directions, and speed as instructed by the teacher (movement concepts).

I can determine my path and speed for running and fleeing activities.

Level D

I can apply spatial and movement concepts for strategy in games and activities.

I can analyze game/activity situations for needed movement concepts.

I can apply basic offensive and defensive strategies and tactics in various games and activities.

I can recognize the type of manipulative skills needed for different games and activities.

6-8

Level E

I can judge when I need to transition between offense and defense, minimizing options for opponents, and correcting defensive play based on the situation.

I can implement varying force and direction for games and activities.

I can recognize the strategic relationship between open spaces and manipulative skills.

Level F

I can communicate to advance a partner/teammate or to capitalize on an advantage during transitions between offense and defense and and/or reduce open spaces.

I can describe and apply mechanical advantages to vary force or direction in the game/activity situation.

I can evaluate the weather and other situations to make adjustments regarding safety during outdoor recreation activities.

DOMAIN:

Knowledge and Understanding

STANDARD:

Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.

COMPETENCY QUESTION:



How can I demonstrate physical activity and communicate why it is important?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can identify active play opportunities outside of physical education.

I can recognize that my heart rate and breathing speed up as I move harder and faster.

Level B

I can discuss the benefits of being active through play and/or exercise.

I can identify the heart as a muscle that grows stronger with exercise, play, and other physical activity.

3-5

Level C

I can describe the concept of fitness and provide examples of how physical activity enhances health.

Level D

I can differentiate between skill-related and health-related fitness.

6-8

Level E

I can describe how being physically active leads to a healthy body.

I can analyze the difference between aerobic and non-aerobic exercise and the difference between muscular strength and endurance.

I can describe the relationship between resting heart rate and aerobic fitness.

I can recognize factors that influence personal physical activity.

I can use technology to enhance the benefits of exercise.

Level F

I can create and implement a personal workout plan using the overload principle, or FITT formula, to improve levels of health-related fitness and nutrition.

I can apply strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

DOMAIN:

Motivation and Confidence

STANDARD:

Students will exhibit responsible personal and social behavior that respects self and others.

COMPETENCY QUESTION:



How can I demonstrate good sportsmanship and empathy during physical activity?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can follow instruction and directions when prompted for myself and/or my group.

I can share equipment and space with others.

Level B

I can accept specific corrective feedback and responsibility for class protocols.

I can work safely and responsibly in physical education class.

3-5

Level C

I can work cooperatively and praise others for their successes.

I can accept players of all skill levels in various physical activities.

Level D

I can engage in physical activities with responsible interpersonal behavior.

I can apply safety principles.

6-8

Level E

I can demonstrate personal responsibility for collaboration and safe behaviors.

I can provide encouragement and positive feedback to those with differences in physical development, maturation, and skill level.

Level F

I can use rules and guidelines for addressing ethical and unethical behavior during physical activity.

DOMAIN:

Motivation and Confidence

STANDARD:

Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

COMPETENCY QUESTION:



How does physical activity benefit my life?

STUDENT LEARNING OBJECTIVES:

K-2

Level A

I can recognize that physical activities can be enjoyed individually or with others.

Level B

I can recognize that some physical activities will be challenging, but can be enjoyable.
I can explain how cooperating with others can lead to success.

3-5

Level C

I can discuss how practice develops confidence when working on challenging physical activity.

Level D

I can describe how the benefits of physical activity at school can be replicated in other settings.

6-8

Level E

I can discuss how lifelong physical activity benefits physical, social, and emotional health.

Level F

I can apply the five components of health-related fitness and explain the connections between fitness and overall mental and physical health.
I can ask for help and help others in various physical activities.