

KENTUCKY ACADEMIC STANDARDS



PRACTICAL LIVING

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social and political choices
- Understanding of governmental processes as they affect the community, the state and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall

- expect a high level of achievement from all students.
- develop their students' abilities to:
 - use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives
 - apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including, physical education, to situations they will encounter throughout their lives
 - become self-sufficient individuals
 - become responsible members of a family, work group or community as well as an effective participant in community service
 - think and solve problems in school situations and in a variety of situations they will encounter in life
 - connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources
- increase student attendance rates
- reduce dropout and retention rates
- reduce physical and mental health barriers to learning
- be measured on the proportion of students who make a successful transition to work, postsecondary education and the military

Legal Base

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

KRS 156:160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council, the Kentucky Board of Education shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

Administrative regulations shall be promulgated for:

- Courses of study for the different grades and kinds of common schools; and
- The minimum requirements for high school graduation.

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, including the requirements for the graduating class of 2012.

704 KAR 3:303 Required Kentucky Academic Standards

This administrative regulation adopts into law the *Kentucky Academic Standards February 2010*.

PRIMARY PRACTICAL LIVING (HEALTH AND PHYSICAL EDUCATION)

Kentucky Academic Standards– Practical Living – Primary

Students in the primary health education program develop an understanding of the body functions as well as behaviors and decisions that will foster life-long health. Health literacy is assuming responsibility for personal health throughout the life cycle as related to good nutrition and personal health habits, sound safety practices, violence avoidance, and the use of refusal skills. Health education at this level enables students to acquire the knowledge, skills, and practices that should be a part of their daily routine throughout life.

Physical education addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being.

Primary level physical education assists in the development of children’s motor and fitness skills. Developing fundamental movement patterns is the focus of the physical education curriculum at the primary level. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games and dances. Students in the primary grades learn to move through space with objects and other individuals. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others and follow classroom rules. Experiences in physical education will help develop a positive attitude for leading a healthy, active lifestyle.

The Health and Physical Education content standards at the primary level are directly aligned with Kentucky’s **Academic Expectations**. The Health and Physical Education standards are organized around five “Big Ideas” that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and Concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- individuals have a responsibility to maintain a healthy lifestyle.
- changes are normal and each individual is unique in the growth and development process.
- responsibility to others enhances social interactions skills.
- media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and the spreading of diseases to self and others.

Primary Skills and Concepts – Personal and Physical Health

Students will

- demonstrate awareness of the concept of responsibility to oneself and others
- identify relationships between personal health behaviors and individual well-being
- describe how the family, physical and social environments influence personal health
- recognize indicators of mental/emotional, social, and physical health during childhood
- explain why growth and development are unique to each individual
- describe how diet, exercise, and rest affect the body

Big Idea: Personal Wellness (Health Education) – Continued

Primary Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - o using etiquette, politeness, sharing and other positive social interaction skills
 - o working and playing collaboratively in large and small groups
 - o using appropriate means to express needs, wants and feelings
 - o describing characteristics needed to be a responsible friend and family member
 - o practicing attentive listening skills that build and maintain healthy relationships
 - o identifying the differences between verbal and nonverbal communication
 - o identifying social interaction skills that enhance individual health
- explain how an individual's attitude can affect one's personal health
 - o social health: getting along with others, serving as team members
 - o emotional health: expressing feelings, self-concept

- define and identify ways to manage stress (e.g., exercise, drawing/writing/talking about feelings)

Primary Skills and Concepts – Family and Community Health

Students will

- describe ways technology and media influence:
 - o family
 - o feelings and thoughts
 - o physical, social, and emotional health

Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

- identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease
- describe the reasons for regular visits to health care providers

Primary Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- identify the differences between the use/misuse of alcohol, tobacco and other drugs and the effects they have on the body

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

3.5 Students will demonstrate self-control and self-discipline.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.4 Students use decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Primary Skills and Concepts

Students will

- explain why foods are needed by the body (growth, energy)
- identify the six nutrients
- investigate the role of the digestive system in nutrition
- describe the reasons why an individual needs to eat breakfast
- identify the food groups and the recommended number of daily servings to be eaten from each group
- apply the decision-making process in making healthful food choices

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

2.3 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

Primary Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help prevent injuries and provide a safe environment.
- community resources are available to assist in hazardous situations.

Primary Skills and Concepts

Students will

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment
- identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers)
- identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)
- identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Primary Skills and Concepts

Students will

- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate fundamental motor skill aspects of performance
- utilize fundamental motor skills and movement concepts to create movement sequences
- demonstrate the contrast between slow and fast movements while traveling
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- define the role personal and general space has in movement
- work in group settings without physically interfering with others
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges, and fun.
- participation in regular physical activity has physical, mental, and social benefits.
- practice is a basic component for improving sport skills.
- rules impact effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.

Primary Skills and Concepts

Students will

- identify likes and dislikes connected with participating in sports and physical activities (e.g., enjoyment, challenge, maintaining fitness, teamwork)
- identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle
- identify the physiological and psychological changes in the body during physical activity
- participate in daily physical activity during and after school
- explain the importance of practice for improving performance in games and sports for individuals when participating in a variety of physical activities and games:
 - o explain why rules are used (e.g., safety, fairness)
 - o differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
 - o practice cooperation strategies with partners and small groups
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities
- identify and explain how spectator behaviors influence the safety and enjoyment of sports and games
- explore and identify a variety of physical activities that enhance the health related fitness components

**INTERMEDIATE
PRACTICAL LIVING
(HEALTH AND PHYSICAL EDUCATION)**

Kentucky Academic Standards – Practical Living – Fourth Grade

The health program in the 4th grade should provide opportunities for students to build upon the knowledge, skills and practices learned in the primary health education program. Continued acquisition of health knowledge enables students to make a smooth transition to the middle grades and prepares them to assume more responsibility for their own health.

Health literacy in the 4th grade program further develops an understanding of the body functions as well as behaviors and decisions that foster life-long health. Students in 4th grade health education focus on responsibility for personal health throughout the life cycle as related to good nutritional health and safety practices, decision-making skills, disease prevention and benefits of exercise. Other topics included are community resources, prevention of violence and substance abuse.

Physical Education addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.

The 4th grade physical education program continues the development and refinement of motor skills and their application to various games, sports and other physical activities. Defining fitness skills and building positive attitudes toward lifetime physical fitness are some benefits derived from participation in the 4th grade physical education program. Students in intermediate level physical education develop and refine movement patterns, socially acceptable behavior and sportsmanship through participation in activities and games. They also learn the relationship between exercise, rest and nutrition to growth and development

The Health and Physical Education content standards at the 4th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (Think and Solve Problems) and Learning Goal 6 (Connect and Integrate Knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being, or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- responsibility to oneself promotes health enhancing behaviors.
- physical, emotional and social changes are normal and each individual is unique in the growth and development process.
- interpersonal skills and strategies can influence social, mental and emotional well-being and affect an individual's relationships.
- culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits prevent the spreading of diseases and injuries to self and others.
- self-management and coping strategies can enhance mental and emotional health.

Grade 4 Skills and Concepts – Personal and Physical Health

Students will

- describe the relationship between personal health behaviors and individual well-being
- explain the characteristics of mental/emotional, social and physical health
- explain and exhibit responsibility to oneself and others
- describe how individual behaviors and choices of diet, exercise and rest affect the body

Grade 4 Skills and Concepts – Growth and Development

Students will

- explain why growth and development are unique to each individual
- develop an awareness of the interrelatedness of body functions and the impact lifestyle choices has on body systems
- describe physical, social and emotional changes that occur during preadolescence

Big Idea: Personal Wellness (Health Education) – Continued

Grade 4 Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - using etiquette, politeness, sharing and other social interaction skills
 - working and playing collaboratively in large and small groups
 - using appropriate means to express needs, wants and feelings
 - distinguishing between verbal and nonverbal communication
 - describing characteristics needed to be a responsible friend and family member
 - identifying social interaction skills that enhance individual health
- describe how goal setting can lead to personal achievement
- identify and describe common social and emotional problems (aggression, anxiety, depression)
- demonstrate the ability to apply a decision-making process to solve health issues and health problems
- identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health

Grade 4 Skills and Concepts – Family Health

Students will

- describe how culture influences personal health behaviors
- describe ways technology and media influences thoughts, feelings and personal health
- explain how family traditions/values impact personal health practices
- explain how information from school and family influences health

Grade 4 Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

- describe symptoms and treatments of:
 - communicable diseases (cold, strep throat and chicken pox)
 - non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
- demonstrate an understanding of how to maintain a healthy body by:
 - explaining how body systems work together (e.g., digestive, circulatory and respiratory systems)
 - listing body defenses that fight pathogens
 - describing ways pathogens from the environment enter the body
 - identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming products) or can affect self and others in the prevention and spread of disease (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection)
 - describing reasons for regular visits to health care providers

Grade 4 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs:
 - distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body
 - describe their effects on physical, mental, emotional and social health (e.g., effects on family life)

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Grade 4 Skills and Concepts

Students will

- explain the role of the digestive system in nutrition
- describe the relationship between food choices in staying healthy
- explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
- identify nutrients which are important to growth and development of healthy bodies
- identify and explain the nutritional information provided on food labels

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

3.2 Students will demonstrate the ability to maintain a healthy lifestyle.

4.3 Students individually demonstrate consistent, responsive and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among-options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community resources are available to assist in hazardous situations.

Grade 4 Skills and Concepts

Students will

- practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment
- identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) in a variety of situations
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- identify the effects injuries have on the body (e.g., skeletal system, skin, eyes)
- identify proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers) (e.g., through role plays, discussions, drawing)
- identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movement's skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Grade 4 Skills and Concepts

Students will

- demonstrate a variety of locomotor and combination skills in a movement pattern
- use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities
- demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports
- develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., basketball, volleyball, soccer, softball)
- demonstrate and explain how movement patterns are influenced by space, force and time
- willingly try new movement and skills

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges and fun.
- participation in regular physical activity has physical, mental and social benefits.
- practice is a basic component for improving sport skills.
- rules impact the effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- principles and techniques are used to improve physical fitness.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 4 Skills and Concepts

Students will

- identify likes and dislikes connected with participating in sports and physical activities; explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- identify and engage in physical activities that promote physical fitness and health
- describe the potential positive and negative (e.g., injury) effects of regular participation in moderate to vigorous physical activities
- participate in daily physical activity during and after school
- relate the concept of practice to the importance of learning new skills; explain why repeated appropriate practice contributes to increased skill development
- when participating in a variety of physical activities and games:
 - explain basic rules needed to make games fair
 - identify the need for rules in social settings and choose appropriate behaviors
 - demonstrate cooperation with partners and small groups
- demonstrate and apply the concept of sportsmanship (e.g., complying with rules, responding appropriately) in games, sports and physical activities
- explain how rules of play and sportsmanship for spectators and participants during games or activities can make them safe and enjoyable
- identify and participate in activities to enhance the health related fitness components (e.g., aerobic capacity/cardio-respiratory endurance, muscular endurance, muscular strength and flexibility)
- identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance); describe the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time)

Kentucky Academic Standards – Practical Living – Fifth Grade

The health program in the 5th grade should provide opportunities for students to build upon the knowledge, skills and practices learned in the fourth grade health education program. Continued acquisition of health knowledge enables students to make a smooth transition to the middle grades and prepares them to assume more responsibility for their own health.

Health literacy in the 5th grade program further develops an understanding of the body functions as well as behaviors and decisions that foster life-long health. Students in 5th grade health education focus on responsibility for personal health throughout the life cycle as related to good nutritional health and safety practices, decision-making skills, disease prevention and benefits of exercise. Other topics included are community resources, prevention of violence and substance abuse.

Students in 5th grade apply movement principles and concepts to enhance their movement performance, personal fitness and game strategy and tactics. They develop proficiency in games and dance. Students demonstrate specialized skills alone, with a partner or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Students in the 5th grade program are actively engaged in physical activity with developmentally appropriate instruction for effective learning to take place. The major goal for physical education at this level is to inspire children to be active for life.

The Health and Physical Education content standards at the 5th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- maintaining a healthy lifestyle is an individual's responsibility.
- physical, emotional and social changes are normal in the growth and development process.
- social interaction skills can influence an individual's physical, mental and emotional health and affect relationships.
- physical, social, mental and emotional health are impacted by the environment, lifestyle, family history, peers and other factors.
- culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits prevent the spreading of diseases and injuries to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Grade 5 Skills and Concepts – Personal and Physical Health

Students will

- explain the importance of assuming responsibility for personal health behaviors
- determine health goals by identifying personal strengths and weakness
- describe how individual behaviors and choices of diet, exercise and rest affect the body

Grade 5 Skills and Concepts – Growth and Development

Students will

- explain the concept of maturity as it relates to physical, social and emotional development
- describe physical, social and emotional changes that occur during preadolescence

Big Idea: Personal Wellness (Health Education) – Continued

Grade 5 Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - using appropriate means to express needs, wants and feelings
 - using effective social interaction skills (e.g., listening, cooperation, making friends, empathy)
 - recommending ways to avoid or reduce stressful situations/harmful behaviors in relationships
(e.g. bullying, peer pressure, conflict)
- demonstrate the ability to apply a decision-making process to solve health issues and health problems
- identify common social and emotional problems (aggression, anxiety, depression)
- identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health

Grade 5 Skills and Concepts – Family and Community Health

Students will

- analyze how personal health, health behaviors and use of health services can be influenced by:
 - family traditions/values
 - technology and media messages
 - cultural beliefs
 - physical and social environments
 - information from peers

Grade 5 Skills and Concepts – Communicable, Non-Communicable and Chronic Disease Prevention

Students will

- demonstrate an understanding of diseases by:
 - describing symptoms and treatments of communicable diseases (cold, strep throat, chicken pox)
 - describing symptoms and treatments of non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
- investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
- demonstrate an understanding of how to maintain a healthy body by:
 - explaining how body systems work together (e.g., digestive, circulatory and respiratory systems)
 - describing ways pathogens from the environment enter the body and body defenses that fight pathogens
 - identifying and explaining behaviors that promote personal hygiene (e.g., the use of grooming products) or can affect self and others in the prevention and spread of disease (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection)
 - describing reasons for regular visits to health care providers

Grade 5 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
 - distinguishing between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body
 - describing their effects on physical, mental, emotional and social health (e.g., effects on family life)

- identifying illegal drugs (inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
- identifying resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Grade 5 Skills and Concepts

Students will

- provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
- identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
- interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
- explain the role of the digestive system in nutrition
- explain how the nutritional information provided on food labels impacts dietary choices

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle
- 4.3** Students individually demonstrate consistent, responsive and caring behavior
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations
- 5.4** Students use a decision-making process to make informed decisions among-options

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community and state resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

Grade 5 Skills and Concepts

Students will

- explain and practice safety rules/procedures for crossing streets/highway, riding in cars and on buses and using playground equipment
- identify and explain ways to prevent injuries at home and at school (e.g., seat belts, helmets, knee pads, falls, poisonings) for a variety of situations
- demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- explain and demonstrate the effects injuries have on the body (e.g., skeletal system, skin, eyes)
- describe proper procedures (e.g., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with a variety of emergency situations (e.g., choking, bleeding, burns and broken bones)
- explain safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school and play
- describe how to avoid dangerous situations involving strangers, fires and internet safety
- identify the available community and state health and safety agencies and the services they provide (e.g., health department, fire department, state police, hospital transport services)
- access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movement's skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Grade 5 Skills and Concepts

Students will

- demonstrate a variety of locomotor and combination skills in a movement pattern
- use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities
- demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports
- develop manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., football, volleyball, soccer, softball)
- demonstrate and explain how movement patterns are influenced by space, force and time

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movement's skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges, and fun.
- participation in regular physical activity has physical, mental and social benefits.
- practice is a basic component for improving sport skills.
- rules impact the effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- fitness principles and techniques are used to improve/maintain physical health.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 5 Skills and Concepts

Students will

- explain how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction
- explore a variety of physical activities in order to determine like and dislikes of games, sports and other activities
- identify and explain health benefits that result from regular participation in physical activity
- describe how physical activity is related to emotion/mental health
- participate in daily physical activity during and after school
- investigate the role of practice for successful participation in physical activity; explain why repeated appropriate practice contributes to increased skill development
- investigate personal skill proficiency through a variety of tasks and explain why some skills are more developed than others
- when participating in a variety of physical activities and games:
 - explain the need for rules in social settings
 - recognize and use appropriate safety principles, rules, procedures and etiquette
- demonstrate appropriate behaviors of sportsmanship, cooperation, teamwork and conflict resolution in physical activity settings
- explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable
- describe and demonstrate the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance)
- explain the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) as it relates to fitness
- identify lifetime physical activities (e.g., biking, swimming) that meet requirements for improving fitness

MIDDLE LEVEL PRACTICAL LIVING (HEALTH AND PHYSICAL EDUCATION)

Kentucky Academic Standards – Practical Living – Sixth Grade

Individuals are required to make daily decisions regarding health issues that affect their immediate and long-term health. Maintaining a health way of living requires a balance of physical, mental, emotional and social well-being. The 6th grade Health Education program provides students with knowledge skills necessary to confront health related issues and make a smooth transition from puberty to adolescence. The sixth grade health education curriculum emphasizes development of decision-making skills related to the essential areas of self-esteem, peer pressure, physical wellness, nutrition, safety and first aid, disease prevention, exercise, fitness, human growth and development, stress management, conflict resolution, substance abuse, group membership, goal setting, mental and emotional wellness, community resources and services.

Literacy in physical education means competence in movement forms, the knowledge and application of concepts and principles related to motor skills and the adoption of a healthy, physically active lifestyle. Competence in movement forms makes possible the enjoyment of participation in physical activity and establishes the foundation for continued motor skill acquisition. Increased skill acquisition, in turn, affords the student the capacity for successful and advance levels of performance that further increase the likelihood of participation in physical activity.

Students in 6th grade combine fundamental skills into more complex movement forms in modified game, dance and recreational activities. Cooperative and competitive small-group games are appropriate with an emphasis being placed on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They exhibit a physically active lifestyle at school and outside the school environment.

The Health and Physical Education content standards at the 6th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

it is important to assume responsibility for personal health.

interactions with others are an integral part of the human life experience and contribute to healthy relationships.

the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.

culture, values (e.g., individual, family, community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices games can influence personal health.

behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

positive health habits can help prevent injuries and the spreading of diseases to self and others.

self-management and coping strategies can enhance mental and emotional health.

a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Grade 6 Skills and Concepts – Personal and Physical Health

Students will

understand the importance of assuming responsibility for personal health behaviors:

predict how decisions regarding health behaviors (e.g., hygiene, diet, exercise) have consequences for self and others

analyze personal decisions that impact an individual's emotional, sexual and reproductive health (e.g., abstinence)

explain how rights and responsibilities are interrelated

explore and analyze how an individual's behaviors and choices of diet, exercise and rest affect the body

analyze various communication methods and barriers for expressing health information and ideas

Grade 6 Skills and Concepts – Growth and Development

Students will

apply strategies and skills needed to obtain personal health goals during adolescence and

identify the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence

explain basic structures and function of the reproductive system

Big Idea: Personal Wellness (Health Education) – Continued

Grade 6 Skills and Concepts – Social, Mental and Emotional Health

Students will

demonstrate social interaction skills by:
using appropriate means to express needs, wants and feelings
using and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)
recommending effective strategies for responding to stress, conflict, peer pressure and bullying
interpreting how individuals impact the effective functioning of groups
demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively
identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

Grade 6 Skills and Concepts – Family and Community Health

Students will

analyze how personal health choices, individual well-being and use of health services can be influenced by:
family traditions/values
technology and media messages
cultural beliefs
physical, social and emotional environments
information from peers

Grade 6 Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

demonstrate an understanding of diseases by:
describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)
describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)
investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
demonstrate an understanding of how to maintain a healthy body by:
explaining how health is influenced by the interaction of body systems (e.g., reproductive, digestive, circulatory, skeletal, respiratory)
describing ways pathogens from the environment (e.g., air, food, people) enter the body and explaining how body defenses fight pathogens
explaining how personal hygiene practices affect physical, mental/emotional and social health; explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease
identifying health care providers and describing reasons for preventive care

Big Idea: Personal Wellness (Health Education) – Continued

Grade 6 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
describing the immediate and long-term effects of alcohol and drug usage and the impact on physical, mental, emotional and social health (e.g., effects on family life)
identifying resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

proper nutrition is essential to growth and development.
nutrients have a role in the development of an individual's health.
resources are available to assist in making nutritional choices.
individuals, families and community values influence nutritional choices.

Grade 6 Skills and Concepts

Students will

identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
explain the role of nutrition on the body systems impacting growth and development
interpret, explain and apply the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, National Dairy Council) in making healthful food choices for a balanced diet
analyze factors (e.g., geography, convenience, cost, advertising) that influence healthy food choices
explain the role of nutrition on the body systems impacting the growth and development of healthy bodies
use the nutritional information provided on food labels to explain how it can impacts dietary choices

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

safety practices and procedures help to prevent injuries and provide a safe environment.
community and state resources are available to assist in hazardous situations.
proper procedures must be used in emergency situations.

Grade 6 Skills and Concepts

Students will

explain reasons for safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles or potentially unsafe or threatening situations) encountered by adolescents
describe potential hazards in and around the home and school explain how to prevent injuries
Identify and practice safety procedures needed for emergencies (e.g., tornado, fire, earthquake) at home and school
recognize life threatening emergencies and identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding)
describe how to avoid dangerous situations involving strangers, fires and internet safety
identify local and state health/safety agencies (e.g., health department, fire department, state police, hospital transport services) and the services they provide
access and use reliable resources on safety guidelines for avoiding injuries and dangerous situations
identify and practice communications skills needed in emergency situations

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.

motor skills need to be refined, combined and varied in the development of specialized skills (e.g., serving, catching with a glove, dribbling, punting).

Grade 6 Skills and Concepts

Students will

identify and apply principles of motor skill refinement (e.g. accuracy, technique, movement) that are necessary for skill development

demonstrate a variety of locomotor and combination skills in a movement pattern

use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities

demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports

demonstrate refined manipulative skills of throwing, catching, kicking and striking while developing motor skills (e.g., sliding, running, jumping) for use in games and other activities that lead to more complex games and sports (e.g., long jump, hurdles, volleyball, soccer, softball)

demonstrate how transitional motor skills (e.g., punting, serving, dribbling) are influenced by space, force and time

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status, and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
intrinsic values and other benefits (physical, emotional/mental, social) are gained by regular participation in leisure/recreational or competitive activities.
techniques, strategies and practice are important for improving performance of sport skills.
rules impact effective participation in physical activities.
personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
fitness principles and techniques are used to improve/maintain physical health.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 6 Skills and Concepts

Students will

identify several moderate to vigorous physical activities that provide personal pleasure
explain the physical, emotional/mental and social value in participating in physical activity
describe the physical, emotional/mental and social benefits gained from regular participation in leisure/recreational or competitive physical activities
recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability and practice
describe the relationship between effort and improvement in skills gained from physical activities
participate regularly in physical activity
when participating in a variety of physical activities, sports and games:
identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)
demonstrate sportsmanship, cooperation, teamwork and conflict resolution
identify and use appropriate safety principles, rules, procedures and etiquette
identify offensive and defensive strategies used in games and sports
identify and assess activities that enhance the health related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance)
explain the meaning of the F.I.T.T. Principle (Frequency, Intensity, Type, Time) and examine their impact on improving personal fitness
identify and assess lifetime activities (e.g., biking, hiking, horseback riding, swimming) that enhance the health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio respiratory endurance)
investigate how the systems of the body affect an individual's personal fitness level

Kentucky Academic Standards – Practical Living – Seventh Grade

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family and community health.

Health education instruction for seventh grade emphasizes students generating and choosing positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutrition, physical activity) to alertness, feelings and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information and promote good health.

Motor-skill acquisition and performance are enhanced by the application of movement concepts and principles in the 7th grade physical education program. Increased knowledge and practice promotes independent learning and more regular and effective participation in physical activity. Understanding not only how motor skills develop but the relationship between physical activity and its immediate and identifiable effects on the body contributes to an understanding of the benefits of a healthy lifestyle. In grade seven, students continue to develop competence in modified versions of game/sport, dance and recreational activities. They vary movement during dynamic and changing game situations. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

The Health and Physical Education content standards at the 7th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

4.1 Students effectively use interpersonal skills.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

individuals have a responsibility to advocate for personal, family and community health.

interactions with others are an integral part of the human life experience and contribute to healthy relationships.

physical, social, emotional and mental changes occur during adolescence and throughout life.

the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.

culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.

behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.

positive health habits can help prevent injuries and the spreading of diseases to self and others.

self-management and coping strategies can enhance mental and emotional health.

a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Grade 7 Skills and Concepts – Personal and Physical Health

Students will

identify ways to advocate for personal, family and community health

understand the importance of assuming responsibility for personal health behaviors:

predict how decisions regarding health behaviors have consequences for self and others

analyze decisions that impact an individual's emotional, sexual, and reproductive health (e.g.,

describing benefits of abstaining from sexual activity: preventing pregnancy, preventing STDs, maintaining self-esteem)

explain how rights and responsibilities are interrelated

evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

Grade 7 Skills and Concepts – Growth and Development

Students will

apply strategies and skills needed to obtain personal health goals during adolescence

describe the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence

explain basic structures and functions of the reproductive system as it relates to the human life cycle

Big Idea: Personal Wellness (Health Education) – Continued

Grade 7 Skills and Concepts – Social, Mental and Emotional Health

Students will

demonstrate social interaction skills by:

using appropriate means to express needs, wants and feelings

using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)

recommending and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying

interpreting how individuals impact the effective functioning of groups

demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively

identify common social and emotional problems (aggression, anxiety, depression, grief) and

describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

Grade 7 Skills and Concepts – Family and Community Health

Students will

analyze how personal health choices, individual well-being and use of health services can be influenced by:

family traditions/values

technology and media messages

cultural beliefs

Grade 7 Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

demonstrate an understanding of diseases by:

describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)

describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)

investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems

demonstrate an understanding of how to maintain a healthy body by:

explaining how health is influenced by the interaction of body systems

describing ways pathogens from the environment (e.g., air, food, people) enter the body and explaining how body defenses fight pathogens

explaining how personal hygiene practices affect physical, mental/emotional and social

health; explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease

identifying health care providers and describing reasons for preventive care

Big Idea: Personal Wellness (Health Education) – Continued

Grade 7 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
describing the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing their impact on health
describing resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

proper nutrition is essential to growth and development.
nutrients have a role in the development of an individual's health.
resources are available to assist in making nutritional choices.
individuals, families and community values influence nutritional choices.

Grade 7 Skills and Concepts

Students will

analyze factors (e.g., geography, cultural background, convenience, advertising) that influence healthy food choices
identify organs and body systems and explain how they are affected by nutrients
apply the decision-making process when analyzing resources needed in making dietary choices
describe the role of nutrients and food sources which are important in the growth and development of healthy bodies
use print and non-print resources (e.g., Food Guide Pyramid (FGP), *Dietary Guidelines for Americans*, United States Department of Agriculture (USDA), National Dairy council), to make healthful food choices in real-life situations

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

safety practices and procedures help to prevent injuries and provide a safe environment.
community, state and federal resources are available to assist in hazardous situations.
proper procedures must be used in emergency situations.

Grade 7 Skills and Concepts

Students will

explain how health hazards (e.g., firearms, motorized vehicles or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) can influence their personal health
identify and describe potential hazards in and around the home and school explain how to prevent injuries
explain and practice safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school
identify life threatening emergencies and describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding)
identify and access the available local, state and federal health and safety agencies (e.g., health departments, Center for Disease Control and Prevention (CDC), National Guard) and explain the services they provide
use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
identify and practice (e.g., role play, simulation) communications skills needed in emergency situations

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.

motor skills need to be refined, combined and varied in the development of specialized skills (e.g., serving, catching with a glove, dribbling, punting).

Grade 7 Skills and Concepts

Students will

interpret the role that principles of motor skill refinements (e.g. accuracy, technique, movement) have in skill development

demonstrate increased competence in motor skills for individual, dual and team activities

use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities

improve techniques to achieve consistency in performance of fundamental manipulative skills

(e.g., throwing, catching, kicking, dribbling, striking) for participation in games and activities

demonstrate and explain how transitional motor skills (e.g., punting, serving, dribbling) are impacted by space, force and time

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
intrinsic values and other benefits (physical, emotional/mental, social) are gained by regular participation in leisure/recreational or competitive activities.
techniques, strategies and practice are important for improving performance of sport skills.
rules impact effective participation in physical activities.
personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
fitness principles and techniques are used to improve/maintain physical health.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 7 Skills and Concepts

Students will

identify moderate to vigorous physical activities that will provide for personal enjoyment and health benefits

examine and analyze the personal benefits derived from regular participation in leisure/recreational or competitive physical activities

evaluate the relationship between effort and skill improvement

demonstrate and apply the technique of practice progression to personal skill development

access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation)

for improving performance in games and sports

participate regularly in physical activity

when participating in a variety of physical activities, sports and games:

identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)

demonstrate sportsmanship, cooperation, teamwork and conflict resolution

recognize and use safety principles, rules, procedures and etiquette

describe how offensive and defensive strategies are used in games and sports; create, explore and devise strategies for games or physical activities

explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness

identify and assess lifetime activities (e.g., bowling, tennis, swimming, walking) that enhance the health-related fitness

investigate how the systems of the body affect an individual's personal fitness level

explain the relationship of nutrition and exercise to physical fitness

Kentucky Academic Standards – Practical Living – Eighth Grade

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain and promote personal, family and community health.

Students in 8th grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family and community health concerns. Students discern relationships among all components of health and wellness and knowledgeably use consumer information.

The 8th grade physical education program assists in the continuing physical, mental, social and emotional development of students as they make the transition from puberty to adolescence. There is a focus on fitness activities, techniques, strategies and rule of games and sports. Participation in lifetime activities such as golf, tennis, bowling, archery, running, hiking, swimming and cycling are also emphasized. Students in 8th grade demonstrate competence in skillful movement in modified, dynamic game situations and in a variety of dance and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities — game/sport, dance and recreational pursuits. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure and exhibit fair play. They have a repertoire of abilities across a variety of game/sport, dance and recreational pursuits and begin to develop competence in specialized versions of lifetime game/sport activities.

The Health and Physical Education content standards at the 8th grade level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

individuals have a responsibility to advocate for personal, family and community health.
physical, social, emotional and mental changes occur during adolescence and throughout life.
interactions with others are an integral part of the human life experience and contribute to healthy relationships.
the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.
culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.
behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
positive health habits can help prevent injuries and spreading of diseases to self and others.
self-management and coping strategies can enhance mental and emotional health.
a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Grade 8 Skills and Concepts – Personal and Physical Health

Students will

evaluate communication methods used in advocating for personal, family and community health
understand the importance of assuming responsibility for personal health behaviors:
predict how decisions regarding health behaviors have consequences for self and others
explain the benefits (preventing pregnancy, preventing HIV/STDs, maintaining self-esteem) and strategies (e.g., using refusal skills, talking with parents, doctors, counselors) of abstaining from sexual activity
evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

Big Idea: Personal Wellness (Health Education) – Continued

Grade 8 Skills and Concepts – Growth and Development

Students will

apply strategies and skills needed to obtain personal health goals during adolescence and describe the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence
explain basic structures and functions of the reproductive system as it relates to the human life cycle

Grade 8 Skills and Concepts – Social, Mental and Emotional Health

Students will

demonstrate social interaction skills by:
using appropriate means to express needs, wants and feelings
using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)
recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying
interpreting how individuals impact the effective functioning of groups
demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively
identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

Grade 8 Skills and Concepts – Family and Community Health

Students will

analyze how personal health, health behaviors and use of health services can be influenced by:
family traditions/values
technology and media messages
cultural beliefs
physical, social and emotional environments
information from peers

Big Idea: Personal Wellness (Health Education) – Continued

Grade 8 Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

demonstrate an understanding of diseases by:

describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)

describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)

investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems

demonstrate an understanding of how to maintain a healthy body by:

analyzing how health is influenced by the interaction of body systems

describing ways pathogens from the environment (e.g., air, food, people) enter the body and explaining how body defenses fight pathogens

explaining how personal hygiene practices affect physical, mental/emotional and social health;

explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease

identifying health care providers and describing reasons for preventive care

Grade 8 Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:

distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems

describing the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing their impact on health

describing resources available to individuals seeking treatment or counseling for negative behaviors or addictions

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

proper nutrition is essential to growth and development.
nutrients have a role in the development of an individual's health.
resources are available to assist in making nutritional choices.
individuals, families and community values influence nutritional choices.

Grade 8 Skills and Concepts

Students will

evaluate the role of nutrients and food sources in the growth and development of healthy bodies
identify problems that occur from extreme eating behaviors (overeating, obesity, anorexia, bulimia)
analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices
apply the decision-making process when analyzing resources needed in making dietary choices
use print and non-print resources (e.g., Food Guide Pyramid (FGP), *Dietary Guidelines for Americans*, United States Department of Agriculture (USDA), National Dairy council), to make healthful food choices in real-life situations

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

safety practices and procedures help to prevent injuries and provide a safe environment.
community, state and federal resources are available to assist in hazardous situations.
proper procedures must be used in emergency situations.

Grade 8 Skills and Concepts

Students will

explain how health hazards (e.g., firearms, motorized vehicles, all-terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health
identify and describe potential hazards in and around the home and school explain how to prevent injuries
demonstrate safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school
recognize life threatening emergencies and explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives
identify and access the available local, state and federal health and safety agencies (e.g., health departments, Center for Disease Control and Prevention (CDC), National Guard) and explain the services they provide
use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
demonstrate communications skills needed in emergency situations
explain safety practices needed when assuming responsibilities (babysitting, house-sitting, elderly care, pet care) in caring for animals, property and other individuals

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.

motor skills need to be refined, combined and varied in the development of specialized skills (e.g., serving, catching with a glove, dribbling, punting).

Grade 8 Skills and Concepts

Students will

critique transitional motor skills and patterns to make recommendations for improvement

selects appropriate practice procedures to learn and master skills and movement patterns

analyze the principles of motor skill refinements (e.g. accuracy, technique, movement) have in skill development

demonstrate increased competence in motor skills for individual, dual and team activities

explore the use of non-locomotor, locomotor and combination skills in movement sequences, patterned dances, games and other activities

refine techniques to achieve consistency in performance of fundamental manipulative skills (e.g., throwing, catching, kicking, dribbling, striking) for participation in games and activities

demonstrate and explain how transitional motor skills are needed for participation in games, activities and rhythmic movements (e.g., baseball, soccer, dance, golf, basketball)

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.

intrinsic values can be gained by regular participation in leisure/recreational or competitive activities.

techniques, strategies and practice are important for improving performance of sport skills.

adhering to rules and procedures, etiquette, cooperation and team work, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.

regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.

fitness principles and techniques are used to improve/maintain physical health.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

Grade 8 Skills and Concepts

Students will

design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities

examine and analyze the personal benefits derived from regular participation in leisure/recreational or competitive physical activities

develop and implement an appropriate practice plan for skill proficiency in games and sports

examine the relationship between and among effort, persistence, practice and improvement as they relate to skill development

access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports

participate regularly in physical activity

when participating in a variety of physical activities, sports and games:

identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)

demonstrate sportsmanship, cooperation, teamwork and conflict resolution

identify and use safety principles, rules, procedures and etiquette

describe how offensive and defensive strategies are used in games and sports

conduct a self-assessment which includes the elements and of the FITT Principle (Frequency, Intensity, Type, Time) and design a fitness plan based on assessment results

compare and contrast lifetime activities (e.g., biking, dance, tennis, horseback riding, walking, golf) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)

explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) affect an individual's personal fitness level

explain the relationship of nutrition and exercise to physical fitness

HIGH SCHOOL PRACTICAL LIVING (HEALTH AND PHYSICAL EDUCATION)

Kentucky Academic Standards – Practical Living – High School

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain and promote personal, family and community health.

The high school health education course provides students with an opportunity to integrate a variety of health concepts, skills and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families and for the larger community. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Physical Education plays an important role in every student's physical, mental and social wellbeing. The physically educated student understands and seeks the benefits of a healthy and physically active life. Every student, regardless of physical ability or background, should have the opportunity to pursue and enjoy these benefits, which help to motivate a commitment to fitness throughout life. Physical Education also provides significant opportunities for learning those social skills that are important for cooperation and individual success. Students in high school are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in a variety lifetime physical activities and plan, implement, self-assess and modify a personal fitness plan.

The Health and Physical Education content standards at the high school level are directly aligned with Kentucky's **Academic Expectations**. The Health and Physical Education standards are organized around five "Big Ideas" that are important to the discipline of health and physical education. These big ideas are: Personal Wellness, Nutrition, Safety, Psychomotor Skills and Lifetime Physical Wellness. The Big Ideas are conceptual organizers for health and physical education and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to health and physical education. The understandings represent the desired results- what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for health and physical education are fundamental to health literacy and build on prior learning.

The health and physical education program provides a connection to Kentucky's Learning Goals 3 (self-sufficient individuals) and Learning Goal 4 (responsible group member), which are included in Kentucky statute, but they are not included in the state's academic assessment program. These connections provide a comprehensive link between essential content, skills and abilities important to learning. In addition Learning Goal 5 (think and solve problems) and Learning Goal 6 (connect and integrate knowledge) are addressed in health and physical education.

All physical education courses taught in the state of Kentucky must be in compliance with the Federal Special Education Law and Title IX and shall not include practice for or participation in interscholastic athletics.

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

High School Enduring Knowledge – Understandings

Students will understand that

- individuals have a responsibility to advocate for personal, family and community health.
- inter and intrapersonal communication skills are needed to enhance individual well-being and healthy relationships.
- physical, social, emotional and mental changes occur during adolescence and throughout life.
- decisions regarding sexuality have short and long term consequences and responsibilities.
- the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.
- culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and spreading of diseases to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

Big Idea: Personal Wellness (Health Education) – Continued

High School Skills and Concepts – Personal and Physical Health

Students will

- understand the importance of assuming responsibility for personal health behaviors by:
 - predicting how decisions regarding health behaviors have consequences for self and others
 - explaining how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)
 - explaining how decision-making relates to responsible sexual behavior (e.g., abstinence, preventing pregnancy, preventing HIV/STDs), impacts physical, mental and social well-being of an individual
- apply goal-setting and decision-making skills in developing, implementing and evaluating a personal wellness plan
- evaluate the effectiveness of communication methods for expressing accurate health information and ideas
- evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

High School Skills and Concepts – Growth and Development

Students will

- explain basic structures and functions of the reproductive system as it relates to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood)

High School Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - identifying and utilizing management techniques needed for dealing with intrapersonal and interpersonal relationships throughout life
 - using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, friendship)
 - recommending and justifying effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying
 - identifying and explaining changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance)
- recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health
- demonstrate the ability to use various strategies when making decisions related to health needs and risks of young adults
- demonstrate refusal, negotiation and collaboration skills to use in avoiding potential harmful situations

Big Idea: Personal Wellness (Health Education) – Continued

High School Skills and Concepts – Family and Community Health

Students will

- access and use a variety of resources from home, school and community that provide valid health information
- understand and analyze how personal, family and community health can be influenced and challenged by:
 - family traditions/values
 - peer pressure
 - technology and media messages
 - cultural beliefs and diversity
 - interrelationships between environmental factors and community health
- use print and non-print sources to:
 - analyze how the prevention and the control of health problems are influenced by research and medical advances
 - investigate the role of health care providers in disease prevention
 - analyze how public health policies and government regulations influence health promotion and disease prevention

High School Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

- demonstrate an understanding of diseases by:
 - describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)
 - describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)
- explore family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
- demonstrate an understanding of how to maintain a healthy body by:
 - analyzing the impact of personal health behaviors on the functioning of body systems
 - analyzing how behavior can impact health maintenance and disease prevention during adolescence and adulthood

High School Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
 - distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems
 - predicting the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing the impact on an individual's health
 - recommending interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self-esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders)

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

High School Enduring Knowledge – Understandings

Students will understand that

- nutritional choices affect an individual's physical, mental, emotional and social well-being.
- nutrients have a role in the development of an individual's health.
- resources (e.g., Food Guide Pyramid, Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy Council) are available to assist in making nutritional choices.
- individuals, families and community values influence nutritional choices.

High School Skills and Concepts

Students will

- create meal plans utilizing print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy council)
- evaluate healthy nutritional practices (e.g., meal planning, food selection, reading labels, weight control, special nutritional needs) for a variety of dietary needs
- analyze and evaluate the positive and negative impact of food selections on maintaining and promoting health
- identify issues, problems and solutions related to extreme eating behaviors (overeating, obesity, anorexia, bulimia)
- analyze factors (e.g., geography, family, cultural background, convenience, cost, advertising, friends, personal taste) that influence healthy food choices
- evaluate the role of nutrients and food sources in the growth and development of healthy bodies
- evaluate nutritional resources from home, school and community that provide valid health information

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

High School Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community, state, federal and international resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

High School Skills and Concepts

Students will

- analyze how responsible use of machinery and motorized vehicles (e.g., all-terrain vehicle, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives
- identify and describe potential hazards in home and schools and explain how to prevent injuries
- identify components of safety needed in developing a personal plan for emergency situations (e.g., weather, fire, tornado, lock down) at home or school
- demonstrate proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) and explain how they help reduce the severity of injuries and save lives
- demonstrate refusal, negotiation and collaboration skills needed to avoid potentially harmful situations
- identify and access the available local, state, federal and international health and safety agencies (e.g., World Health Organization, Peace Corp, Center for Disease Control and Prevention (CDC), Armed Forces) and explain the services they provide
- use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
- demonstrate communications skills needed in emergency situations
- explain safety practices needed when assuming responsibilities (e.g., child care, house-sitting, elderly care, pet care) in caring for animals, property and other individuals

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

High School Enduring Knowledge – Understandings

Students will understand that

- movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.
- motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.
- basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills.

High School Skills and Concepts

Students will

- identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities
- analyze the contribution mechanical principles have in improving movement performance
- explain how successful performance is impacted by physical, intellectual and emotional behaviors
- provide examples of how basic technical skills can help overcome certain physical limitations (e.g., height, muscle development)
- explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities
- recognize physical activity as an opportunity for positive social and group interaction
- evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

High School Enduring Knowledge – Understandings

Students will understand that

- leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
- regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.
- techniques, strategies and practice are important for improving performance of sport skills.
- adhering to rules and procedures, etiquette, cooperation and team work, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.
- basic components of fitness impacts lifetime physical wellness.
- principles and techniques are used to improve/maintain physical fitness levels throughout life.
- an individual needs a personal plan for achieving and maintaining fitness goals.

Big Idea: Lifetime Physical Wellness (Physical Education) – Continued

High School Skills and Concepts

Students will

- design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities
- evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life
- analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development
- evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback)
- participate regularly in physical activity
- when participating in a variety of physical activities, sports and games:
 - identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)
 - analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution
 - develop and compare effectiveness of game strategies for offensive and defensive play
- design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)
- compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)
- explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise
- analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity