

CONVERSE COUNTY SCHOOL DISTRICT #2

PHYSICAL EDUCATION / HEALTH CURRICULUM

MAY 2014

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VALUES

Accountability

We accept responsibility for achieving goals by evaluating our progress individually and collectively.

Collaboration

We work together by supporting the decision-making process and its resolution.

Commitment

We are dedicated to continuous improvement in all areas.

Excellence

We embrace high expectations and believe every person can learn.

Integrity

We are honest, trustworthy, and take ownership for our actions.

Respect

We value diversity, acknowledge others' opinions, and treat each other with dignity.

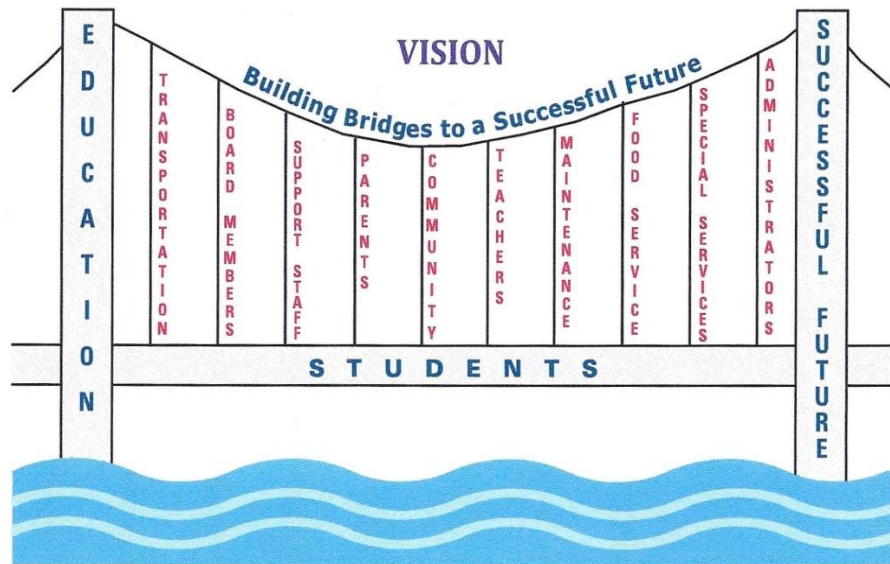
Work Ethic

We value hard work and diligence and lead by example. Success requires effort.

Converse County School District #2

MISSION

In partnership with students, parents, staff, and community, our purpose is to ensure a safe and orderly environment where all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.



Goal 1: Improve Student Achievement

OBJECTIVES:

1. All grade levels assessed will meet or exceed the Adequate Yearly Progress (AYP) target goals on the required state assessment.
2. All schools in the district will perform in the top 10% of schools in the nation using Measures of Academic Progress (MAP) testing.
3. Graduation rate will meet or exceed the state average.
4. The high school composite score on the ACT will meet or exceed the state average.

Goal 2: Improve Student Academic Behaviors

OBJECTIVES:

1. The district will meet or exceed 95% daily attendance rate on an annual basis.
2. To enhance a safe and orderly learning environment, written behavioral referrals resulting in In-School Suspension (ISS) or Out-of-School Suspension (OSS) will decrease from the previous year.
3. The district will decrease the percentage of failing grades from the previous year.

Goal 3: The District Will Operate Efficiently and Effectively

OBJECTIVES:

1. Identify and prioritize operational processes.
2. Evaluate and update three district, building, and department operational processes each year.

PHYSICAL EDUCATION MISSION STATEMENT

Students completing the Glenrock Physical Education Curriculum will demonstrate the skills and knowledge for physical fitness components. They will perform a variety of physical activities and demonstrate decision-making skills necessary to maintain an active lifestyle.

Program Outcomes

Students will:

- 1. Participate in health-enhancing physical fitness activities.**
- 2. Establish patterns of regular participation in meaningful physical activity.**
- 3. Demonstrate movement to productively participate in physical activity.**
- 4. Demonstrate sportsmanship, cooperation, self-control, and respect for individual differences through activities.**

Curriculum Legend

PE = Physical Education

PEK: Kindergarten

PE1: Grade One

PE2: Grade Two

PE3: Grade Three

PE4: Grade Four

PE5-6: Grades Five and Six

PE7: Grade Seven

PE8: Grade Eight

PE9: Physical Education I

PE10: Physical Education II

PECON: Conditioning Physical Education

Example:

PE3:1-4

PE3 = Physical Education Third Grade

1 = First Outcome

4 = Fourth Component

Kindergarten

Focus Statement: Students will perform locomotor skills to demonstrate body awareness.

PEK:1 Students will relate exercise to changes in the body.

PEK:1-1 Identify one physical change that takes place during exercise.

PEK:1-2 Participate in a variety of physical activities to enhance health-related components.

PEK:1-3 Identify one activity that they like to do that involves exercise.

PEK:2 Students will perform basic locomotor movements in a variety of activities.

PEK:2-1 Perform the locomotor skills of walking, hopping, and sliding.

PEK:2-2 Jump using two feet to two feet and two feet to one foot.

PEK:2-3 Perform the following dodging maneuvers: ducking, collapsing, jumping and turning.

PEK:3 Students will perform object control and manipulation in basic form.

PEK:3-1 Strike an object with a long-handled implement.

PEK:3-2 Dribble with two hands.

PEK:3-3 Throw and roll a ball to a target.

PEK:3-4 Catch a rolled ball.

PEK:3-5 Kick a ball using their favorite foot.

PEK:4 Students will demonstrate safety rules and procedures for physical activities.

PEK:4-1 Demonstrate safety rules for activities.

PEK:4-2 Demonstrate proper use and care of equipment.

PEK:4-3 Demonstrate procedures for cooperation and active participation.

Grade One

Focus Statement: Students will perform locomotor skills, focusing on unilateral movement.

PE1:1 Students will participate in a variety of physical activities to enhance health-related components.

PE1:1-1 Locate their heart rate.

PE1:1-2 Identify one activity they can do to increase their heart rate.

PE1:1-3 Participate in a variety of activities.

PE1:2 Students will perform locomotor movements, demonstrating concepts of time, force, and flow.

PE1:2-1 Perform locomotor skills of leaping, hopping, and galloping.

PE1:2-2 Jump for height and distance: two feet to two feet, two feet to one foot, one foot to the other foot.

PE1:2-3 Perform dodging maneuvers of ducking, collapsing, jumping, and turning while utilizing different speeds.

PE1:3 Students will perform object control and manipulation with a focus on unilateral movement.

PE1:3-1 Swing an implement and strike a stationary object.

PE1:3-2 Dribble with each hand at different speeds.

PE1:3-3 Catch a self-tossed ball.

PE1:3-4 Volley using different body parts with a partner.

PE1:3-5 Dribble a ball with their feet and kick to a stationary target.

PE1:4 Students will apply social skills in games.

PE1:4-1 Follow directions during activities.

PE1:4-2 Demonstrate fair play.

PE1:4-3 Apply social skills in game situations.

Grade Two

Focus Statement: Students will perform locomotor skills, focusing on bilateral movements.

PE2:1 Students will participate in a variety of physical activities to improve health-related fitness.

PE2:1-1 Monitor heart rate changes during activities.

PE2:1-2 Identify two activities they can do to increase their heart rate.

PE2:1-3 Participate in a variety of activities.

PE2:2 Students will perform locomotor skills with an emphasis on objects and direction.

PE2:2-1 Make three dodging moves to avoid objects.

PE2:2-2 Jump on an obstacle, over an obstacle, and in and out of an obstacle.

PE2:2-3 Perform various locomotor skills while moving forward and backward.

PE2:3 Students will perform object control and manipulation with a focus on bilateral movement.

PE2:3-1 Strike an object while stepping with opposite foot.

PE2:3-2 Dribble at different levels, alternating hands.

PE2:3-3 Throw overhand and underhand while stepping with opposite foot.

PE2:3-4 Volley with self in a controlled manner.

PE2:3-5 Run and kick a stationary ball to a target.

PE2:4 Students will apply social skills in games and group activities.

PE2:4-1 Identify strengths in self and others.

PE2:4-2 Demonstrate cooperation in groups of two or more.

PE2:4-3 Demonstrate respect for individual differences in a group during physical activities.

Grade Three

Focus Statement: Students will incorporate the use of implements when performing locomotor skills.

PE3:1 Students will participate in a variety of physical activities to demonstrate enhancement of fitness components.

PE3:1-1 Identify the four health-related components of fitness: cardio-respiratory endurance, muscle strength, muscle endurance, and flexibility.

PE3:1-2 Monitor heart rate during an aerobic activity.

PE3:1-3 Identify two benefits of being physically active.

PE3:1-4 Participate in activities to demonstrate the four health-related components of fitness.

PE3:2 Students will perform locomotor skills and object control focusing on the use of implements in movement and multiple pathways.

PE3:2-1 Dribble while changing direction and speed.

PE3:2-2 **Move** with an implement in a general space, in different directions at different speeds, while avoiding others.

PE3:2-3 Volley a ball using overhand and underhand movements.

PE3:2-4 Demonstrate eight jump rope skills.

PE3:2-5 Foot dribble using alternate feet while moving in a straight, curved, and zigzag pathway.

PE3:2-6 Use an implement to strike an object while stationary and while moving.

PE3:3 Students will demonstrate concepts of cooperation, self-control, and fair play.

PE3:3-1 Identify positive characteristics involved in being a member of a team.

PE3:3-2 Identify some ways to encourage teammates' improvement.

PE3:3-3 Demonstrate ability to get along with others during physical activities.

Grade Four

Focus Statement: Students will apply variables when performing locomotor skills.

PE4:1 Students will demonstrate fitness literacy and behaviors associated with it.

- PE4:1-1 Define fitness by recognizing all of the health-related components and list a variety of activities that relate to the components.
- PE4:1-2 Explain the purpose of a warm-up and a cool-down.
- PE4:1-3 Participate in a variety of activities to enhance the development of muscle strength, muscle endurance, cardio-respiratory fitness, and flexibility.

PE4:2 Students will perform locomotor skills and object control using body control and concepts of effort, space, and relationships.

- PE4:2-1 Manipulate a ball using a long-handled implement.
- PE4:2-2 Demonstrate a one-handed throw and a two-handed catch above and below the waist.
- PE4:2-3 Volley with a partner using overhand and underhand movements.
- PE4:2-4 Demonstrate ten jump rope skills.
- PE4:2-5 Retrace self-made and partner pathways, matching partner's speed and direction.
- PE4:2-6 Kick and control a ball using either foot while changing directions, speed, and pathway.

PE4:3 Students will demonstrate concepts of cooperation, leadership, self-control and fair play.

- PE4:3-1 Demonstrate sportsmanship during physical activities.
- PE4:3-2 Demonstrate cooperation and teamwork during group activities and evaluate team cooperation.
- PE4:3-3 Demonstrate responsible behavior during activities.
- PE4:3-4 Identify characteristics of leadership.

Grades Five and Six

Focus Statement: Students will demonstrate skill acquisition and fitness awareness through lead-up games/activities.

PE5-6:1 Students will demonstrate health-enhancing physical fitness activities.

- PE5-6:1-1 Participate in a variety of activities that maintain continuous aerobic activity for a specified period of time in order to improve endurance.
- PE5-6:1-2 Demonstrate a variety of activities that develop and maintain flexibility.
- PE5-6:1-3 Demonstrate a variety of activities that develop and maintain muscle strength.

PE5-6:2 Students will demonstrate a variety of locomotor skills in physical activity.

- PE5-6:2-1 Perform a combination of locomotor movements, incorporating a variety of speeds, in relationship to objects or others (ex. dodging or faking to escape or deceive an opponent).
- PE5-6:2-2 Manipulate objects using skills necessary to participate in lead-up games/activities (ex. foot dribble, hand dribble, underhand/overhand throw, catch, kick, strike, batting, passing, volleying).
- PE5-6:2-3 Perform rhythmic skills alone and with a partner. (ex. jumping rope, dance).
- PE5-6:2-4 Apply spatial awareness, body awareness, and transfer of weight to lead-up games/activities and dance. (ex. balance skills, turning or spinning)

PE5-6:3 Students will demonstrate responsible personal and social behavior in physical activity.

- PE5-6:3-1 Participate with and show respect for people of like and different physical abilities.
- PE5-6:3-2 Demonstrate cooperation and sportsmanship in lead-up games/activities.
- PE5-6:3-3 Apply and follow rules and etiquette while participating in individual and lead-up games/activities.

PE5-6:4 Students will demonstrate basic water survival skills.

- PE5-6:4-1 Float for one minute.
- PE5-6:4-2 Tread water for one minute.
- PE5-6:4-3 Demonstrate safe swimming and pool rules.

Grade Seven

Focus Statement: Students will apply fundamental skills and fitness principles to improve personal performances.

PE7:1 Students will assess personal fitness status, set goals and monitor progress in cardio-respiratory fitness.

PE7:1-1 Identify the five components of physical fitness.

PE7:1-2 Compare personal level of cardio-respiratory fitness to national fitness standards.

PE7:1-3 Assess resting heart rate.

PE7:1-4 Participate in various fitness activities and record results.

PE7:1-5 Set goals and monitor progress.

PE7:2 Students will perform basic fundamental skills, explain activity rules, and identify sportsmanship and teamwork in team activities.

PE7:2-1 Use appropriate fundamental skills in team drills and lead up games/activities.

PE7:2-2 Describe learning cues for fundamental team skills.

PE7:2-3 Explain the rules for team games/activities.

PE7:2-4 Explain concepts of team cooperation, leadership, self-control, and fair play.

PE7:3 Students will perform basic fundamental skills and explain rules in activities for the individual.

PE7: 3-1 Use appropriate fundamental skills in individual drills and lead-up games/activities.

PE7:3-2 Describe learning cues for individual fundamental skills.

PE7:3-3 Explain the rules for individual games/activities.

PE7:3-4 Demonstrate appropriate skills in rhythms/dance.

PE7:4 Students will demonstrate basic water survival skills.

PE7:4-1 Demonstrate safe entry into the water.

PE7:4-2 Float for five minutes.

PE7:4-3 Tread water for five minutes.

PE7:4-4 Explain and utilize safe swimming/pool rules.

Grade Eight

Focus Statement: Students will assess their individual performance levels of physical fitness and lifetime skills while participating in a variety of rhythmic, coordination, and lifetime activities.

PE8:1 Students will assess personal fitness status, set goals, and monitor cardio-respiratory fitness and one additional component of health-related fitness.

PE8:1-1 Explain the five components of physical fitness.

PE8:1-2 Compare personal level of cardio-respiratory fitness and flexibility to national fitness standards.

PE8:1-3 Assess and record heart rate at rest and after strenuous activity.

PE8:1-4 Participate in specific fitness activities and record results.

PE8:1-5 Set goals and monitor progress in cardio-respiratory fitness and one other health-related component.

PE8:2 Students will perform basic fundamental skills, use game strategies, and demonstrate sportsmanship and teamwork in team activities.

PE8:2-1 Use appropriate fundamental skills and game strategies in team drills and lead-up games/activities.

PE8:2-2 Apply learning cues for fundamental team skill development.

PE8:2-3 Demonstrate appropriate rules and sportsmanship while participating in team activities.

PE8:2-4 Use concepts of team cooperation, leadership, self-control, and fair play.

PE8:3 Students will perform basic fundamental skills, and will demonstrate activity rules and sportsmanship in activities for the individual.

PE8:3-1 Use appropriate fundamental skills and strategies in individual drills and lead-up games/activities.

PE8:3-2 Apply learning cues for fundamental individual skill development.

PE8:3-3 Demonstrate rules and sportsmanship while participating in individual activities.

PE8:3-4 Utilize appropriate skills in rhythms/dance.

PE8:4 Students will perform basic swimming strokes and skills.

PE8:4-1 Swim front crawl for fifty yards.

PE8:4-2 Swim back crawl for fifty yards.

PE8:4-3 Swim breaststroke for ten yards.

PE8:4-4 Demonstrate alternate breathing on front crawl.

PE8:4-5 Swim elementary backstroke for ten yards.

PE8:4-6 Perform butterfly kick for ten yards.

PE8:4-7 Perform open turn in front and back crawl.

Physical Education I

Focus Statement: Students will combine movement skills with their knowledge of strategies to participate effectively in activities.

PE9:1 Students will assess personal fitness status in terms of muscle strength/endurance, cardio-respiratory endurance, and body composition, and will participate in activities that enhance fitness.

PE9:1-1 Define physical fitness and list the components.

PE9:1-2 Explain the difference between an aerobic activity and an anaerobic activity.

PE9:1-3 Assess their personal fitness level in terms of the four components.

PE9:1-4 Participate in a variety of physical activities that enhance fitness.

PE9:2 Students will perform fundamental skills, execute basic strategies, follow rules, assess the fitness potential, and demonstrate proper sportsmanship when participating in basketball, volleyball and selected team sports.

PE9:2-1 Use the learning cues to demonstrate proper movement forms in executing fundamental team skills.

PE9:2-2 Give examples of how the basic team strategies can be applied effectively.

PE9:2-3 Explain the rules of the team sport.

PE9:2-4 Apply concepts of cooperation, leadership, self-control, and fair play in the team sport.

PE9:2-5 Play the game and assess the fitness potential of the team sport.

PE9:3 Students will perform fundamental skills, follow rules, assess fitness potential, and demonstrate proper sportsmanship when participating in an individual sport, activity, or rhythm/dance.

PE9:3-1 Use the learning cues to demonstrate proper movement forms in executing fundamental individual skills.

PE9:3-2 Explain the rules or steps of the individual game/activity/dance and how the activity is scored or evaluated.

PE9:3-3 Apply the appropriate concepts of fair play and self-control as they participate in the individual sport/activity.

PE9:3-4 Assess the fitness potential of the individual activity.

Physical Education II

Focus statement: Students will assess their individual performance levels of physical fitness, set goals for improvement, and use activities to further enhance their lifestyle.

PE10:1 Students will create an exercise plan that assesses personal fitness status in terms of health-related components and some skill-related components. They will set goals for their improvement in the health-related components, and pursue these goals through activities.

PE10:1-1 Define the principles of training and give examples of how they can affect training results.

PE10:1-2 Assess their personal fitness level in terms of the health-related components and some skill-related components.

PE10:1-3 Set goals for improvement in each health-related component and create an exercise plan.

PE10:1-4 Participate in a variety of physical activities to pursue their goals.

PE10:1-5 Evaluate a fitness product or service for its effectiveness.

PE10:2 Students will perform fundamental skills, execute basic strategies, follow rules, assess the fitness potential and demonstrate proper sportsmanship when participating in basketball, volleyball and selected team sports (not completed in PE I).

PE10:2-1 Use the learning cues to demonstrate proper movement forms in executing fundamental team skills.

PE10:2-2 Give examples of how the basic team strategies can be applied effectively.

PE10:2-3 Explain the rules of the team sport.

PE10:2-4 Apply concepts of cooperation, leadership, self-control, and fair play in the team sport.

PE10:2-5 Play the game and assess the fitness potential of the team sport.

PE10:2-6 Perform skill tests in volleyball and basketball.

PE10:3 Students will perform fundamental skills, follow rules, assess the fitness potential, and demonstrate proper sportsmanship when participating in an individual sport or activity (not completed in PE I).

PE10:3-1 Use the learning cues to demonstrate proper movement forms in executing fundamental individual skills and movement.

PE10:3-2 Explain the rules of the individual sport and how the game is scored.

PE10:3-3 Apply the appropriate concepts of fair play and self-control as they play the individual sport.

PE10:3-4 Assess the fitness potential of the individual activity.

PE10:4 Students will perform adult CPR and artificial respiration to pass certification standards.

PE10:4-1 Explain the steps of emergency care.

PE10:4-2 Explain and demonstrate the procedure for removing a foreign body obstruction from a choking victim.

PE10:4-3 Demonstrate the procedure for artificial respiration.

PE10:4-4 Demonstrate the procedure for one man CPR.

Conditioning Physical Education

Focus Statement: Students will enhance their fitness levels through the use of fitness components, training principles, and activities.

PECON:1 Students will assess their fitness components and implement an exercise plan that directs fitness activities, and they will monitor their progress throughout the semester.

PECON:1-1 Assess their personal fitness level in terms of the health-related and skill-related components.

PECON:1-2 Participate in a variety of physical activities to pursue fitness.

PECON:1-3 Record their progress throughout the semester.

PHYSICAL EDUCATION GLOSSARY

Locomotor skills – The basic pattern used to travel (walking, leaping, running, jumping, hopping, skipping, galloping, and sliding).

Unilateral/bilateral – Refers to use of and focus of sides of the body in movement and skill development. Unilateral is one sided; bilateral is both sides.

Social skills – Safety, cooperation, recognition, enjoyment, sportsmanship, respect, and self expression.

Five components of physical fitness – Muscle strength, muscle endurance, cardio-respiratory endurance, flexibility, and body composition.

Aerobic/anaerobic – With oxygen/without oxygen, i.e. running or sustained activity requiring increases in oxygen intake vs. short burst sprinting or activity requiring little or no increase in oxygen intake.

Lead-up game – a basic and modified game used to develop the skills of the parent game.

Skill Themes and Movement Concepts

Locomotor	Object Control	Body Control	Movement Concepts
Walk Run Leap Hop Jump Skip Gallop Slide Chase, flee Dodge	Throw Catch Kick Trap Strike Volley Ball roll Dribble	Turn Twist Roll Balance Transfer weight Land Stretch Curl	Effort: time, force, flow Space: location, direction, level, pathway, extension Relationships: with objects, with people

HEALTH CURRICULUM MISSION STATEMENT

Students completing the Glenrock Health Curriculum will apply decision-making skills necessary to maximize positive health behaviors throughout their lives.

Program Outcomes

Students will:

1. Use decision-making, refusal, and communication skills in interpersonal relationships.
2. Evaluate actions to prevent disease and avoid injury.
3. Assess the effects of substance use and abuse.
4. Develop personal goals for nutrition.
5. Apply wellness concepts to enhance physical, social, and mental/emotional health.

Curriculum Legend

H = Health

HK: Kindergarten

H1: Grade One

H2: Grade Two

H3: Grade Three

H4: Grade Four

H5: Grade Five

H6: Grade Six

H7: Grade Seven

H8: Grade Eight

H9: Grade Nine

H10: Grade Ten

HFA: First Aid

Example:

H3:2-1

H3 = Health Third Grade

2 = Second Outcome

1 = First Component

Kindergarten

Focus Statement: Students will demonstrate essential rules of personal care.

HK:1 Students will determine when to call 911 and recite their name, phone number, and address in simulated 911 calls.

HK:1-1 State their first and last name when asked.

HK:1-2 Tell their phone number.

HK:1-3 Tell their address.

HK:1-4 Role-play situations where they may need to call 911.

HK:2 Students will demonstrate proper hand washing procedures.

HK:2-1 Use warm water and soap.

HK:2-2 Wash hands for 20-30 seconds (including time it takes to recite alphabet).

HK:2-3 Use a towel to dry hands.

HK:3 Students will role-play stranger precautions and how to find a helpful adult.

HK:3-1 Identify what constitutes a stranger.

HK:3-2 Give examples of stranger danger and tell what to do in each case.

HK:3-3 Role-play situations.

There are no common summative assessments for the kindergarten curriculum. The outcomes and components are to be taught and *informally* assessed, with the date of completion recorded on the Kindergarten Health Unit Checklist in the appendix.

Grade One

Focus Statement: Students will demonstrate preventative health care practices at school.

H1:1 Students will name and demonstrate how to locate the school nurse, social worker, principal, and custodian and explain their roles.

H1:1-1 Identify and locate the school nurse.

H1:1-2 Identify and locate the school social worker.

H1:1-3 Identify and locate the principal

H1:1-4 Identify and locate the custodian

H1:1-5 Give examples of how the nurse, social worker, principal, and custodian can help students.

H1:2 Students will demonstrate preventative actions and how it can affect self and others related to good health.

H1:2-1 Cover their mouths when sneezing or coughing.

H1:2-2 Use and dispose of tissues.

H1:2-3 Use handwashing techniques.

H1:3 Students will demonstrate problem solving and proper decision making.

H1:3-1 Identify situations where a health related decision is needed.

H1:3-2 Recognize when assistance is needed for making a decision.

H1:3-3 Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts).

H1:3-4 Recognize health-related problems that exist at home and school (e.g., soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground).

H1:4 The following health concept should be taught in conjunction with S1:3

H1:4-1 Identify how pollution adversely affects health.

There are no common summative assessments for the first grade curriculum. The outcomes and components are to be taught and *informally* assessed, with the date of completion recorded on the First Grade Health Unit Checklist in the appendix.

Grade Two

Focus Statement: Students will model home health and safety procedures.

H2:1 Students will demonstrate effective communication in situations to enhance health and reduce or avoids health risks.

H2:1-1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).

H2:1-2 Identify characteristics and appropriate ways to respond to/in unwanted, threatening or dangerous situations.

H2:1-3 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.).

H2:2 Students will plan ways to keep themselves mentally and physically safe.

H2:2-1 Distinguish between good and bad touch (collaborate with social worker).

H2:2-2 Determine safe places to go if adverse situations arise.

H2:2-3 Determine people that will help them to be safe.

H2:3 Students will demonstrate responsible action for enhancing health and reducing or avoiding health risks.

H2:3-1 Identify behaviors that improves or maintains personal health, and that help avoid, reduce, and prevent health risks. (Spread of disease)

H2:3-2 Recognize and label emotions and how they are linked to behaviors, and demonstrate control of impulsive behavior. (Anger, sadness, joy, etc.)

H2:3-3 Describe and identify health goals and their importance.

H2:3-4 Describe and recognize the ways people are similar and different and how individual health behavior affects others.

There are no common summative assessments for the second grade curriculum. The outcomes and components are to be taught and *informally* assessed, with the date of completion recorded on the Second Grade Health Unit Checklist in the appendix.

Grade Three

Focus Statement: Students will apply decision-making skills relevant to their health and safety and will create a model of the muscular or skeletal system.

H3:1 Students will explain how and where to access safe health information, products, and resources.

H3:1-1 Explain when school and community resources should be accessed for specific health and safety emergencies.

H3:1-2 Give examples of trusted resources that can help reduce or avoid health risks to enhance health.

H3:1-3 Give examples of healthy options to solve healthy options/strategies to solve health-related problems at home and at school. (e.g. giving strategies/options for diabetes, obesity, skin cancer, flu, cold, etc.)

H3:2 Students will make healthy food choices from the basic food groups.

H3:2-1 Identify the basic food groups.

H3:2-2 List foods for each food group.

H3:2-3 Evaluate food options for a healthy diet.

Grade Four

Focus Statement: Students will evaluate factors for developing a healthy lifestyle.

H4:1 Students will evaluate different factors in their everyday lives related to a healthy lifestyle.

H4:1-1 Explain specific behaviors and how they improve or maintain personal health and behaviors that help avoid or reduce health risks.

H4:1-2 Discuss how to set a measurable short-term personal health goal and monitor the progress. (Brush teeth two times per day, walk 10,000 steps every day, etc.)

H4:1-3 Describe personal hygiene practices and apply them at school.

H4:1-4 Give examples of communicable and non-communicable diseases, and ways to avoid spreading disease.

H4:1-5 Describe range of emotions and the situations that cause spreading disease.

H4:2 Students will use positive decision-making skills in dealing with others and will demonstrate verbal and non-verbal communication of decisions.

H4:2-1 Evaluate the risk factors of drugs.

H4:2-2 Describe refusal skills to avoid or reduce health risks for students their age. (ex. being offered drugs, being coaxed to break a rule or law, bullying, etc.)

H4:2-3 Give examples of positive decision-making skills in dealing with others who are different from oneself.

H4:2-4 Demonstrate verbal and non-verbal ways to communicate decisions. (ex. eye contact, follow the speaker with eyes, stay quiet, wait turn in conversations, etc.)

H4:2-5 Demonstrate the ability to express emotions in a socially acceptable manner. (bullying, aggressor in bullying situations, positive ways to express anger, alternatives to violence, etc.)

Grade Five

Focus Statement: Students will assess how their actions impact nutrition, personal health and safety, basic first aid, and disease control.

H5:1 Students will distinguish health hazards created by drug usage and identify some coping strategies.

H5:1-1 Describe the physical and behavioral effects of nicotine.

H5:1-2 Describe effects of alcohol and list ways to cope with chemical dependency in a family.

H5:1-3 Identify the physical and behavioral effects of marijuana.

H5:1-4 Identify stress and stressors in their lives and ways to cope without drug usage.

H5:1-5 Analyze their present and future plans to determine how drugs can affect them.

H5:2 Students will identify and demonstrate skills that will help maintain a drug-free lifestyle.

H5:2-1 Identify goal setting steps to maintain a healthy lifestyle.

H5:2-2 Role-play the steps of making friends using effective communication skills.

H5:2-3 Identify decision making steps in a variety of situations and explain the consequences.

H5:2-4 Identify peer pressure strategies and role-play refusal skill steps to stay in control.

H5:3 Students will identify the physical, social, and mental/emotional changes of their own gender during puberty and conclude ways their daily lives could be impacted.

H5:3-1 Identify the health triangle components.

H5:3-2 Define self-concept and list ways to enhance self-concept.

H5:3-3 Identify personal hygiene practices and compare products that lead to a positive self-concept.

H5:3-4 Identify the physical, social, and mental/emotional changes of their own gender during puberty and conclude ways their lives could be impacted.

H5:4 Students will demonstrate basic first aid and personal safety skills.

H5:4-1 Demonstrate and explain first aid procedures including: nosebleed, cuts, burns, and contusions.

H5:4-2 Define abuse and explain ways to protect self.

H5:4-3 Identify school and community help resources for personal safety.

H5:4-4 Analyze situations to determine ways to protect self.

H5:5 Students will outline improvements in their eating habits to enhance their health.

H5:5-1 Classify foods according to the food groups, identify serving sizes and major nutrients.

H5:5-2 Use labels to examine ingredients and compare nutritional content of selected foods.

H5:5-3 List foods eaten and outline improvements to enhance their health.

Grade Six

Focus Statement: Students will assess how their actions impact nutrition, personal health and safety, basic first aid and disease control.

H6:1 Students will assess how to enhance their health by drug avoidance.

H6:1-1 Identify and apply goal setting steps to personal goals.

H6:1-2 Analyze sources for information on drugs to determine which are reliable.

H6:1-3 Compare and contrast the physical and behavioral effects of drugs (ex. nicotine, alcohol, and marijuana).

H6:1-4 Apply decision-making steps to summarize the consequences of using drugs.

H6:1-5 Analyze peer pressure refusal techniques and use effective communication skills to stay in control.

H6:2 Students will examine the physical, social, and mental/emotional growth during adolescence. They will compare adolescent development in these areas.

H6:1-1 Identify transmission methods, prevention, and treatment of disease (ex. HIV).

H6:2-2 Define adolescence and identify reliable resources for growth and development.

H6:2-3 Explain the physical, social, and mental/emotional changes for males and females during adolescence.

H6:2-4 Compare adolescent development of males and females.

H6:3 Students will outline and demonstrate ways to prevent or treat injury to self.

H6:3-1 Outline and demonstrate personal safety measures in natural disasters (ex. lightning, earthquake, and tornado).

H6:3-2 Locate pulse/pressure points on the body and take carotid and radial pulses.

H6:3-3 Identify the emergency action steps in first aid.

H6:3-4 Demonstrate and explain first aid procedure for choking.

H6:3-5 Outline first aid procedures for heat-related illness, poisoning, insect stings, and shock.

H6:4 Students will analyze their lifestyle to propose ways to enhance their health.

H6:4-1 Explain the health triangle components and select a personal health goal to achieve.

H6:4-2 Identify and explain lifestyle factors that enhance heart health.

H6:4-3 Analyze factors that create stress and cite examples to cope with stress.

H6:4-4 Classify exercises as healthy activities to strengthen the heart.

H6:4-5 Record six classes of nutrients, their major function, and their food groups.

H6:4-6 Compare and contrast foods for heart health by reading food labels.

H6:4-7 Propose ways to enhance their health.

H6:5 Students will explain and demonstrate the ability to use personal and social skills to enhance their personal safety and health.

H6:5-1 Identify the various types of bullying.

H6:5-2 Identify the roles of the aggressor and bystander in bullying situations.

H6:5-3 Explain how individual, social and cultural differences may increase vulnerability to bullying.

H6:5-4 Identify and explain ways to address bullying.

Grade Seven

Focus Statement: Students will show the relationship among the physical, social, and mental/emotional aspects of adolescents.

H7:1 Students will compare and contrast physical, social, mental/emotional changes during adolescence for males and females.

H7:1-1 Identify physical structure and function of the male and female reproductive systems and locate appropriate health sources for growth and development.

H7:1-2 List at least four physical, social and mental/emotional changes that occur during adolescence for each gender.

H7:1-3 Compare and contrast adolescent changes for males and females.

H7:2 Students will outline ways to maintain a drug free lifestyle now and throughout their lives and careers.

H7:2-1 Explain the physiological and behavioral effects of drugs (ex. Alcohol, nicotine, marijuana, inhalants, meth, steroids, and others.)

H7:2-2 Explain and demonstrate decision making and refusal skills to resist the pressures to use drugs in situations throughout a lifetime.

H7:2-3 Outline ways to maintain a drug free lifestyle for their personal lives and careers.

Grade Eight

Focus Statement: Students will apply decision-making skills to enhance their developing physical, social, and mental/emotional well-being.

H8:1 Students will analyze information to make healthy choices regarding sexuality.

H8:1-1 List and explain the positive results of abstinence.

H8:1-2 Identify signs and symptoms of sexually transmitted diseases /infection and locate appropriate health resources.

H8:1-3 Differentiate communication styles and explain effective communication techniques in relationships.

H8:1-4 Analyze communication skills to evaluate their effectiveness in healthy relationships with others.

H8:2 Students will assess the nutritional eating habits of self and others.

H8:2-1 Identify types of eating disorders, their signs, symptoms, and recommended treatments.

H8:2-2 Analyze nutrients in food to select nutritious foods.

H8:2-3 Evaluate dietary intake of foods and summarize their findings.

H8:3 Students will analyze and demonstrate the ability to use personal and social skills to enhance their personal safety and health.

H8:3.1 Describe the various forms of bullying and the roles of all involved in bullying.

H8:3.2 Describe the impact of bullying on physical health, mental and emotional health and social health.

H8:3.3 Develop a bully prevention plan and analyze the effects of taking action to oppose bullying based on individual and group differences.

Grade Nine

Focus Statement: Students will assess their personal risk factors and develop strategies and skills to reduce them.

H9:1 Students will evaluate the risks associated with alcohol and tobacco use by analyzing the attitudes associated with use, consequences of use, and media influence.

H9:1-1 Explain how people are influenced to use tobacco and alcohol despite the dangers.

H9:1-2 Explain the physiological reactions of the body to nicotine and how these lead to addiction.

H9:1-3 Compare different strategies available to people who want to quit using nicotine.

H9:1-4 Describe factors that affect teen alcohol use and list strategies teens can use to remain alcohol free.

H9:1-5 Describe problems associated with alcohol use.

H9:1-6 Evaluate the risks associated with substance abuse

H9:1-7 Demonstrate the ability to use refusal skills to reduce or avoid health risks.

H9:2 Students will analyze the characteristics of substance abuse to determine its effects on the individual, the family, and society.

H9:2-1 Describe the dynamics of living in a chemically-dependent family and list coping strategies.

H9:2-2 Chart how the decision to become a social user can lead to addiction by identifying warning signs and corresponding stages of use.

H9:2-3 Explain how psychoactive drugs affect the central nervous system and can result in mental and/or behavioral problems.

H9:2-4 Evaluate verbal and non-verbal techniques for communicating effectively with family, peers and others to reduce or avoid health risk.

H9:3 Students will analyze the risk factors associated with substance abuse to determine their effects on their lifestyle. They will demonstrate skills to protect themselves from these risks and develop a plan to be drug free.

H9:3-1 Describe the parameters of effective goal setting.

H9:3-2 Demonstrate effective ways to handle emotions.

H9:3-3 Differentiate between assertive, passive, and aggressive communication.

H9:3-4 Demonstrate effective conflict resolution.

H9:3-5 Develop a personal plan.

H9:4 Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

H9:4-1 Describe the consequences of stereotyping

H9:4-2 Demonstrate an understanding of bullying behavior

H9:4-3 Identify components of sexual harassment

H9:4-4 Evaluate strategies for reducing harassment and bullying.

H9:4-5 Students will demonstrate how sub-groups of peers and culture influence decision making.

H9:5 Assess personal behavior to aid in reducing and eliminating the spread of disease.

H9:5-1 Identify personal hygiene behaviors that enhance health

H9:5-2 Identify personal behavior that reduce the risks of disease

H9:5-3 Assess personal health behaviors and determine effectiveness.

Grade Ten

Focus Statement: Students will assess their physical, social, and mental/emotional health, analyze how their behavior affects their personal health, and set goals for improvement.

H10:1 Students will produce a personal health plan that will enhance their daily lives.

H10:1-1 Analyze components of wellness, the health triangle, behavior, and the health continuum to determine the relationships among them.

H10:1-2 Students will evaluate their own current lifestyle factors to determine their level of health

H10:1-3 Explain the differences between a fit person and an unfit person.

H10:1-4 Analyze how personal health decision can affect self and others.

H10:1-5 Evaluate a health-related product and analyze its potential contribution to their lives

H10:1-6 Evaluate how weight maintenance is impacted by use of food labels, weight loss, and fad diets.

H10:1-7 Evaluate the influences of media and technology on health.

H10:1-8 Produce the plan that includes improvement goals for fitness and nutrition.

H10:2 Students will analyze self-concept to determine its effect on decision-making, internal motivation, and emotions.

H10:2-1 Define and identify the three parts of self-concept.

H10:2-2 Describe how a self-concept is developed and explain how it can be changed.

H10:2-3 Explain how emotions and self-talk influence thoughts and actions.

H10:2-4 Analyze self-concept, motivation, and goal-setting to determine the link among them.

H10:3 Students will explain the effects of stress on their lives and compare different stress management techniques for effectiveness.

H10:3-1 Identify sources and kinds of stress.

H10:3-2 List the community health resources in the area of mental health.

H10:3-3 Give examples of how stress can affect one's health.

H10:3-4 Compare strategies to manage stress and evaluate the effectiveness of each.

H10:3-5 Apply the strategies for effective conflict resolution.

H10:4 Students will analyze the consequences associated with sexual behavior.

H10:4-1 Explain how our sexuality influences our health triangle.

H10:4-2 Explain the functions and features of the reproductive system and explain benefits of abstinence.

H10:4-3 Evaluate factors that influence personal selection of health products.

H10:4-4 Analyze how our decision-making process can be affected by the sexual response cycle and our ability to communicate.

H10:4-5 Explain the difference between a viral and a bacterial infection in regards to mode of transmission, symptoms, and treatment options.

H10:4-6 Analyze the consequences of sexual behavior to determine effects on future plans.

H10:4-7 Demonstrate the ability to use refusal skills to reduce or avoid health risk.

H10:4-8 Evaluate verbal and non-verbal techniques for communicating effectively to reduce or avoid health risk.

H10:5 Students will advocate for a healthy lifestyle

H10:5-1 Create an outline for advocating for a health issue.

H10:5-2 Distinguish between health claims that are supported by reasons and evidence from health claims that are not supported by reasons and evidence.

H10:5-3 Create and produce a product to advocate for healthy lifestyle.

First Aid

Focus Statement: Students will demonstrate proper procedure for basic first aid situations and apply the principles of injury rehabilitation.

HFA:1 Students will demonstrate basic first aid procedures.

HFA:1-1 Define and explain the leading causes of injury-related deaths.

HFA:1-2 Demonstrate the Emergency Action Steps: Check, Call, Care.

HFA:1-3 Demonstrate the treatment of common injuries (including wounds, bleeding, shock, burns, muscle and joint problems, and sudden illness).

HFA:2 Students will demonstrate the proper steps in performing rescue breathing and CPR.

HFA:2-1 Define and explain the proper procedure in performing rescue breathing and CPR.

HFA:2-2 Evaluate the situations in which rescue breathing and CPR are required.

HFA:2-3 Explain and demonstrate the procedure for removing a foreign body from a choking victim.

HFA:2-4 Perform adult CPR and pass certification standards.

HFA:3 Students will explain the steps in the treatment of common sports injuries and incorporate these steps for initial treatment.

HFA:3-1 Explain the four-part definition of athletic training.

HFA:3-2 Identify the causes and symptoms of the inflammation process.

HFA:3-3 Describe common sports injuries and examine their symptoms.

HFA:3-4 Demonstrate the proper techniques of taping for specific sports injuries.

Appendix

Kindergarten 2008-2009 Teacher _____
Social Studies-Science-Health Curriculum Checklist

Social Studies Unit Checklist

DATE COMPLETED

- _____ **SS K:1 Students will identify Characteristics and responsibilities of people in general and compare how they themselves are the same or different from those people using their findings.**
- _____ SSK:1-1 Name characteristics of individuals, including features and special abilities or talents.
- _____ SSK:1-2 Identify their own characteristics.
- _____ SSK:1-3 Name responsibilities of individuals.
- _____ SSK:1-4 Name ways they can be responsible.
- _____ SSK:1-5 Compare how they themselves are the same or different from other individuals.
- _____ **SS K:2 Students will identify various community helpers and show ways that community helpers can influence their life.**
- _____ SSK:2-1 Given a set of pictures, identify a doctor, nurse, dentist, EMT, police officer, and fire fighter.
- _____ SSK:2-2 Give examples of how a doctor, nurse, dentist, EMT, police officer, and fire fighter help people.

Science Unit Checklist

DATE COMPLETED

- _____ **SK:1 Students will use scientific equipment, including magnifying glasses and magnets, to observe objects in the classroom.**
- _____ **SK:2 Students will use the five basic senses to observe and describe the world around them.**

Health Unit Checklist

DATE COMPLETED

- _____ **HK:1 Students will determine when to call 911 and recite their name, phone number, and address in simulated 911 calls.**
- _____ HK:1-1 State their first and last name when asked.
- _____ HK:1-2 Tell their phone number.
- _____ HK:1-3 Tell their address.
- _____ HK:1-4 Role-play situations where they may need to call 911.
-
- _____ **HK:2 Students will demonstrate proper handwashing procedures.**
- _____ HK:2-1 Use warm water and soap.
- _____ HK:2-2 Wash hands for 20-30 seconds (including – the time it takes to recite the alphabet).
- _____ HK:2-3 Use a towel to dry hands.
-
- _____ **HK:3 Students will role-play stranger precautions.**
- _____ HK:3-1 Identify what constitutes a stranger.
- _____ HK:3-2 Give examples of stranger danger and tell what to do in each case.

Social Studies Unit Checklist

DATE COMPLETED

- _____ **SS 1:1 Students will demonstrate an understanding of the Thanksgiving celebration between the Pilgrims and the Indians and show how families celebrate that holiday now.**
- _____ SS1:1-1 Identify Indians as the first Americans and their role in the Thanksgiving celebration.
- _____ SS1:1-2 Identify Pilgrims and their role in the Thanksgiving celebration.
- _____ SS1:1-3 Show how their family own celebrates Thanksgiving.
- _____ **SS 1:2 Students will explain and demonstrate how following rules and making responsible choices can affect the home or classroom.**
- _____ SS1:2-1 Give examples of the people and the unique characteristics of their families.
- _____ SS1:2-2 Define individual needs and wants and explain how the family or classroom meets needs and wants.
- _____ SS1:2-3 Identify rules and responsibilities within the family or the classroom.
- _____ SS1:2-4 Explain how following rules and making responsible choices can affect a family or the classroom.
- _____ SS1:2-5 Demonstrate how following rules and making responsible choices can affect the family or classroom.
- _____ **SS 1:3 Students will demonstrate their understanding of a map and a globe by explaining the difference between the two and producing a map.**
- _____ SS1:3-1 Identify a map and a globe and explain the difference between them.
- _____ SS1:3-2 Identify or create various pictures or ways to represent items on a map.
- _____ SS1:3-3 Produce a map.

Science Unit Checklist

DATE COMPLETED

Students will use scientific equipment to observe and classify objects in and out of the classroom, including both living and nonliving things.

Students will observe and identify sources of pollution in their local environment.

Health Unit Checklist

DATE COMPLETED

H1:1 Students will name the school nurse and social worker and explain their roles

H1:1-1 Identify the school nurse.

H1:1-2 Identify the school social worker.

H1:1-3 Give examples of how the nurse and social worker help students.

H1:2 Students will demonstrate positive dental care.

H1:2-1 Identify proper brushing and flossing techniques.

H1:2-2 Describe safety measures related to teeth (including use of mouth guards and not chewing on inappropriate items).

H1:2-3 Identify and prepare healthy snacks.

H1:3 Students will demonstrate preventative actions related to good health.

H1:3-1 Cover their mouths when sneezing or coughing.

H1:3-2 Use and dispose of tissues.

H1:3-3 Use handwashing techniques.

H1:3-4 Differentiate between selected medicines and non-medicines.

H1:4 The following health concept should be taught in conjunction with S1:3.

H1:4-1 Identify how pollution adversely affects health.

Health Unit Checklist

DATE COMPLETED

_____	H2:1	Students will distinguish home alone safety procedures.
_____	H2:1-1	Demonstrate safe ways to answer the phone and door when home alone.
_____	H2:1-2	Differentiate between safe and dangerous tools for children to use in their kitchens.
_____	H2:1-3	Identify dangerous substances in the home.
_____	H2:1-4	Prepare a list of healthy snack foods.
_____	H2:1-5	Prepare a healthy snack that can be made without using dangerous tools.
_____	H2:2	Students will plan ways to keep themselves mentally and physically safe.
_____	H2:2-1	Distinguish between good and bad touch (collaborate with social worker).
_____	H2:2-2	Determine safe places to go if adverse situations arise.
_____	H2:2-3	Determine people that will help them to be safe.

CONVERSE COUNTY SCHOOL DISTRICT #2

PHYSICAL EDUCATION / HEALTH CURRICULUM

CONTENT AND PERFORMANCE STANDARDS

ALIGNMENT

CONVERSE COUNTY SCHOOL DISTRICT #2

Physical Education Content and Performance Standards

Grade Span K-4

State Standard Code

Curriculum Code

PE4.1.1

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PE4.1.2

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Grade Span 5-8

State Standard Code

PE8.1.1

Curriculum Code

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Health Content and Performance Standards

Grade Span K-4

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State Standard Code

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State Standard Code

Curriculum Code

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Grade Span 5-8

State Standard Code

Curriculum Code

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