

Overview of Content and Performance Standard 1 for Health Enhancement

10.54.7010 - Content Standard 1: A student must have a basic knowledge and understanding of concepts that promote comprehensive health.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK - 10.54.7011

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | FOURTH GRADE |
|----------------------------|----------------------|----------------------------|------------------------------|------------------------------|--|
| See Course Abilities | 14.0 | See Course Abilities | 33.0 34.0 36.0 37.0 | 41.0 42.0 45.2 45.3 | 1. Describe relationships between personal health behaviors and individual well-being. |
| | | | | | 2. Describe the basic structure and function of the major human body systems, emphasizing growth and development. |
| K2.0 K3.0 | | 22.1 22.2 | 33.0 | | 3. Identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early. |
| K2.0 K3.0 | 14.0 16.0 17.0 | 22.3 22.4 24.0 | 34.0 36.0 37.0 | 42.0 43.0 44.0 45.0 | 4. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| | | 25.0 | | | 5. Identify the potential sources of environmental hazards. |

Overview of Content and Performance Standard 2 for Health Enhancement

10.54.7020 - Standard 2: A student must demonstrate competency in a variety of movement forms.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK 10.54.7021

| K-garten | Grade 1 | Grade2 | Grade 3 | Grade 4 | Fourth Grade |
|----------|------------------|------------------|---------|---------|--|
| | 1PE2.0 1PE3.0 | 2PE2.0 2PE3.0 | | | 1. Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills. |
| KPE4.0 | 1PE4.0 | 2PE5.0 | 3PE2.0 | 4PE2.0 | 2. Combine movement skills in applied and dynamic settings or lead-up games. |
| KPE4.0 | 1PE6.0 | 2PE6.0 | 3PE4.1 | 4PE4.0 | 3. Acquire skills including perceptual, motor, and rhythm. |

Overview of Content and Performance Standard 3 for Health Enhancement

10.54.7030 - Standard 3: A student must apply movement concepts and principles while learning and developing motor skills.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7031

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Fourth Grade |
|----------|---------|---------|------------------|---------|---|
| | | | | 4PE2.0 | 1. Apply critical elements to improve personal performance in fundamental motor skills and some specialized skills. |
| | | | 3PE5.1 3PE5.2 | 4PE2.0 | 2. Recognize and apply movement concepts that impact the quality of performance. |

Overview of Content and Performance Standard 4 for Health Enhancement

10.54.7040 - Standard 4: A student must achieve and maintain a challenging level of health-related physical fitness.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK -10.54.7041

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Fourth Grade |
|----------|---------|---------|----------------------|---------|--|
| | | 2PE5.0 | 3PE2.0 3PE3.0 | 4PE2.0 | 1. Participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| | | | | | 2. Identify each component of health-related physical fitness. |
| | | | See Course Abilities | 4PE1.0 | 3. Associate each health-related physical fitness component to the improvement of personal health. |
| | | | | | 4. Demonstrate individual progress toward each component of health-related physical fitness. |

Overview of Content and Performance Standard 5 for Health Enhancement

10.54.7050 - Standard 5: A student must achieve and maintain a challenging level of health-related physical fitness.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7051

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Fourth Grade |
|--------------|---------|--------------|------------------------------|----------------------|--|
| | | 22.1 | 37.0 36.0 | 43.0 44.5 | 1. Identify problem-solving processes specific to health-related issues. |
| | 14.7 | 24.4 | | 45.4 | 2. Access valid health information and resources. |
| | | | | 42.2 | 3. Explain how basic health information and resources are used in setting goals and decision-making. |
| | 14.4 | 21.4 22.4 | 33.3 34.3 34.4 36.4 | 41.5 42.4 43.2 | 4. Set personal health goals and record progress toward achievement. |
| K2.0 K3.1 | 14.0 | 22.3 24.0 | | | 5. Predict results of positive health decisions. |

Overview of Content and Performance Standard 6 for Health Enhancement

10.54.7060 - Standard 6: A student must demonstrate interpersonal communication skills to enhance health.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7061

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Fourth Grade |
|----------------------|----------------|----------------------|----------------|----------------|---|
| See Course Abilities | 12.0 13.0 | 21.0 | 32.0 | 45.1 45.2 | 1. Describe characteristics needed to be a responsible friend and family member. |
| See Course Abilities | 12.0 13.0 | 21.0 24.7 | 31.0 | 45.1 | 2. Demonstrate ways to communicate care, consideration, and respect of self and others. |
| See Course Abilities | 11.0 | See Course Abilities | | 41.0 | 3. Demonstrate healthy ways to express needs, wants, and feelings. |
| | | | | 44.5 | 4. Demonstrate refusal skills. |
| | | | | | 5. Demonstrate active listening skills. |
| | | | 31.0 | | 6. Demonstrate non-violent strategies to resolve conflicts. |

Overview of Content and Performance Standard 7 for Health Enhancement

10.54.7070 - Standard 7: A student must demonstrate health-enhancing behaviors.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK - 10.54.7071

| K-garten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Fourth Grade |
|----------------------|---------|------------------------------|---------|--------------|---|
| K2.1 K2.2 PE1C | 14.0 | 2PE1D | | 42.0 | 1. Interact with friends and others through participation. |
| See Course Abilities | 14.0 | 2PE1.0 | | | 2. Use physical activity as a means of self-expression. |
| See Course Abilities | 14.0 | | | | 3. Experience enjoyment through physical activity. |
| See Course Abilities | 14.0 | 22.3 -.4 | 34.0 | 42.0 | 4. Regularly participate in physical activity. |
| | 14.0 | 22.3 22.4 24.5 24.6 | 34.0 | 41.0 42.0 | 5. Demonstrate strategies to improve or maintain personal health. |

Content and Performance Standards for Health Kindergarten

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **KINDERGARTEN** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for KINDERGARTEN defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Kindergarten Health to be applied to Content Standards:

Students will:

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
W Wellness
S Personal Safety

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

Kindergarten Course Content

R K1.0 Explain how people are alike and different.

- .1 Explain how people show happiness, love, anxiety, fear, guilt, frustration, and grief.
- .2 Explain how you behave is important [different behaviors result in different consequences].
- .3 Explain how people do things in different ways [that people handle things in different ways].
- .4 Explain how families are alike and different.

W K2.0 Explain how to stay healthy.

- .1 Explain why rest, sleep, and play are important to good health.
- .2 Explain how good sleep, rest, and play habits.
- .3 Explain that there are good and bad things [substances] at home and at school.
- .4 Explain how to refuse to eat, drink, or touch bad things [substances].
- .5 Describe the purpose of medicine and who should give it to you.
- .6 Tell when a person is sick.
- .7 Tell how good habits make you healthy.
- .8 Tell why tobacco and drugs are bad for you.
- .9 Describe infectious diseases
- .11 Tell about how what we eat helps or hurts our health.
- .12 Explain why exercise is important.

W K3.0 Keep clean. [Be able to use good personal hygiene habits.]

- .1 Tell the benefits of being clean [good hygiene].
- .2 Be able take care of your teeth.
- .3 Be able to keep your body clean.

S K4.0 Be safe. [Understand and apply personal and traffic safety.]

- .1 Obey the rules for riding in a car and bus.
- .2 Obey the rules for walking on streets and sidewalks [being a pedestrian].
- .3 Use the rules for the school and playground.
- .4 Tell how to get help [who, how, and when to tell in case of emergencies, including 911].

Content and Performance Standards for Physical Education Kindergarten

Key:

The coded Learning Expectation in Curriculum is detailed on the accompanying sheet labeled **Kindergarten Course Content**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for KINDERGARTEN defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Kindergarten Physical Education to be applied to Content Standards:**KPE1.0 Apply physical education to life.**

- A. Work to have better coordination, endurance, and a good attitude.
- B. Recognize that your heart rate is faster when you are active.
- C. Explain why you want to be active and be able to follow important safety rules when you are active.
- D. Be a good winner and loser, encourage others, and show social skills.
- E. Explain why you should practice skills many times.
- F. Take care of sports equipment.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
- W** Wellness
- S** Personal Safety

Kindergarten - Physical Education Course Content

KPE2.0 Balance on one foot, hop, skip, and do the standing broad jump [locomotor skill].

KPE3.0 Move a part of your body when told to do so [perceptual motor proficiency].

- .1 Identify the parts of the body.
- .2 Move the parts of the body in the way you are told.

KPE4.0 Move your body to a rhythm.

- .1 Move in line and do circle games to a rhythm.
- .2 Move balls, scarves, sticks, and other things to a rhythm.
- .3 Hop, skip, walk, and run to a rhythm.
- .4 Move body parts to a rhythm.
- .5 Make up your own ways to move to a rhythm.

Content and Performance Standards for Health

First Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **FIRST GRADE Course Content**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIRST GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for First Grade Health to be applied to Content Standards:

Students will:

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
W Wellness
S Personal Safety

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

First Grade Course Content

- R 11.0 Explain that people feel many emotions.**
- .1 Identify the different emotions, especially joy, sadness, anger, happiness, frustration, and satisfaction.
 - .2 Explain what causes different emotions.
 - .3 Describe how to enjoy and control emotions.
 - .4 Tell about good and bad traits [positive and negative personal traits].
- R 12.0 Show you care for others, such as family and friends.**
- .1 Explain why it is good to be honest [the importance of honesty with family and friends].
 - .2 Explain why it is important to be cared for and care for others.
 - .3 Show and tell others that you care about them.
- R 13.0 Tell what makes a community healthy.**
- .1 Explain why friends and neighbors are important for you.
 - .2 Tell about ways to make friends.
 - .3 Explain the responsibilities of being a good friend and a good neighbor.
 - .4 Describe why and how to work for the good of all.
 - .5 Tell why and how to recycle.
- W 14.0 Explain why and how to do things which keep you healthy.**
- .1 Explain the need for physical activity.
 - .2 Tell what a physically fit person is like.
 - .3 Tell why and how to warm up.
 - .4 Make a plan for getting good exercise.
 - .5 Tell why and how to eat nutritious meals.
 - .6 Describe how people are physically different.
 - .7 Identify people and places which help keep you healthy.

First Grade
Course Content (cont.)

S 15.0 Keep yourself safe.

- .1 State and obey safety rules for home and school.
- .2 State and obey fire prevention rules.
- .3 Tell what to do in case of fire, earthquake, or tornado.
- .4 State and obey safety rules with strangers and being lost.

W 16.0 Describe how certain substances can hurt or help our bodies.

- S**
- .1 Tell how tobacco and second-hand smoke can hurt us over a long time.
 - .2 Tell the difference between medicine and bad drugs.
 - .3 Tell how medicines affect our bodies and why we take them.
 - .4 State ways to feel better without medicines or drugs.

W 17.0 Identify some diseases. [Understand the effects, spread, and prevention of certain diseases.]

- S**
- .1 Identify communicable and non-communicable diseases.
 - .2 Relate how communicable diseases are spread.
 - .3 Prevent the spread of communicable diseases.

Content and Performance Standards for Physical Education

First Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FIRST GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIRST GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for First Grade Physical Education to be applied to Content Standards:**1PE1.0 Apply physical education to life.**

- A. Work to have better coordination, endurance, and a good attitude.
- B. Recognize that your heart rate is faster when you are active.
- C. Explain why you want to be active and be able to follow important safety rules when you are active.
- D. Be a good winner and loser, encourage others, and show social skills.
- E. Explain why you should practice skills many times.
- F. Take care of sports equipment.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- | | |
|----------|-----------------|
| R | Relationships |
| W | Wellness |
| S | Personal Safety |

First Grade - Physical Education Course Content

- 1PE2.0 Move easily in many ways [balance, flexibility, and agility].**
- .1 Walk, leap, gallop, run, hop, skip, and jump when told to [motor skills].
 - .2 Bend, twist, stretch, turn, and sway when told to [non-locomotor skills].
- 1PE3.0 Move more than one part of your body or your whole body in many ways [perceptual motor proficiency].**
- .1 Identify the names of parts of the body and be able to move each when told to do so.
 - .2 Move the parts of the body in the way you are told to [integrate unilateral and cross-lateral movements].
 - .3 Move sideways, change directions, and move around as told to.
- 1PE4.0 Catch, throw, roll, bounce, bat, and kick balls [show eye-hand and eye-foot coordination].**
- .1 Catch many different sizes and shapes of balls.
 - .2 Throw many different sizes and shapes of balls.
 - .3 Roll a ball at a target.
 - .4 Bounce a ball with both hands.
 - .5 Strike a ball with your fist and your hand.
 - .6 Kick a stationary ball.
- 1PE5.0 Get stronger and better at moving. [Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.]**
- .1 Do a two foot jump with a short jump rope [forward with double rebound].
 - .2 Do jumping jacks and warm-up exercises, running for fun, and easy games.
 - .3 Move manipulatives in many ways as a part of a group or as an individual.
 - .4 Show you are in good shape. [Achieve age-appropriate norms on a standardized fitness test.]
 - .5 Experience basic tumbling maneuvers.
- 1PE6.0 Dance and move to a rhythm.**
- .1 Create dances [using body, time, space, and force].
 - .2 Stamp feet, do-si-do, step hop, elbow swing, and bow.
 - .3 Move objects to a rhythm.
 - .4 Form single circles, double circles, and partners.

Content and Performance Standards for Health Second Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **SECOND GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SECOND GRADE defined below apply to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Second Grade Health to be applied to Content Standards:

Students will:

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
W Wellness
S Personal Safety

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

Second Grade - Health Content

- R 21.0 Describe how your behavior affects others.**
- .1 Make, keep, and end friendships.
 - .2 Tell why people should appreciate differences in others (age, race, gender, culture).
 - .3 Tell how others see your behavior.
 - .4 Make plans for changing your behavior.
- W 22.0 You must take care of your own health.**
- .1 Tell symptoms which you should tell to parents and teachers.
 - .2 Take care of your teeth.
 - .3 Explain how good health, fitness, and nutrition help you.
 - .4 Make a plan for good health, fitness, and nutrition.
- S 23.0 Keep yourself safe in many places.**
- .1 Relate safety rules for school, play, in the car, on a bike, in the home, and when home alone.
 - .2 Explain why safety rules are important in each place or situation.
 - .3 Follow safety rules and help others follow safety rules.
- W 24.0 Good habits help prevent health problems.**
- S**
- .1 Tell about addiction to drugs, alcohol, and tobacco.
 - .2 Tell how to avoid using tobacco, alcohol, and drugs.
 - .3 Relate how to take medicines safely (dose, time, person giving).
 - .4 Tell who you can go to with personal or family problems in school and elsewhere.
 - .5 Identify habits which help keep you healthy.
 - .6 Explain how diet, rest, exercise, and immunizations help prevent diseases.
 - .7 Describe ways of showing care and concern for sick people.
- W 25.0 Identify different kinds of environmental pollution and the causes.**
- S**
- .1 Describe how people pollute the environment (food, water, land, air).
 - .2 Tell different ways in which pollution threatens the environment.
 - .3 Describe how you know when food, water, and air have been polluted.

Content and Performance Standards for Physical Education

Second Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SECOND GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SECOND GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Second Grade Physical Education to be applied to Content Standards:**2PE1.0 Apply physical education to life.**

- A. Work to have better coordination, endurance, and a good attitude.
- B. Recognize that your heart rate is faster when you are active.
- C. Explain why you want to be active and be able to follow important safety rules when you are active.
- D. Be a good winner and loser, encourage others, and show social skills.
- E. Explain why you should practice skills many times.
- F. Take care of sports equipment.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
- W** Wellness
- S** Personal Safety

Second Grade - Physical Education Course Content

2PE2.0 Move in many ways alone, with a partner, or in a group [locomotor and nonlocomotor skills].

- .1 Walk, slide, hop, gallop, run, leap, jump, carioca, and skip when told to.
- .2 Do many stretching exercises when told to.
- .3 Twist and swing in many ways with a partner.
- .4 Rock in many ways.

2PE3.0 Control your body and parts of your body [perceptual motor proficiency].

- .1 Control several body parts at once.
- .2 Stay balanced in many positions on the floor.
- .3 Stay balanced while doing many movements on the floor.

2PE4.0 Show eye-hand and eye-foot coordination.

- .1 Throw different-sized balls at a target both overhand and underhand.
- .2 Catch different-sized and shaped balls both overhand and underhand.
- .3 Bounce a ball with either hand.
- .4 Deflect a thrown or kicked ball.
- .5 Kick a slowly rolling ball.
- .6 Trap a slowly rolling ball.
- .7 Bat a thrown ball with your fist, your hand, and a bat.

Second Grade - Physical Education

Course Content – (cont.)

2PE5.0 Get stronger and better at moving. [Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.]

- .1 Do individual jump rope skills with a short jump rope (two foot rebound forward and backward, two foot single rebound forward and backward, and alternate feet forward and backward).
- .2 Do warm-up exercises, jumping jacks, pushups, and situps.
- .3 Move a manipulatives in many ways as a part of a group or as an individual.
- .4 Run for fun.
- .5 Play many group games.
- .6 Show you are in good shape. [Achieve age-appropriate norms on a standardized fitness test.]
- .7 Experience basic tumbling skills.

2PE6.0 Move to different rhythms and experiment with dance movements.

- .1 Experiment with the elements of dance (body, time, space, force).
- .2 Stamp feet, do-si-do, step hop, elbow swing, and promenade.
- .3 Move objects to different rhythms.
- .4 Form single circles, double circles, lines, and partners.

Content and Performance Standards for Health Third Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **THIRD GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for THIRD GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Third Grade Health to be applied to Content Standards:

Students will:

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
W Wellness
S Personal Safety

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

Third Grade - Health Course Content

- R 31.0 Identify and describe feelings you may have.**
- .1 Identify feelings and causes of feelings.
 - .2 Identify support people who can help you manage feelings.
 - .3 Describe and apply ways to prevent or control conflicts.
 - .4 Tell how family and friends help manage feelings.
- R 32.0 Describe how families have to change.**
- .1 Tell about the stress families face in making a living (work hours, changing jobs, work stress).
 - .2 Describe the stress families face in making decisions (purchases, schools, churches, friends).
 - .3 Relate the changes which take place in family members as they grow.
- W 33.0 Report why and how to take care of your teeth.**
- .1 Explain why good dental health is important.
 - .2 Explain the strategies for dental health (regular check ups, flossing, brushing, nutrition).
 - .3 Develop a personal plan for good dental health.
- W 34.0 Explain why it is important to get good exercise, relaxation, nutrition, and sleep and follow through for yourself.**
- .1 Tell how we can get good exercise, relaxation, and sleep.
 - .2 Develop a plan to get good exercise, relaxation, and sleep.
 - .4 Develop a family plan for getting good exercise, relaxation, and sleep.
 - .5 Identify the major classes of nutrients and their functions.
- S 35.0 Apply basic first aid and safety rules.**
- .1 Identify common hazards which can cause injury (fire, electrical, substances, scrapes, cuts).
 - .2 Use first aid for minor injuries.
 - .3 Get help for injuries or emergencies.
 - .4 Relate basic safety rules (pedestrian, animal, transportation, fire, stranger).

Third Grade - Health
Course Content (cont.)

W 36.0 Alcohol, tobacco, and drugs can affect you.

- S**
- .1 Describe the short-term effects of alcohol, tobacco, smokeless tobacco, and some drugs.
 - .2 Describe the long-term effects of alcohol, tobacco, smokeless tobacco, and some drugs (physical, mental, social, emotional).
 - .3 Relate how to feel good without alcohol, tobacco, and drugs.
 - .4 Develop and commit to a plan to not use alcohol, tobacco, and drugs.

W 37.0 Identify causes and prevention of disease.

- .1 Causes of heart disease and cancer.
- .2 Give examples of behaviors that help prevent disease and illness.
- .3 Support others to make healthful choices.

Content and Performance Standards for Physical Education

Third Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **THIRD GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for THIRD GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Third Grade Physical Education to be applied to Content Standards:

3PE1.0 Apply physical education to life.

- A. Work to have better coordination, endurance, and a good attitude.
- B. Recognize that your heart rate is faster when you are active.
- C. Explain why you want to be active and be able to follow important safety rules when you are active.
- D. Be a good winner and loser, encourage others, and show social skills.
- E. Explain why you should practice skills many times.
- F. Take care of sports equipment.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
- W** Wellness
- S** Personal Safety

Third Grade - Physical Education Course Content

3PE2.0 Show the knowledge and skills which will make you better at group and team sports such as (kickball, soccer, football, volleyball, basketball, softball, and floor hockey).

- .1 Pre-kickball: rules (three outs, force out, foul ball, tagging out), correct overhand throw (dominant hand stepping with opposite foot), catching correctly with hands and arms, and running the bases properly.
- .2 Pre-soccer skills: kick properly, dribble ball with feet, pass ball with accuracy, trap ball, and deflect and catch ball as goalie.
- .3 Pre-football: throw football properly (holding ball properly, hitting stationary target), catch football (with hands and arms), kick football properly (three-step kick), and carry ball properly (wedged between hand, arm, and body).
- .4 Pre-volleyball: do two-handed catch set, serve underhanded, and play properly with others in a modified game.
- .5 Pre-basketball: dribble basketball (both hands—walking and stationary), bounce and chest pass, catch basketball properly (hands and arms), and play properly with others in a modified game.
- .6 Pre-softball: grip softball properly, throw softball properly (opposite foot steps), and bat (correct grip and stance).
- .7 Floor hockey: control puck with stick while moving, pass puck, shoot puck, and play properly with others in a game.

3PE3.0 Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (jumping rope, endurance running, manipulatives and tumbling).

- .1 Show you are in the shape you should be in for your age. [Achieve age-appropriate norms on a standardized fitness test.]
- .2 Show individual skills with short rope.
- .3 Do warm-up exercises, jumping jacks, pushups, one minute bent sit-up, pull-up/flex arm hand, shuttle run, and standing long-jump.
- .4 Move a manipulative in many ways as a part of a group or as an individual and take part in many simple group games.
- .5 Do endurance running.
- .6 Experience tumbling skills.

3PE4.0 Get better at rhythms and movement.

- .1 Use rhythm elements to create individual and group rhythms.
- .2 Do basic steps (heel-toe, two-step, sashay, step draw).
- .3 Do basic formations (threes, reel, partner, sets, a variety of circles).

Third Grade - Physical Education

Course Content (cont.)

3PE5.0 Demonstrate the knowledge and skills which will make you better in individual and dual sports and recreational activities.

- .1 Apply safety procedures (proper warm-up and spotting techniques).
- .2 Relate the importance of stretching techniques.
- .3 Identify local sports and recreational activities and places (YMCA, city, clubs, teams, and organizations).
- .4 Identify equipment which can aid in sports and recreational activities.

Content and Performance Standards for Health Fourth Grade

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **FOURTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FOURTH GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Fourth Grade Health to be applied to Content Standards:

Students will:

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- | | |
|----------|-----------------|
| R | Relationships |
| W | Wellness |
| S | Personal Safety |

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

Fourth Grade - Health Content

- W 41.0 Describe the concept of personal well-being and develop a plan to achieve it.**
- .1 Tell how heredity, environment, and lifestyle affect the health of family members.
 - .2 Possess strategies for coping with stress in a healthy manner.
 - .3 Identify what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).
 - .4 Explain the relationship between physical well-being and mental/emotional health.
 - .5 Develop a plan to take charge of your self-concept in a positive manner.
- W 42.0 Demonstrate how to gain the most benefit from physical activities.**
- .1 Use the social skills for participating in physical activities.
 - .2 Show how exercise affects heart rate, including determining own heart rate.
 - .3 Improve strength, endurance, and flexibility.
 - .4 Be able to develop a personal plan for being physically active.
- S 43.0 Report the benefits and strategies for living a safe life.**
- .1 Tell benefits and strategies for proper safety on a bike, in traffic or water, and when exposed to an unknown substance.
 - .2 Develop a personal plan for safety on a bike, in traffic, in the water, and with unknown substances.
 - .3 Describe safe behavior during tornadoes, blizzards, flooding, earthquake, and electrical storms.
- W 44.0 REcognize the influences of peers and advertising on the use of tobacco, alcohol, and drugs and strategies for resisting their use.**
- S**
- .1 Identify laws regulating the use, sale, and advertising of tobacco, alcohol, and drugs.
 - .2 Describe why people start using tobacco, alcohol, and drugs.
 - .3 Tell how and why peers influence the use of tobacco, alcohol, and drugs.
 - .4 Explain how and why advertising influences the use of tobacco, alcohol, and drugs.
 - .5 Relate strategies for resisting the pressures of peers and advertising.

Fourth Grade
Course Content (cont.)

R 45.0 Cope with the emotional effects of diseases.

- .1 Recognize how the fear of being different influences and affects the ways we act toward others.
- .2 Identify factors that affect a person's lifestyle.
- .3 Relate personal behavior to contracting HIV and other diseases (STDs, cancer, cardiovascular disease, noninfectious diseases).
- .4 Identify sources of information and services for diseases and disorders.

W 46.0 Make a commitment to contribute to the conservation of our natural resources.

- S**
- .1 Identify companies and organizations which recycle, reuse, or renew materials.
 - .2 Develop a personal plan to use these companies and organizations at school and at home.
 - .3 Develop a personal plan to conserve and recycle at school and at home.

Content and Performance Standards for Physical Education

Fourth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FOURTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FOURTH GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Fourth Grade Physical Education to be applied to Content Standards:

4PE1.0 Apply physical education to life.

- A. Demonstrate physical fitness (coordination, endurance, good attitude).
- B. Assess physical fitness needs (heart rate).
- C. Tell the basics of individual and group sports and recreational activities (benefits, safety practices, responsibilities of participation, rules of activities).
- D. Manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
- E. Demonstrate sportsmanship in sports and recreation (value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
- F. Use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, know value of repetition and practice).
- G. Demonstrate proper treatment of sports equipment (safety, care, storage, for intended purpose only).

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R Relationships
- W Wellness
- S Personal Safety

Fourth Grade - Physical Education Course Content

4PE2.0 Show knowledge and skills which better enable and/or improve participation in group and team sports (basketball, flag football, soccer, softball, and volleyball).

- .1 Pre-basketball: use correct technique in passing (bounce and chest) and stationary dribble either hand.
- .2 Flag football: execute a forward pass to a stationary target(10 yds),catch a football from a pass (10 yds), and carry football properly for 40 yds. (wedged between hand, arm and body).
- .3 Pre-soccer: trap propelled ball with foot, dribble soccer ball while moving (15 yds), and pass with accuracy (ground pass and distance pass).
- .4 Pre-softball: grip softball correctly, throw softball correctly (overhand, proper stepping, follow through), run bases correctly (first base footing while stepping on base, rounding), and know basic rules (scoring, three outs, fair and foul balls, being safe and out).
- .5 Pre-volleyball: serve underhand properly and successfully, demonstrate catch skills, and know basic rules of volleyball (three hits, points on serve, boundaries).
- .6 Floor hockey: control puck with stick while moving, pass, shoot, game.
- .7 Pre-racquet skills: forehand, backhand, overhead, underhand, game rules.

4PE3.0 Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (jumping rope).

- .1 Show you are in the shape you should be in for your age. [Achieve age-appropriate norms on a standardized fitness test.]
- .2 Do ten individual rope jumping skills and develop and perform an individual routine.
- .3 Do warm-up exercises, jumping jacks, push-ups, and stretches.

4PE4.0 Improve movement through rhythms.

- .1 Use rhythms to enhance body movement.
- .2 Develop basic body movement that is in sync with music.

4PE5.0 Demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities.

- .1 Apply safety procedures (proper warm-up and spotting techniques).
- .2 Relate the importance of stretching techniques.
- .3 Know local sports and recreational activities and places (YMCA, city, clubs, teams, organizations).
- .4 Identify equipment which can aid in sports and recreational activities.

Fourth Grade - Physical Education

Course Content (cont.)

4PE6.0 Apply physical education to life.

- .1 Demonstrate physical fitness (coordination, endurance, good attitude).
- .2 Assess physical fitness needs (heart rate).
- .3 Give the benefits, safety practices, responsibilities of participation, and rules of common individual and group sports and recreational activities.
- .4 Manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
- .5 Demonstrate sportsmanship in sports and recreation (value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
- .6 Use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, know value of repetition and practice).
- .7 Demonstrate proper treatment of sports equipment (safety, care, storage, for intended purpose only).