

# 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 - 10.54.7012

Grade 5	Grade 6	Middle School	Eighth Grade
5PE1B & D 53.0 54.0 58.0	65.0	See Course Abilities E & F MS3.0	1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
56.0	63.0	MS4.0	2. Explain the function and maintenance of body systems, including the reproductive system.
52.0	66.0	MS1.0	3. Analyze how peers, family, heredity, and environment influence personal health.
53.0 54.0 56.4 57.0 58.0	62.0 64.0 65.0	MS3.0 MS5.0 MS6.0	4. Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.
PE1D	61.0 62.0 64.0	MS3.0	5. Explain how appropriate health care can prevent premature death and disability.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

# 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

## BENCH MARK -10.54.7022

Grade 5	Grade 6	Middle School	Eighth Grade
5PE2.0 5PE4.0 5PE5.0	6PE2.0 6PE4.0 6PE5.0	7PE2.0 7PE4.0 7PE5.1 8PE2.0 8PE3.0 8PE5.0 8PE6.1	Demonstrate a variety of physical skills which encompass lead-up games, rhythms, and dance, and individual, dual, and team sports.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

# 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 10.54.7032

Grade 5	Grade 6	Middle School	Eighth Grade
5PE2.0	6PE1.0	7PE2.0 7PE4.0 8PE2.0 8PE3.0 8PE5.0	1. Understand and apply movement concepts to game strategies.
	6PE4.0	7PE2.0 7PE4.0 8PE2.0 8PE3.0 8PE5.0	2. Identify and refine the critical elements of advanced movement skills.
5PE1C & E	6PE2.0	7PE2.0 7PE4.0 7PE5.4	3. Identify and understand the application of basic rules and strategies in variety of physical activities.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

## 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 – 10.54.7042

Grade 5	Grade 6	Middle School	Eighth Grade
5PE1 C & E	6PE1C & E	MS3.0 7PE1B & D 8PE1B & D	1. Participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.
5PE1A, B & D	6PE1 A, B & D	7PE3.0 7PE5.1 8PE4.0 8PE6.1	2. Understand and apply basic principles of training to improve health-related physical fitness.
5PE3.0 5PE5.2	6PE3.0 6PE5.2	7PE1D 8PE1D	3. Identify personal fitness goals.
5PE1D	6PE1D	7PE3.0 8PE4.0	4. Demonstrate individual progress toward each component of health-related physical fitness.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

# 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 – 10.54.7052

Grade 5	Grade 6	Middle School	Eighth Grade
52.0	66.0	MS6.2 MS1.5	1. Individually and collaboratively apply problem-solving processes to health issues.
57.0 58.0	61.00	MS3.01.0	2. Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
57.0 58.0	62.0	MS2.3	3. Predict how decisions specific to health behavior have consequences for self and others.
53.0 54.0	6PE63.0	MS5.0 MS3.6	4. Describe personal factors that influence and individual's health goals.
54.0	6PE63.0	MS3.3 MS3.5 MS3.6 MS6.3	5. Explain a personal health plan that addresses needs, strengths, and risks.
58.0	63.0 65.0	MS3.0 MS6.0 MS5.6	6. Identify the validity of health information and how culture, media, and technology influence choices.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

## 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 -10.54.7062

Grade 5	Grade 6	Middle School	Eighth Grade
51.0 52.0	61.0	MS1.0 MS2.0	1. Describe how the behavior of family and peers affects interpersonal communication.
52.0	61.0	MS1.0 7PE1E 8PE1E	2. Demonstrate ways to communicate care, consideration, and respect of self and others.
52.0	61.0	MS1.0	3. Demonstrate healthy ways to express needs, wants, and feelings.
52.4 52.6	61.0	MS5.4	4. Demonstrate refusal and mediation skills to enhance health.
56.3	61.0 64.4	MS1.0	5. Demonstrate strategies to analyze and manage conflict in healthy ways.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

## 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 – 10.54.7072

Grade 5	Grade 6	Middle School	Eighth Grade
5PE2.0 5PE4.0	See 6 Course Abilities 6PE2.0 6PE4.0	See MS Course Abilities	1. Enjoy participation in physical activity.
5PE1E	6PE1E	See MS Course Abilities B	2. Recognize the social benefits of physical activity.
5PE5.3	6PE5.3	7PE5.2 8PE6.2	3. Participate in health-enhancing physical activity outside of school.
5PE1E	6PE1E	See MS Course Abilities B	4. Work cooperatively with a group to achieve group goals in both cooperative and competitive settings.
W 54.0	See Course Abilities	MS3.0 7PE3.0 8PE4.0	5. Demonstrate strategies to improve or maintain personal and family health.

5 or 6 or MS – Health

5PE or 6PE or MSPE – Physical Education

# Content and Performance Standards for Health Fifth Grade

## Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **FIFTH 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 FIFTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

## **ACE Course Abilities for Fifth Grade Health to be applied to each Content Standard and Benchmark as applicable.**

### **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.

## Fifth Grade - Health Course Content

- R 51.0 Articulate how families change.**
- .1 Explain how job changes, parent job pressures, and parent work hours cause change within a family.
  - .2 Identify personal changes (growth, change in friends, change in schools).
  - .3 Explain how family changes (separation, divorce, death, additions, abuse) cause change within a family.
- R 52.0 Explain how to have healthy interactions with others.**
- .1 Compare healthy and unhealthy relationships.
  - .2 Compare enhancing and destructive behaviors (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).
  - .3 Explain family and friends influence our behavior and choices (personal and health).
  - .4 Make choices based on personal needs, not on the undue influence of others.
  - .5 State the benefits and responsibilities of healthy friendships.
  - .6 Develop strategies for refusing, getting out of situations, and standing up to others.
- W 53.0 Describe the value of nutritional information and the effect of eating habits.**
- .1 Find and read information contained on food package labels.
  - .2 Articulate how family, friends, and personal lifestyle affect food selection and eating habits.
  - .3 Describe how our nutritional needs are met by what we eat, including food groups.
  - .4 Make responsible eating choices.
- W 54.0 Define the relationship between personal lifestyle and physical fitness.**
- .1 Tell how regular physical exercise affects cardiovascular fitness.
  - .2 Tell how posture and injury prevention affect physical fitness.
  - .3 Articulate how a knowledgeable and active lifestyle leads to lifelong physical fitness.
  - .4 Develop a personal physical fitness program.
- S 55.0 Manage various emergency situations.**
- .1 Identify various emergency situations (poison, accident, water, weather, fire, electrical).
  - .2 Develop emergency procedures for each situation.
  - .3 Practice procedures with others in school and at home.

**Course Content (cont.)****R 56.0 Identify changes which occur in adolescence.**

- W** .1 Relate the feelings that may accompany physical, social, and emotional changes of adolescence.  
.2 Explain the process of puberty, including menstruation and personal hygiene changes.  
.3 Describe the consequences of sexual harassment and how to avoid harassing others.  
.4 Develop a personal hygiene program.

**W 57.0 Develop strategies for resisting mood-altering drugs.**

- S** .1 Identify various types of mood-altering drugs.  
.2 Report the short- and long-term effects of using mood-altering drugs.  
.3 State why people begin and continue taking these drugs, including tobacco.  
.4 Develop strategies, including alternatives, for managing pressures to take drugs.

**R 58.0 Describe the relationship between lifestyle choices and diseases.**

- W** .1 Explain family and friends influence lifestyle choices.  
**S** .2 State how lifestyle choices can put you into or keep you from situations which increase the likelihood of contracting a disease (HIV, STDs).  
.3 Tell the effects of disease on family and personal relationships.

**W 59.0 Report how families and communities can conserve natural resources.**

- S** .1 Describe how wasteful and improper habits damage our environment and reduce our resources.  
.2 Develop strategies for changing wasteful and improper habits at home and in the community.  
.3 Develop a personal plan for conservation of resource

# Content and Performance Standards for Physical Education

## Fifth Grade

**Key:**

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FIFTH 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 FIFTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

**ACE Course Abilities for Fifth Grade Physical Education to be applied to each Content Standard and Benchmark as applicable.****5PE1.0 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).

## **Fifth Grade - Physical Education Course Content**

### **5PE2.0 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 for overhead pass, catch ball properly which comes to left side and middle and right side, dribble at walking speed (with either hand) for fifteen seconds, know how to score (one, two, three point shots), and know roles of basketball players (shoot, pass, defense, rebound).
- .2 Flag football: throw forward pass to moving target, catch ball from kick and punt, know basic rules of flag football (boundaries, downs, line of scrimmage, snap, grabbing flag, holding, pass interference), know responsibilities of positions (offense—center, quarterback, pass catching and defense—rushing, defending), and know how to score (touchdown, field goal, extra points).
- .3 Pre-soccer: dribble at game speed (twenty yards), deflect or catch ball as goalie (game speed), know the rules of the game (boundaries, guarding, kicking the ball, no touching ball with arms or hands), and know how to score (goals, free kicks, breaking ties).
- .4 Pre-softball: field fly balls properly (eye on ball, glove up, two hand catch), field ground ball properly (glove down and body down, eye on ball), know positions and responsibilities of various positions, and know rules of modified slow-pitch (arc of pitch, ball and strikes, innings, batter rules).
- .5 Pre-volleyball: serve underhand properly and successfully (twenty feet back), be able to pass to any position, and know rotation.
- .6 Pre-racquet: forehand, backhand, overhead, underhand, game rules.
- .7 Floor hockey: control puck with stick while moving, pass puck, shoot puck, and play properly with others in a game.

### **5PE3.0 Increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.**

- .1 Achieve age-appropriate norms on a standardized fitness test.
- .2 Identify the benefits of developing strength, endurance, flexibility, and agility.
- .3 Describe the techniques for developing strength, endurance, and flexibility (stretching).
- .4 Develop a long-term plan for developing strength, endurance, and flexibility (stretching).

### **5PE4.0 Improve movement through rhythms and folk and square dancing.**

- .1 Do basic dance steps for folk and square dancing.
- .2 Perform proper social courtesies for folk and square dancing.
- .3 Apply techniques for developing fluid movement and rhythm.

**Fifth Grade - Physical Education**  
Course Content (cont.)

**5PE5.0 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 State the importance of stretching techniques.
- .3 Identify local sports and recreational activities and places (YMCA, city, clubs, teams, organizations).
- .4 Identify equipment that can aid in sports and recreational activities.
- .5 Demonstrate tumbling: positions (tuck, pike, layout, seat, front, side, back), skills (straddle, tuck forward and back rolls, headstand, bridge), and balance (floor, beam).

# Content and Performance Standards for Health Sixth Grade

## Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **SIXTH 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 SIXTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

**ACE Course Abilities for Sixth Grade Health to be applied to each Content Standard and Benchmark as applicable.**

## 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).**

<b>R</b>	Relationships
<b>W</b>	Wellness
<b>S</b>	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.

## **Sixth Grade - Health Course Content**

- W 61.0 Identify stress and give strategies for managing it.**
- .1 Identify sources of positive and negative stress in yourself.
  - .2 Manage conflicts (negotiation, avoidance, communication).
  - .3 Cope with family and peer pressure and stress.
  - .4 Describe how others try to manipulate your behavior (passive, aggressive, assertive).
  - .5 Give strategies for controlling stress (organization, saying no, time management, stress relief).
  - .6 Possess refusal strategies (change topic, walk away, find support from someone else).
- W 62.0 Describe and apply strategies for developing productive eating habits.**
- .1 Classify foods and describe the appropriate serving sizes for a healthful diet.
  - .2 Identify benefits and drawbacks of various weight loss strategies.
  - .3 Explain the short-term and long-term effects of inadequate diet and improper eating habits.
  - .4 Identify food and eating habits that minimize risk of developing debilitating diseases.
  - .5 Identify and describe various eating disorders.
- \* 63.0 Relate the process of human reproduction.**
- W**
- .1 Explain the process of conception.
  - .2 Describe the growth of a baby from conception to birth.
  - .3 Describe the process of birth.
  - .4 Relate the responsibilities of parenthood.
  - .5 Identify options for pregnancy counseling.
- W 64.0 Articulate short-term and long-term effects of substance abuse.**
- S**
- .1 Identify the short-term effects of alcohol, tobacco, and drugs.
  - .2 Describe the long-term effects of alcohol, tobacco, and drugs.
  - .3 Explain why most people do not use alcohol, tobacco, and drugs (social, emotional, physical).
  - .4 Defend a position choosing to live an alcohol, tobacco, and drug-free life.

**Sixth Grade - Health**  
Course Content (cont.)

**W 65.0 Report the steps to acquiring guidance and assistance with infectious diseases.**

- S**
- .1 Identify what community services are available.
  - .2 Relate the procedure for contacting the appropriate persons within various agencies.
  - .3 Identify the laws and local policies regarding privacy of information.
  - .4 Relate your responsibilities for finding out whether or not you have contracted a disease.

**S 66.0 Incorporate productive environmental and conservation habits into your life.**

- .1 Describe productive environmental habits that are part of your everyday life.
- .2 Identify productive conservation opportunities that are a part of your everyday life.
- .3 Develop a plan for incorporating many of these habits and opportunities into your life, including regularly evaluating and revising your habits.

\* Might be more appropriate for seventh or eighth grade level.

# Content and Performance Standards for Physical Education

## Sixth Grade

**Key:**

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SIXTH 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 SIXTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

**ACE Course Abilities for Sixth Grade Physical Education to be applied to each Content Standard and Benchmark as applicable:****6PE1.0 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).

## **Sixth Grade - Physical Education Course Content**

### **6PE2.0 Show knowledge and skills which better enable participation in group and team sports.**

- .1 Basketball: use correct techniques for dribbling at running speed for 15 seconds, use correct pivoting techniques (pivot and pass, pivot and shot, pivot and dribble, pivot while dribbling), know basic rules (boundaries—out of bounds and lane, dribbling—traveling, guarding—fouls), and know roles of basketball players (setting screens, helping out, driving, moving without the ball).
- .2 Softball: use batting techniques (stance, grip, stride eye on ball, level swing), know expectations of various positions (outfield, infield, catcher, pitcher), and know and use game strategies (base running and fielding).
- .3 Volleyball: serve underhand properly and successfully (28 feet), pass properly and successfully to a front court position, know scoring (points, game, match), and know rules of volleyball (boundaries, net, proper striking, number of hits).
- .4 Soccer: passing, goalie skills, receiving throw-ins.
- .5 Racquet: forehand, backhand, overhead, underhand, game rules.
- .6 Football: passing receiving, pass patterns, game rules.
- .7 Floor hockey: control puck with stick while moving, pass puck, shoot puck, and play properly with others in a game.

### **6PE3.0 Provide the opportunity to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities.**

- .1 Identify fitness capabilities according to standardized test and be able to set goals and achieve progress as measured on fitness test.
- .2 Take pulse both resting and working and know your appropriate rate for both.
- .3 Use proper cool-down techniques (stretching, larger-slower movements, slow cooling).
- .4 State your strengths and weaknesses for strength, endurance, flexibility, and agility.

### **6PE4.0 Improve movement through rhythms.**

- .1 Perform proper social courtesies.
- .2 Demonstrate basic movements.
- .3 Create a 45-second routine with manipulatives alone or as part of a group.
- .4 Perform elementary aerobic exercises.

**Sixth Grade - Physical Education**  
Course Content (cont.)

**6PE5.0 Demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities.**

- .1 Apply proper warm-up and safety procedures.
- .2 Identify local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
- .3 Identify equipment that can aid in sports and recreational activities.
- .4 Be able to demonstrate the basic skills and a basic knowledge of a variety of light recreational games.

# Content and Performance Standards for Health Middle School

## Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **MIDDLE SCHOOL** 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 MIDDLE SCHOOL** defined below applies to each of the Bench Marks though they are not specifically listed.

## ACE Course Abilities for Middle School to be applied to each Content Standard and Benchmark as applicable.

### 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.

## **Middle School - Health Course Content**

### **R MS1.0 Show you understand yourself and the influences that affect you.**

- .1 Identify the characteristics of a healthy self-concept (confidence, compassion, coping skills, courage, motivation).
- .2 Relate how others influence your self-concept (parents, siblings, peers, teachers, society).
- .3 Identify strategies for strengthening your self-concept (develop coping skills, develop assertiveness skills, develop a wider acceptance of differences, etc.).
- .4 Develop, maintain, and end relationships.
- .5 Possess strategies (ignore, remove yourself, stand up to, know agencies, report) for dealing with inappropriate treatment (intimidation, manipulation, harassment, abuse).

### **R MS2.0 Show you understand how changes in individuals and families affect family members.**

- .1 Describe how changes in family finances (job changes, job pressures, work hours) can affect the family.
- .2 Relate how minor changes in the lives of family members (growth, change in friends, change in schools) can affect the family.
- .3 Relate how major changes in family members (separation, divorce, death, additions, abuse) can affect the family.

### **W MS3.0 Describe the relationship between fitness, nutrition, and body image.**

- .1 Identify criteria and procedures for evaluating nutritional information.
- .2 Separate advertisement and hype from real nutritional information.
- .3 Select a diet which is satisfying and meets current dietary recommendations.
- .4 Evaluate weight-reducing programs for their effectiveness and long-term effects.
- .5 Explain the benefits of achieving and maintaining a healthful weight.
- .6 Develop a complete long-range fitness plan.

**Middle School - Health**  
Course Content (cont.)

**W MS4.0 Identify major human body systems, how they work and their importance.**

- .1 Identify the functions and characteristics of the circulatory system.
- .2 Identify the functions and characteristics of the respiratory system.
- .3 Identify the functions and characteristics of the muscular system.
- .4 Identify the functions and characteristics of the nervous system.
- .5 Identify the functions and characteristics of the digestive system.
- .6 Identify the functions and characteristics of the endocrine system.
- .7 Identify the functions and characteristics of the reproductive system.
- .8 Identify the functions and characteristics of the excretory system.
- .9 Identify the functions and characteristics of the skeletal system.
- .11 Identify how the systems work together.

**W MS5.0 Develop skills for healthful sexual behavior.**

- S**
- .1 Relate the advantages of abstinence from sexual intercourse.
  - .2 Relate strategies for showing affection without sexual activity.
  - .3 Articulate why there is pressure to be sexually active.
  - .4 Describe strategies for resisting pressure to be sexually active.
  - .5 Identify situations which are risky (dating situations, parties, types of activities).
  - .6 Tell how advertisers use sex to promote products.
  - .7 Report the limitations of contraceptives in preventing HIV/AIDS and other STDs.

**W MS6.0 Demonstrate an understanding of the use, misuse, and abuse of chemicals.**

- S**
- .1 Explain how the influence of peers and the media wear on an individual.
  - .2 Identify treatment programs and options available.
  - .3 Recognize a chemical crisis in others and yourself.

# Content and Performance Standards for Physical Education

## Seventh Grade

### Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SEVENTH 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 SEVENTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

**ACE Course Abilities for Seventh Grade Physical Education to be applied to each Content Standard and Benchmark as applicable.**

### **7PE1.0 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 consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

## **Seventh Grade - Physical Education Course Content**

- 7PE2.0 Tell and demonstrate rules and strategies which better enable participation in group and team sports.**
- 7PE3.0 Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity.**
- .1 Assess physical fitness level using health-related tests.
  - .2 Improve score on these tests.
  - .3 Walk/jog one mile to a time criterion.
- 7PE4.0 Improve movement through rhythms.**
- .1 Demonstrate basic skills of movement (coordination, fluidity, rhythm).
- 7PE5.0 Demonstrate knowledge and skills that better enable participation in individual and dual sports and recreational activities.**
- .1 Apply proper warm-up and safety procedures.
  - .2 Identify local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
  - .3 Identify equipment that can aid in sports and recreational activities.
  - .4 Relate and demonstrate proper techniques and rules for common games
  - .5 Relate and demonstrate applicable court rotation during games where appropriate.
  - .6 Tell and apply the rules of common games (boundaries, scoring, net, serve).

# Content and Performance Standards for Physical Education Eighth Grade

## Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **EIGHTH 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 EIGHTH GRADE** defined below applies to each of the Bench Marks though they are not specifically listed.

**ACE Course Abilities for Eighth Grade to be applied to each Content Standard and Benchmark as applicable.**

### **8PE1.0 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 consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

## **Eighth Grade - Physical Education Course Content**

**8PE2.0 Tell and demonstrate rules and strategies which better enable participation in group and team sports.**

**8PE3.0 Tell and demonstrate rules and strategies, demonstrate appropriate skills.**

- .1 Assess physical fitness level using health-related tests.
- .2 Improve score on these tests.
- .3 Walk/jog one mile to a time criterion.

**8PE4.0 Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing and walking/jogging).**

- .1 Assess physical fitness level using the AAPHER, Presidential Fitness Test, and other health-related tests.
- .2 Achieve at least an average score on these tests.

**8PE5.0 Improve movement through rhythm.**

- .1 Demonstrate basic skills of movement (coordination, fluidity, rhythm).

**8PE6.0 Demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities.**

- .1 Apply proper warm-up and safety procedures.
- .2 Identify local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
- .3 Identify equipment that can aid in sports and recreational activities.