

**HEALTH & PHYSICAL EDUCATION  
CONTENT CONCEPTS**

<b>CONCEPT 1</b>	<b>→</b>	Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.
<b>CONCEPT 2</b>	<b>→</b>	Students will achieve and maintain a health-enhancing level of physical fitness and understand the benefits of physical activity.
<b>CONCEPT 3</b>	<b>→</b>	Students will demonstrate personal and social responsibility, and respect diversity among people in physical activity settings.
<b>CONCEPT 4</b>	<b>→</b>	Students will demonstrate the knowledge necessary to participate in lifetime physical activities.
<b>CONCEPT 5</b>	<b>→</b>	Students will demonstrate knowledge of health concepts; including injury prevention, nutrition needs and maintenance of physical and mental health.

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 1

(Page 1 of 4)

**Concept 1** - Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.

PreK

The student will:

- demonstrate basic locomotor skills (walk, run, jump, hop, leap, etc.)
- manipulate objects of different sizes, shapes, and textures (stacking, throwing, balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, etc.)
- demonstrate creativity in movement
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- engage in activities requiring muscular strength and flexibility

Kindergarten

The student will:

- demonstrate basic locomotor skills (walk, run, slide, skip, jump, hop, gallop, leap, etc.)
- demonstrate movement concepts (directions, levels, heavy-light, and speeds)
- manipulate objects of different sizes, shapes, and textures (throwing, kicking, catching, tracking, and balancing objects, etc.)
- move to fundamental rhythms (marching, clapping, hopping, skipping, etc.)
- demonstrate creativity in movement with one to five different movement patterns
- demonstrate spatial awareness of self to objects in the environment (gross motor control)
- demonstrate nonlocomotor skills (turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling)
- move up and down stairs alternating feet
- engage in activities that build muscular strength and flexibility

Grade 1

The student will:

- strengthen locomotor movements (jump and land using a combination of one- and two-footed take offs and landings, travel in a backward direction, etc.)
- demonstrate nonlocomotor movements (bending, turning, twisting, dodging, feinting, etc.)
- demonstrate smooth transitions between sequential motor skills (run then jump then gallop then turn around; stopping and starting)
- demonstrate simple tumbling skills such as forward roll, log roll, egg roll, etc.
- manipulate objects of different sizes, shapes and textures
  - kick a stationary ball with dominant foot and non-dominant foot
  - kick a moving ball
  - catch a ball bounced by a partner
  - jump over a moving rope
  - roll or toss a ball toward a target
  - toss scarves, hoops, beanbags, Frisbees, etc.

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 1

(Page 2 of 4)

- move to rhythm activities focusing on combinations, even and uneven rhythm
- reproduce a series of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- engage in activities that build muscular strength and flexibility
- demonstrate creativity in movement with one to five different movement patterns
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)

Grade 2

The student will:

- demonstrate eye-hand and eye-foot co-ordination through object manipulation
  - underhand and overhand throw
  - catch, hand dribble, foot dribble
  - kick and strike
  - propel objects through space
  - control the movement of hula-hoops, scarves, bean bags
  - jump rope twirled by others and/or self
- exercise control over the body as it relates to space (movement exercises, responding to verbal cues relating to movement, etc.)
- demonstrate locomotor and nonlocomotor movement patterns (balance skills; unilateral, bilateral, cross lateral movements; and movements in combination)
- reproduce a sequence of movements and extended rhythmic skills from memory (songs with movements, i.e., Hokey Pokey)
- demonstrate tumbling skills such as forward roll, log roll, egg roll, straddle roll and backward roll
- use beginning strategies for simple group games
- engage in activities that build muscular strength and flexibility

Grade 3

The student will:

- enhance abilities in object manipulation, coordination activities and movement patterns
  - proper body mechanics of propelling objects through the air
  - sport-specific lead-up skills (chest pass, bounce pass, fielding, punt, trap a soccer ball, forearm pass, serve, swing a bat, etc.)
- demonstrate rhythmic skills in dance activities
- perform specific dance movements
- demonstrate tripod, head stand, balance beam skills, cartwheel
- use basic offensive and defensive concepts in modified versions of individual and team games
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate

## HEALTH & P.E. CONCEPTS AND BY GRADE

### CONCEPT 1

(Page 3 of 4)

#### Grade 4

The student will:

- engage in lead-up games using various forms of balls and striking objects
- demonstrate a variety of sports specific mechanics
  - weight transfer
  - step-pivot
  - follow-through
  - cross-lateral skills
  - eye-hand/eye-foot coordination
  - ready position
- adapt and refine movement patterns (change movements, combine movements)
- demonstrate advanced rhythmic skills (two-part and three-part dances, dance movements)
- use correct techniques for each of various activities
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate

*Note: advanced skills in gymnastics should be taught in specialized setting. The general P.E. class is not equipped for this level of instruction.*

#### Grade 5

The student will:

- use dominant and non-dominant hands and feet (passing, dribbling, kicking, and shooting techniques)
- demonstrate proficiency at stopping and catching objects
- demonstrate proficiency at striking actions using stationary game objects
- develop skill in striking a variety of moving game objects
- extend creative exploration to include rhythmic activities (movement to music, dance forms, etc.)
- integrate mechanics into team games (*Note: The important goal is the mechanics. The specific team games used is less important and a number of options are available. It is not an expectation that all the options will be used.*)
- engage in activities that build muscular strength and flexibility
- find pulse and determine pulse rate. (Discuss the purpose and the value of this activity.)

*Note: advanced skills in gymnastics should be taught in specialized setting. The general P.E. class is not equipped for this level of instruction.*

#### Grade 6

The student will:

- use correct techniques of object manipulation and movement through space using dominant and non-dominant hands and feet (passing, dribbling, kicking, shooting techniques)
- demonstrate proper body mechanics of various game skills
- demonstrate proficiency in striking a variety of moving game objects

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 1

(Page 4 of 4 )

- continue to extend individual creative exploration to include rhythmic activities (dance forms, social dances, etc.)
- engage in activities that build muscular strength and flexibility
- record the difference between resting and exercising heart rate
- discuss the reason for knowing heart rate (*see concept #7 in Health Curriculum Guidelines*)

Grades 7 and 8

The student will:

- demonstrate intermediate sport-specific skills for individual, dual, and team sports (*Note: The important goal is skill development. The specific individual, dual, and team games used is less important and a number of options are available. It is not an expectation that all the options will be used.*)
- demonstrate intermediate sport specific skills for dance and rhythmic activities
- engage in activities that build muscular strength and flexibility
- find and count resting and exercising heart rate

Grades 9 through 12

The student will:

- demonstrate advanced sport specific skills and strategies (life time sports, weight training, team games, individual and dual sports, etc.)
- engage in activities requiring use of the fitness components
- find and count resting and exercising heart rate
- compare relationships between resting heart rate, target heart rate, and recovery heart rate
- demonstrate advanced sport specific skills for dance and rhythmic activities
- list rules, court and field dimensions, scoring, equipment required, etc. of various games/sports
- recognize and use appropriate vocabulary for sport specific games

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 2

(Page 1 of 3)

**Concept 2 -** Students will demonstrate knowledge and competent skills in a variety of movements, physical activities and sports.

**PreK**

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- identify benefits of exercise

**Kindergarten**

The student will:

- engage in basic activities that cause cardiovascular exertion
- engage in activities that develop muscular strength and endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- identify benefits of exercise

**Grade 1**

The student will:

- engage in activities that develop muscular strength and cardio-vascular endurance
- engage in activities that require flexibility
- demonstrate exercise that supports good posture
- describe the benefits of warm-up before exercise and cool down after exercise

**Grade 2**

The student will:

- improve cardiovascular strength, flexibility, and cardio-vascular endurance
- participate in each major fitness component of a standard physical fitness test
- identify the physiological indicators that accompany moderate to vigorous physical activity
- participate in warm-up before exercise and cool down after exercise

**Grade 3**

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, and muscular strength and endurance, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 2

(Page 2 of 3)

- discuss the benefits of warm-up before exercise and cool down after exercise
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities

Grade 4

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, and muscular strength and endurance, warm-up, cool down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- independently choose a wide variety of physical activities which may promote life-time activities
- identify components of fitness (cardiovascular fitness, flexibility, and muscular strength and endurance, etc.) within various activities
- recognize appropriate personal fitness goals

Grade 5

The student will:

- monitor and record physical fitness components (cardiovascular fitness, flexibility, and muscular strength and endurance, warm-up, cool down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- set and work toward appropriate personal fitness goal(s)

Grade 6

The student will:

- monitor and record physical fitness components (cardiovascular strength, flexibility, and muscular strength and endurance, warm-up, cool down, etc.)
- monitor the physiological indicators that accompany moderate to vigorous physical activity (heart rate, breathing rate, perceived exertion, recovery rate)
- use the information from fitness assessment to improve selected fitness components
- choose a wide variety of physical activities which may promote life-time activities
- describe the benefits of moderate to vigorous physical activity in a variety of settings
- identify components of fitness within various activities
- differentiate between components of fitness, i.e., cardiovascular vs. muscular, flexibility vs. endurance
- define and implement appropriate personal fitness goals
- explain the potential detrimental effects of over exertion and over training

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 2

(Page 3 of 3)

Grades 7 and 8

The student will:

- engage in more advanced activities that develop cardiovascular endurance, muscular strength and endurance, and flexibility
- differentiate between the body's response to physical activities of various exercise intensities (resting heart rate, target zone, training heart rate, and maximum heart rate)
- monitor, record, and interpret fitness level by comparing current fitness scores with previous scores
- experience basic principles of training that improve physical fitness (threshold, overload, specificity, frequency, intensity, duration, and mode of exercise)
- explain the potential detrimental effects of over exertion and over training, including use of performance enhancing drugs

Grade9 through 12

The student will:

- identify personal status of:
  - cardiovascular endurance
  - muscular strength and endurance
  - body composition
  - flexibility
- design a personal fitness program based on the principles of fitness
- implement, interpret, and monitor a personal fitness program
- discuss the benefit of and how to maintain a healthy life style
- recognize and avoid the potential detrimental effects of over exertion and over training, including performance enhancing drugs
- identify muscles and define their mechanical functions (adduction, extension, etc.)
- design a personal training program to improve fitness

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 3

(Page 1 of 3)

**Concept 3 -** Students will demonstrate personal and social responsibility and respect diversity among people in physical activity settings.

PreK

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal difference such as gender, ethnicity, ability, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, and traffic rules and patterns

Kindergarten

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, ability, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns

Grades 1 and 2

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, ability, disability, etc.
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- demonstrate good sense of fair play in competition

Grades 3 and 4

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, ability, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 3

(Page 2 of 3)

Grades 5 and 6

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, ability, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as play ground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)

Grades 7 and 8

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as playground safety rules, safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or choosing to pass the ball to less skilled players
- compare interactions in sports to personal interactions in the wider world

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 3

(Page 3 of 3)

Grades 9 through 12

The student will:

- demonstrate the element of socially acceptable conflict resolution in physical activity settings
- play, cooperate, and respect others regardless of personal differences such as gender, ethnicity, ability, disability, etc.
- work in a group to accomplish a set goal in both cooperative and competitive activities
- be courteous and supportive, using words such as please, thank you, good job, etc.
- apply safety practices such as safe use and care of equipment, traffic rules and patterns
- show concern for safety of others
- demonstrate good sense of fair play in competition
- demonstrate healthy attitudes about winning and losing
- demonstrate importance of peer influence (teamwork, cooperation, sense of fair play)
- practice positive peer influence (leading and taking responsibility by assuming various roles as team captain, referee, score keeper, and equipment manager)
- differentiate between inclusive and exclusionary behavior in physical activity settings, i.e., changing rules of activity to include less skilled players or failing to pass the ball to less skilled players
- compare interactions in sports to personal interactions in the wider world
- discuss the role of sports in a diverse world, such as the role of professional sports, the effect of age and gender on sport participation patterns, etc.

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 4

(Page 1 of 3)

**Concept 4 -** Students will demonstrate knowledge necessary to participate in lifetime physical activities.

Prek

The student will:

- understand the vocabulary of movement concepts (high, low, fast, slow, light, heavy)
- follow rules of simple games and activities
- follow one step directions
- recognize simple formations (circle, line)

Kindergarten

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of the vocabulary of movement (high, low, fast, slow, light, heavy)
- demonstrate understanding of the vocabulary of direction (forward, backward, sideways)
- follow rules of simple games and activities
- follow one- and two-step directions
- perform simple routines

Grade 1

The student will:

- demonstrate an understanding of personal space
- demonstrate an understanding of appropriate vocabulary (right, left, back, forward), skills (kick, throw, roll), transition signals, and safety words
- demonstrate appropriate rules and boundaries for games
- explain the basic rules of an activity or game
- follow the sequence of three or more directions given orally
- perform simple routines and formations

Grade 2

The student will:

- demonstrate an understanding of appropriate vocabulary (right, left, back, forward) skills (kick, throw, roll), transition signals. and safety words
- begin monitoring personal heart rate changes before, during, and after exercise, and recognize the difference
- demonstrate appropriate rules and boundaries for games
- give and follow directions
- apply rules to organized activities
- follow rules for specific activities

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 4

(Page 2 of 3)

Grade 3

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise, and recognize the difference
- explain the difference between physical fitness components (muscular strength, flexibility, and endurance)
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify major muscle groups
- apply rules to organized activities
- follow rules for specific activities
- create and design activities that incorporate rules and boundaries

Grade 4

The student will:

- demonstrate an understanding of appropriate vocabulary, i.e., sport-specific terms such as punt, dribble, side kick, toe kick, chest pass, etc.
- find pulse and monitor personal heart rate changes before, during, and after exercise and recognize the difference
- monitor perceived exertion and recovery rate
- explain the necessity of warm-ups and cool-downs related to exercise
- explain the difference between physical fitness components (muscular strength and endurance, flexibility, and cardiovascular endurance)
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify major muscle groups
- list the rules of games and activities

Grade 5

The student will:

- demonstrate an understanding of appropriate vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify exercises that affect each of the major muscle groups
- compare and contrast the concepts of force, speed, and time (sudden movements, slow movements, exploding, pushing, and pulling)
- discuss the similarities and differences between two or more team games/sports
- list and follow the rules of games and activities

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 4

(Page 3 of 3)

Grade 6

The student will:

- demonstrate an understanding of appropriate sports/fitness vocabulary
- count pulse rate reliably
- monitor perceived exertion and recovery rate
- list and define the components of physical fitness
- explain how body composition influences physical fitness and the function of various exercises on muscle tone, etc.
- identify exercises that affect each of the major muscle groups
- discuss the similarities and differences between two or more team games/sports
- list and apply the rules of games and activities

Grades 7 and 8

The student will:

- demonstrate an understanding of appropriate sports/fitness vocabulary
- explain basic principles of training that improve fitness, i.e., frequency, intensity, duration
- find and figure personal target heart rate
- distinguish between body fat and body weight
- explain proper form and technique for a variety of skills
- analyze skills and prescribe methods to improve
- analyze the rules of games and activities and put them into practice
- identify individual muscles
- explain the function of individual muscles

Grades 9 through 12

The student will:

- recognize that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction
- demonstrate ability to monitor and adjust activity levels to meet personal fitness goals (perceived exertion rate, target heart rate)
- list resources available to maintain an active lifestyle (type of activity, cost, type of facility, equipment required, etc.)
- describe personal status of muscular strength and endurance, flexibility, and cardiovascular endurance
- assess and analyze personal body composition
- explain basic principles of training that improve fitness ( i.e. frequency, intensity, duration, etc.)

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 5

(Page 1 of 3)

## PreK, Kindergarten and Grade 1

The student will:

- identify basic food groups
- recognize the importance of water in a health diet
- recognize the body's need for nutrients for energy, growth and body maintenance
- recognize safe and healthy eating habits, i.e., washing hands before eating, eating a variety of foods, healthy snacks
- identify personal hygiene habits, i.e., brushing and flossing teeth, washing hands and body
- discuss the importance of a balance of play, rest and sleep as necessary for a healthy life
- discuss the importance of exercise and physical fitness
- discuss the importance of regular health and dental check-ups and care of eyes, nose, ears and teeth.
- Discuss individual difference in appearance and behavior
- Describe the cycle of growth and development in humans

## Grades 2 and 3

The student will:

- Demonstrate how to give first aid for minor cuts and bruises
- Identify benefits and strategies for living a safe life, i.e., bike safety, seat belts, safety equipment and avoiding strangers
- Demonstrate non-violent strategies to respond to conflicts.
- Identify the nutritional value of different foods
- List examples of items in each of the food groups
- Identify how culture, fast-food, and inappropriate portion size affect nutrition
- List the benefits of various foods to the body
- Describe healthy food intake relative to body weight and energy expenditure (beginning concept of body composition)
- Recognize the benefits of proper hydration
- Discuss the importance of a balance of play, rest, and sleep as necessary for a healthy life
- Compare the needs of people of different ages for rest/sleep
- Make and implement a plan for caring for personal hygiene needs
- Discuss that exercise aids the development of the heart, lungs and muscles.
- Participate in games and exercises good for one's health
- List requirements for optimal growth and development

## HEALTH & P.E. CONCEPTS AND BY GRADE

### CONCEPT 5

(Page 2 of 3)

#### Grades 4 and 5

The student will:

- Model healthy interactions with others in various situations
- Identify common sources of stress and ways to manage stress
- Identify changes in the body caused by strong emotions
- Demonstrate respect and acceptance for others and their differences
- Develop an awareness of peer relationships, i.e., making others happy, personal friendship qualities, disagreeing with friends, etc...
- Use strategies to resist negative peer pressure
- Discuss methods for resolving conflict in a non-violent manner
- Discuss when adult assistance and /or intervention is necessary
- Describe characteristics and conditions associated with positive self- image
- Discuss school safety rules and procedures
- Identify and demonstrate basic first aid for common personal injuries, i.e., minor burns, stings, bites, and scrapes
- Evaluate methods for altering body composition
- Discuss methods of food preparation and handling and how that affects the nutrient value and safety of foods
- Identify healthy eating practices: nutritious breakfast, variety of foods, nutritional meals and snacks at regular intervals, etc...
- Identify and evaluate factors that influence food selection, i.e., activity level, peers, advertising, age, money, convenience, culture, etc...
- Define nutrient values in food ingredients
- Discuss the benefits of good nutrition , exercise, sleep, relaxation, and recreation
- List and describe common health problems that should be detected and treated early, i.e., asthma, - poor vision, hearing problems, etc...
- Compare behaviors that are safe, risky, or harmful to self and others
- Identify resources to support personal health plan
- Discuss causes and prevention of disease, i.e., practicing good hygiene, making healthy food choices, acknowledging the importance of immunization, and participating in regular health screenings
- Identify benefits of early detection of disease
- Recognize the differences between individuals in the rate of change during puberty

## HEALTH &amp; P.E. CONCEPTS AND BY GRADE

## CONCEPT 5

(Page 3 of 3)

## Grades 6 through 8

The student will

- Build a scenario to manage stress and feelings caused by disappointment, separation or loss
- Describe characteristics and conditions associated with positive self-image
- Discuss methods of resolving conflict in a non-violent manner
- Demonstrate ways to handle a range of situations involving injury i.e., first aid procedures, CPR. Swimming safety
- Recognize signs of potentially violent behavior in self or others
- Discuss how eating properly can reduce health risks
- Evaluate methods for altering body composition
- Explain appropriate methods to maintain, lose or gain weight according to individual needs and scientific research
- Describe eating disorders that affect health negatively i.e., anorexia, bulimia, and overeating
- List the principals of food safety involved in food preparation and storage
- Explain the six basic nutrients including proper amounts
- Identify and evaluate factors that influence food selection, i.e., activity level, peers, advertising, age, money convenience, culture, etc...
- Identify personal health strengths and risks
- Discuss how positive health practices and appropriate health care can reduce health risks
- Design personal health goals using appropriate strategies and skills
- Describe how changes in information and scientific advancements influence personal health goals\
- Discuss how personal abilities, priorities and responsibilities influence personal health goals
- Compare the cause and prevention of disease and other health problems including pathogens, nutrition, hygiene, exercise, risk-taking behavior, family history, and other risk factors (bacteria, hepatitis, etc...)
- Describe how the human body changes with age (infancy, childhood, adolescence, adult, seniors)
- Demonstrate strategies to cope with changes that occur during adolescence