

Current Standard:

Physical Education and Lifetime Fitness

Personal Health and Fitness - Primary

A student shall demonstrate understanding of activities that promote personal fitness, health, nutrition, and safety by showing evidence of the the ability to:

- A. make healthy choices in real or simulated situations including interpersonal conflict; proper care of the body; nutrition; safety; drugs, tobacco, and alcohol; and exercise and recreation; and
- B. work to improve age-appropriate physical fitness, participate in a daily fitness plan, and demonstrate motor skills required for individual and team activities and appropriate competitive and cooperative participation in physical education activities.

Health, Physical Education & Career Awareness

Personal Health and Fitness - Primary

Purpose: Understand and participate in activities that promote personal health, personal fitness, motor skills development, and develop an awareness of self and the world around them

- A. A student shall demonstrate an understanding of:
 - 1. Health,
 - a. the relationship between personal behaviors and health promotion and disease prevention;
 - b. basic health and personal hygiene practices;
 - c. the essential concepts of nutrition and diet;
 - d. safety rules and practices in home, school, or community for example, bus, bicycle, fire, playground, car, or stranger safety;
 - e. self-awareness and interpersonal relationships;
 - f. helpful and harmful substance;
 - g. structures and functions of body systems;
 - 2. Physical Education and Fitness,
 - a. at least one activity associated with each component of health-related physical fitness, for example, cardiovascular fitness-jogging; muscular strength-push-ups; muscular endurance-curl-ups; and flexibility-stretching;
 - b. changes that occur in the body during vigorous physical activity, for example, sweating, increased heart-rate, and heavy breathing;
 - c. safety principles in activity situations;
 - 3. Self Awareness,
 - a. a sense of self and others;
 - b. the concept of goal setting including defining and identifying goals;
 - c. how a step-by-step process relates to making choices; and
 - d. requirements needed to perform daily tasks.

- B. A student shall demonstrate the ability to:
1. Health,
 - a. apply a decision-making process to health issues and problems;
 - b. practice and maintain good personal hygiene to enhance health;
 - c. select foods to maintain good nutrition;
 - d. recognize emergencies and respond appropriately;
 - e. identify and respond to feelings in appropriate ways;
 - f. use refusal skills to enhance health;
 2. Physical Education and Fitness,
 - a. work to improve health-enhancing fitness;
 - b. participate in an established fitness program;
 - c. use mature locomotor movements, for example, hopping, skipping, galloping, sliding, running, leaping, jumping, or walking;
 - d. use non-locomotor skills, for example, balancing on a variety of body parts, bending, stretching, twisting, swinging, swaying, flexing, or extending;
 - e. work cooperatively with another to complete an assigned task;
 - f. apply rules, procedures, and safety practices with little or no reinforcement;
 - g. combine locomotor, non-locomotor, and manipulative skills in patterns/sequences;
 3. Self Awareness,
 - a. explore an awareness of ones self, relate appropriately to others, and explore roles in a changing world; and
 - b. explore how tasks can be accomplished if broken down into small manageable steps and accomplished one step at a time.

Current Standard:

Physical Education and Lifetime Fitness

Personal Health and Nutrition - Intermediate

A student shall demonstrate understanding of how to recognize and get help in situations involving abusive or harassing behaviors; the consequences of using drugs, alcohol, and tobacco; the strategies to prevent the spread of communicable diseases; the strategies for preventing accidents; and age-appropriate nutritional recommendations by:

- A. using a decision-making model to promote healthy behaviors;
- B. using a decision-making model to prevent or reduce the risk of unhealthy behaviors;
- C. using a decision-making model to select foods that contribute to a healthy diet;
- D. demonstrating what to do in case of illness or injury; and
- E. analyzing issues of safety in a school or community situation.

Health, Physical Education & Career Awareness

Personal Health - Intermediate

Purpose: Use a decision-making model in daily life to promote personal health

- A. A student shall demonstrate an understanding of:
 - 1. the signs of abusive and harassing behaviors;
 - 2. the effects of using drugs, alcohol, and tobacco;
 - 3. strategies to prevent the spread of communicable diseases;
 - 4. common safety hazards and their prevention at school, home, or in the community;
 - 5. proper nutrition and healthy eating;
 - 6. interpersonal communication skills, for example, listening skills, refusal skills, “I” messages, and conflict resolution; and
 - 7. basic body systems and growth and development of the human body.
- B. A student shall demonstrate the ability to:
 - 1. promote healthy behaviors, for example, nutrition, communication skills, community safety, recreation, sleep, and rest;
 - 2. prevent or reduce the risk of unhealthy situations, for example, accidents, diseases, violence, abuse, harassment, drugs, alcohol and tobacco;
 - 3. analyze and select foods that contribute to a healthy diet;
 - 4. demonstrate what to do in case of illness or injury;
 - 5. analyze issues of safety at school, home, or in the community; and
 - 6. recognize situations in daily life which require healthy decisions and apply a decision-making model.

Current Standard:

Physical Education and Lifetime Fitness

Physical Education and Fitness - Intermediate

A student shall demonstrate understanding of motor skills and physical fitness and participate in physical activities that develop motor skills and physical fitness by:

- A. describing rules, skills, strategies, and etiquette associated with various physical fitness activities;
- B. showing evidence of participating in a daily fitness plan;
- C. showing evidence of age-appropriate physical fitness;
- D. demonstrating motor skills required for individual and team activities;
- E. displaying etiquette and team-building skills in physical education activities

Health, Physical Education & Career Awareness

Physical Education and Fitness - Intermediate

Purpose: Understand and participate in physical activities that develop motor skills and physical fitness

- A. A student shall demonstrate an understanding of:
 - 1. components of fitness including, cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - 2. components of various physical education activities including:
 - a. rules;
 - b. skills;
 - c. strategies;
 - d. etiquette;
 - e. procedures; and
 - f. safety practices;
 - 3. stages of physical activity including, warm-up, workout, and cool-down.
- B. A student shall demonstrate the ability to:
 - 1. plan and participate in a fitness program, for example, Fitness Fever or teacher-facilitated plan;
 - 2. show evidence of health-enhancing physical fitness, for example, activity-level inventory, any state or national fitness assessment, log, or journal;
 - 3. combine mature forms of basic manipulative, locomotor, and non-locomotor skills in activity situations, for example, dribbles and passes a basketball to a moving receiver; and
apply rules, procedures, and etiquette that are safe and effective for specific activity situations.

Current Standard:

Physical Education and Lifetime Fitness

Career Exploration - Middle

A student shall explore career and education options to make informed decisions for future life choices by:

1. determining areas of individual interest and ability;
2. determining at least two possibilities for career and education options that reflect personal interests and abilities;
3. gathering information for career options from a variety of sources; and
4. describing how each career might affect personal, family, and community life.

Health, Physical Education & Career Awareness

Career Awareness - Intermediate

Purpose: Create an awareness of a variety of career opportunities. Explore goal setting and a decision-making process as they relate to future choices

- A. A student shall demonstrate an understanding of:
 1. career fields and occupations within these fields including agriculture and natural resources; arts, humanities and communications; business, management and administration; engineering, manufacturing and technologies; health services; and human services;
 2. how to define and set short and long term goals;
 3. the connection between choices and consequences and how they affect the world around him or her; and
 4. the steps of a decision making process and the importance of setting and achieving goals.
- B. A student shall demonstrate the ability to:
 1. identify areas of personal interests, aptitudes, and abilities;
 2. explore how academic achievement and involvement in extra-curricular, leisure, family, and community activities reflect personal interests, aptitudes and abilities, and affect future possibilities;
 3. practice social skills and appropriate self management techniques;
 4. explore a variety of traditional and non traditional careers utilizing community resources; and
apply a decision-making process as it relates to goal setting for future possibilities.

Current Standard

Physical Education and Lifetime Fitness

Personal Health - Middle

A student shall demonstrate understanding of the impact of nutrition, food selection, safety, and eating patterns on health; how to recognize abusive or harassing behaviors; the consequences of using tobacco, alcohol, and other drugs; strategies for preventing accidents and environmental hazards; what to do in case of sudden illness or injury; signs and symptoms of health problems that affect adolescents; sexual responsibility; how to prevent communicable diseases, HIV and sexually transmitted disease infections, and pregnancy; and basic structures and systems of the human body by:

- A. analyzing the relationship of physical, social, and mental health;
- B. applying a decision-making process to analyze health issues and attain personal goals;
- C. analyzing how health-related decisions are influenced by internal and external factors;
- D. demonstrating communication skills to express needs and enhance health; and
- E. creating and implementing a nutritional health plan using a decision-making process that includes dietary recommendations with respect to age, gender and activity level for specific person; menus for a specified period of time, and analysis and demonstration of food preparation and safety skills.

Health, Physical Education & Career Awareness

Personal Health and Nutrition - Middle

Purpose: Make informed decisions based on valid information to promote personal health and nutrition

- A. A student shall demonstrate an understanding of:
 - 1. the impact of nutrition including, food selection, safety, eating and eating patterns, on health;
 - 2. the consequences of using tobacco, alcohol, and drugs;
 - 3. strategies for preventing accidents;
 - 4. what to do in case of sudden illness or injury;
 - 5. the health-related impact of environmental hazards;
 - 6. signs and symptoms of health problems that affect adolescents physically, socially, and mentally;
 - 7. sexual responsibility and the characteristics of healthy relationships;
 - 8. strategies for preventing:
 - a. communicable diseases;
 - b. HIV and sexually transmitted infections;
 - c. unintended pregnancy;
 - 9. how health is influenced by the interaction of body systems;
 - 10. where valid health information can be located at home, school, or in the community; and
 - 11. the interrelationship of physical, mental, and social health during adolescence.

- B. A student shall demonstrate the ability to:

1. recognize and respond to abusive or harassing behaviors;
2. apply a decision-making process relative to health issues:
 - a. in light of personal goals;
 - b. analyze internal and external influences on health-related decisions, for example, interests, likes/dislikes, self-esteem, risks, curiosity, communication/media, parents, peers, ethnicity, technology, society, geography, etc.;
 - c. consider valid health information and resources;
 - d. consider the impact on health promotion and disease prevention;
3. express needs and communicate effectively to enhance health including, refusal skills, negotiation skills, and conflict resolution skills;
4. use strategies to manage stress;
5. create and implement a nutritional health plan that includes:
 - a. dietary recommendations with respect to personal needs including, age, gender, and activity level for a specific person;
 - b. menus for a specified period of time; and
6. demonstrate and analyze food preparation and safety skills.

Current Standard:

Physical Education and Lifetime Fitness

Physical Education and Fitness - Middle

A student shall demonstrate understanding of motor skills and physical fitness and participate in physical activities that develop motor skills and physical fitness by:

- A. describing rules, skills, strategies, and etiquette associated with physical education activities;
- B. describing the benefit of daily participation in physical activities;
- C. describing the components of fitness planning;
- D. showing evidence of implementing a fitness plan;
- E. showing evidence of age-appropriate physical fitness;
- F. demonstrating motor skills required for individual, dual, and team activities; and
- G. displaying proper etiquette and team-building skills in dual and group activities.

Health, Physical Education & Career Awareness

Physical Education and Fitness - Middle

Purpose: Understand fitness planning, apply a decision-making process to achieve physical fitness, and participate in physical activities to develop motor skills

- A. A student shall demonstrate an understanding of:
 - 1. the benefits of daily participation in physical activities, for example, physical, mental, emotional, and social benefits;
 - 2. the components of fitness planning:
 - a. assessment including, cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - b. goal setting;
 - c. implementation of FITT strategies including, frequency, intensity, time and type of activities;
 - d. re-assessment including, cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - e. analysis of progress;
 - f. evaluation of the proposed plan;
 - 3. critical elements of movement skills, for example, overhand throw, back-swing, force phase, follow-through;
 - 4. rules, skills, strategies, and etiquette required for three (3) or more of the following:
 - a. individual activities;
 - b. dual activities;
 - c. team activities;
 - d. dance/rhythmic activities;
 - e. outdoor activities; and
 - 5. the benefits and role of rules, procedures, safe practice, ethical behavior, and positive social interaction in physical activity settings.

B. A student shall demonstrate the ability to:

1. design and implement a fitness plan, for example, logging, journaling, making diary notes, charts, spreadsheets, or graphs;
2. participate in health-enhancing physical fitness activities including those that develop and maintain:
 - a. cardiovascular fitness;
 - b. muscular endurance;
 - c. muscular strength;
 - d. flexibility;
3. analyze the effectiveness of the plan by comparing the pre and post plan fitness levels;
4. perform competently in a variety of movements including three (3) of the following:
 - a. individual activities;
 - b. dual activities;
 - c. team activities;
 - d. dance/rhythmic activities;
 - e. outdoor activities; and
5. reflect on the benefits and role of rules, procedures, safe practice, ethical behavior, and positive social interaction in physical activity settings.

Current Standard:

Physical Education and Lifetime Fitness

Career Investigation – High School

A student shall demonstrate understanding of a variety of career clusters, attributes and aptitudes needed in particular types of occupations and careers, how attitudes and behaviors affect the climate of a work place, how systems within a workplace affect or interact with systems in the community, and how systems affect an individual worker by;

- A. determining personal interests, aptitudes, and abilities;
- B. establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal;
- C. investigating a career through research, internship, mentorship, or community service placement; and
- D. evaluating career choices in relationship to life goals and personal attributes.

Health, Physical Education & Career Awareness

Career Exploration – Middle

Purpose: Explore career options to make informed decisions concerning future possibilities

- A. A student shall demonstrate an understanding of:
 - 1. a variety of occupations within career fields and employment trends and career data for those occupations;
 - 2. how interests, attributes, aptitudes, and academic achievement relate to different occupations and careers and how they relate to personal career choices;
 - 3. job readiness skills and their importance in the work place; and
 - 4. career and education options to make informed decisions for future life choices.

- B. A student shall demonstrate the ability to:
 - 1. determine personal interests, aptitudes, and abilities.
 - 2. research, compare and contrast, and evaluate information on a variety of traditional and non-traditional careers and how they relate to their interests, aptitudes and abilities.
 - 3. investigate a career through authentic situations, for example, job shadowing, interviewing, volunteering, or community service;
 - 4. apply a decision making process to career choices based on the relationship among educational options, employment trends, and academic achievement;
 - 5. create a portfolio including an educational plan, interest inventories, letters of recommendation, and documented experiences; and
 - 6. describe how career choices affect personal, family, and community life.

Current Standard:

Physical Education and Lifetime Fitness

Individual and Community Health – High School

A student shall demonstrate understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexually transmitted diseases, and unintentional pregnancies by:

- A. analyzing how health maintenance and disease prevention decisions are influenced by the media, technological advances, interpersonal communication, and immediate and long-term risk factors; and
- B. creating a plan for an in-depth study of one of the community health practices described in this subpart including in-depth information needed, procedures required, how this area is impacted by other community health practices, and options for completing an in-depth study.

Health, Physical Education & Career Awareness

Individual and Community Health – High School

Purpose: Make informed decisions based on accurate information in order to promote individual and community health

- A. A student shall demonstrate an understanding of:
 - 1. individual behaviors and community health practices that:
 - a. promote healthful nutrition and dietary practices;
 - b. promote physical fitness;
 - c. promote mental and emotional health;
 - d. prevent tobacco use;
 - e. prevent drug and alcohol use;
 - f. prevent intentional and unintentional injuries;
 - g. prevent HIV and sexually transmitted diseases;
 - h. prevent unintentional pregnancies;
 - 2. how to advocate for personal, family, and community health;
 - 3. how to identify health products, services, and information that reduce risks and promote health; and
 - 4. how decisions and health practices in the following areas impact one another: nutrition, physical fitness, mental and emotional health, tobacco, drug, and alcohol use, intentional and unintentional injuries, HIV and sexually transmitted diseases, unintentional pregnancies.

- B. A student shall demonstrate the ability to:
 - 1. assess and identify individual or community health needs;
 - 2. evaluate an individual or community health assessment to develop goals and strategies for health enhancement and risk reduction;
 - 3. implement goals and strategies to improve or maintain individual or community health;

4. evaluate the impact of the goals and strategies on health promotion and disease prevention/risk reduction;
5. evaluate the validity of health information, products, and services which prevent disease and promote health;
6. analyze how health maintenance and disease prevention decisions are influenced by media, technological advancements, interpersonal communication skills, immediate and long term risk factors, and culture;
7. evaluate the impact of decisions on individual, family, and community health;
8. apply effective communication/refusal skills as they relate to responsible decision-making;
9. design and conduct an in-depth study of an individual or community health need using one of the following high school inquiry standards:
 - a. Research Process **OR**;
 - b. Issue Analysis **OR**;
 - c. Case Study.

Current Standard:

Physical Education and Lifetime Fitness

Physical Education and Fitness – High School

A student shall use decision-making processes to select appropriate physical activities to achieve fitness and shall demonstrate understanding of the training necessary to improve fitness and the rules and skills associated with physical activities by:

A. designing and implementing a health-enhancing fitness plan, including:

- 1) establishing current levels of cardiovascular fitness, muscular endurance, and flexibility;
- 2) setting cardiovascular, muscular, and flexibility goals to improve total body fitness;
- 3) selecting measurement strategies;
- 4) identifying frequency, intensity, time, and types of activities required to meet goals;
- 5) analyzing impact of goals on the cardiovascular system and the affected muscle groups;
- 6) evaluating reasonableness of maintaining the fitness plan over an extended period of time;
- 7) evaluating effectiveness of the plan on total body fitness; and

B. demonstrating knowledge and skills in an aerobic and at least two other physical fitness activities.

Health, Physical Education & Career Awareness

Physical Education and Fitness – High School

Purpose: Understand training and movement principles, apply decision-making processes to develop and implement a plan to achieve fitness, and participate in fitness activities

A. A student shall demonstrate an understanding of:

1. the Principles of Training necessary to achieve fitness;
2. the critical elements and the biomechanical concepts and principles of movement skills; and
3. the procedures including, safe practices, rules, etiquette, and strategies associated with physical activities.

B. A student shall demonstrate the ability to:

1. use a decision-making process to select appropriate physical activities to achieve fitness by designing, implementing, and evaluating a health-enhancing fitness plan which includes:
 - a. establishing current levels of cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - b. setting personal goals for:
 - (1) physical fitness including, cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - (2) health-enhancement, for example, stress management, nutrition, enjoyment;

c. selecting training strategies using the following principles:

- (1) FITT Principle including, frequency, intensity, time, and types of activities;
 - (2) Principle of Overload;
 - (3) Principle of Progression;
 - (4) Principle of Specificity;
- d. implementing and monitoring the plan including, logging activities and making adjustments to the plan;
 - e. re-assessing levels of cardiovascular fitness, muscular endurance, muscular strength, and flexibility;
 - f. analyzing and evaluating the effectiveness of the plan in helping to achieve fitness;
2. proficiently perform skills in:
 - a. an aerobic activity; and
 - b. at least two other physical fitness activities/movement forms; and
 - c. analyze a movement skill for improved performance using critical skill elements and biomechanical concepts and principles.

Current Standard:

Physical Education and Lifetime Fitness

Career Investigation – High School

A student shall demonstrate understanding of a variety of career clusters, attributes and aptitudes needed in particular types of occupations and careers, how attitudes and behaviors affect the climate of a work place, how systems within a workplace affect or interact with systems in the community, and how systems affect an individual worker by:

- A. determining personal interests, aptitudes, and abilities;
- B. establishing an explicit career action plan, including selecting a program that meets a career or vocational preparation goal;
- C. investigating a career through research, internship, mentorship, or community service placement; and
- D. evaluating career choices in relationship to life goals and personal attributes.

Health, Physical Education & Career Awareness

Career Investigation – High School

Purpose: Investigate career choices through informed decision-making

- A. A student shall demonstrate an understanding of:
 - 1. how employment trends, industry standards, career data, academic achievement, and technology affect career choices in relationship to life goals and personal attributes;
 - 2. how appropriate work-based behaviors contribute to job success; and
 - 3. how systems thinking can be used to evaluate and analyze how the workplace affects and interacts with the community and how they, in turn, affect an individual worker.

- B. A student shall demonstrate the ability to:
 - 1. investigate a specific traditional or nontraditional career choice by analyzing personal interests, abilities, and strengths;
 - 2. investigate a career through research and an authentic experience using multiple resources, for example, internships, mentorship, apprenticeship, job shadowing, interviews, volunteering, or community placement;
 - 3. explore and research a post-secondary program that meets a career preparation goal, for example, post-secondary educational institution visits, military options, online searches, career fairs, or college fairs;
 - 4. analyze how a specific career choice affects personal, family, and community life;
 - 5. analyze the implication of the changing workplace on a specific career choice including, future skill development, personal growth, and developments in technology;
 - 6. establish a career action plan incorporating a decision making process as it relates to career and life goals; and
 - 7. establish and evaluate the contents of a portfolio of job seeking and placement documents including a resume, cover letter, letters of recommendations, follow-up letter, and career action plan

Current Standard:

Physical Education and Lifetime Fitness

Occupational Experience – High School

A student shall apply a decision-making process in real-work situations by:

- A. Analyzing individual career-related strengths, experiences, and interests that may affect lifework choices;
 - 1) the current and projected employment outlook in a selected career cluster;
 - 2) skills, technical information, and work relationships required for a specific job; and
 - 3) current work-related laws and how the laws affect a worker;
- B. making short-term and long-term employment choices;
- C. creating documents for job-seeking and placement;
- D. integrating technical knowledge and skills to achieve goals in an employment situation;
- E. applying effective problem-solving strategies in employer-employee, coworker, and customer-client situations; and
- F. evaluating job performance according to standards and expectations of the workplace and personal job goals.

Health, Physical Education & Career Awareness

Occupational Experience – High School

Purpose: Experience authentic work situations and apply informed decision-making to solve problems at the work site

- A. A student shall demonstrate an understanding of:
 - 1. current and future employment trends in a selected career field including projected growth rate, percentage of traditional vs. nontraditional employees, and use of new technologies;
 - 2. technical information, skills and work-based behaviors required for a specific employment opportunity including academic skills, communication skills, interpersonal skills, personal qualities, and thinking skills;
 - 3. all aspects of an industry including planning, management, finances, technical and productions skills, principles of technology, labor and community issues, health and safety issues, environmental issues, and personal work habits; and
 - 4. current work-related laws and how they affect the employee, employer, and work environment.

- B. A student shall demonstrate the ability to:
 - 1. evaluate and analyze personal strengths, experiences, interests, and learning styles and how they relate to career choices;
 - 2. create a portfolio of job seeking and placement documents including the application, cover letter, resume, letters of recommendation, interviewing, and follow-up letter;
 - 3. apply job-seeking skills through an authentic hiring process experience;
 - 4. revise, implement, and maintain an educational plan to support career goals;
 - 5. apply a decision-making process to handle challenging situations as they occur at the workplace;

6. analyze and evaluate conflicts and apply problem-solving strategies in work relationships including employer-employee, co-worker, and customer-client situations;
7. identify and evaluate how technology, employee knowledge, and skills contribute to production of a product, service, or process on the job; and
8. evaluate performance and work-based behaviors according to standards and expectations of the employer and personal job goals.

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