washington
STATE LEARNING STANDARDS

kindergarten – 12th grade

Health & Physical Education

Adopted in 2016

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Health and Physical Education Standards

Health and Physical Education
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Health and Physical Education K–12 Learning Standards
Adoption Statement

The ***2016 Health and Physical Education K–12 Learning Standards*** were developed collaboratively with teachers, administrators, subject matter experts, state and national associations, and stakeholders in health and physical education. Teams of Washington state health and physical education teachers started working on drafts in September 2014 with the aim to develop the most comprehensive, relevant, medically-accurate, and inclusive set of health and physical education learning standards for our state.

Since the first draft was made available in February 2015, the Health and Physical Education K–12 Learning Standards have been reviewed by thousands of Washington educators, administrators, professionals, parents, and students. As part of the development process, the standards underwent multiple reviews from many stakeholders including two Bias and Sensitivity Reviews and an extensive public comment period, allowing those with a stake in health and physical education an opportunity to inform the development and implementation of the standards.

Pursuant to RCW 28A.655.070 and RCW 28A.150.210 and based on widespread support and recommendations from students, educators, the state's Curriculum Advisory and Review Committee, and statewide health and physical education stakeholders, I hereby adopt the ***2016 Health and Physical Education K–12 Learning Standards***. In accordance with state processes, Washington schools will transition to these standards in the 2017–2018 school year.

Adopted on this 25th day of March, 2016.

Randy I. Dorn
State Superintendent
of Public Instruction

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Washington State K–12 Learning Standards for Health and Physical Education

Learning standards are for all of us: principals, administrators, decision-makers, teachers, and families. They help define what is important for students to know and be able to do as they progress through school. Standards help ensure that students acquire the skills and knowledge they need to achieve personal and academic success. Standards also provide an avenue for promoting consistency in what is taught to students across our state—from district to district, school to school, classroom to classroom.

Health Education and Physical Education Are Essential Academic Subjects

The mission of the Office of Superintendent of Public Instruction (OSPI) is to prepare students for college, career, and life. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. These skills are learned in comprehensive health and physical education learning environments that span from kindergarten through grade 12.

Health education and physical education support students' academic performance in other subject areas, play a major role in reducing the cost of health care statewide, and provide students with a global perspective on wellness. The state of Washington is committed to implementing high-quality health and physical education instruction in order to:

- Lay the foundation knowledge for students to be healthy and well throughout life.
- Support the development of healthy and productive members of society.
- Prioritize the needs of each student by using inclusive language.
- Emphasize instructional understanding and application of the Whole Child Approach.

ASCD's Whole School, Whole Community, Whole Child (WSCC) model responds to the call improve each child's cognitive, physical, social, and emotional development through greater alignment, integration, and collaboration between education and health. The WSCC model focuses on an ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. ASCD and the U.S. Centers for Disease Control and Prevention encourage use of the model as a framework for improving student learning and student health in our nation's schools.

In the WSCC model, health and physical education are seen as two distinctive academic disciplines that complement one another. Each attends to the development of short-term and long-term skills and competencies for academic and personal growth. For this reason, in

Washington state, health education and physical education each count on their own set of standards and outcomes. By unravelling the links between the two disciplines and treating each independently, the Washington State K–12 Learning Standards will increase teacher understanding and expectations for preparation and delivery of instruction—that is, where and when grade-level outcomes should be taught.

Washington State Learning Goals, Standards, and Outcomes

These **four learning goals** are the foundation of all academic learning standards in Washington state:

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; *and health and fitness* [now named physical education];
- **Think** analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

The **Washington state learning standards** are the required elements of instruction and are worded broadly enough to allow for local decision-making. **Outcomes** provide the specificity to support school districts in meeting each standard in each grade level. Depending on school resources and community norms, instructional activities may vary.

The 2016 Health Education K–12 Learning Standards and Physical Education K–12 Learning Standards reflect OSPI's continuous commitment to supporting rigorous, inclusive, age-appropriate, and medically accurate instruction to ensure that students are prepared to live healthy, productive, and successful lives in a global society.

The 2016 health and physical education standards and outcomes provide the guidance to teach, reinforce, and apply all of the state's learning goals. They are aligned vertically to strengthen application of learning and depth of knowledge (see Appendix A). If implemented effectively, these standards and outcomes will lead students to understand and apply the knowledge and skills necessary for safe and healthy living, and, in turn, for successful learning across all academic disciplines.

Health Education K–12 Learning Standards

The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from prekindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policymakers to design or select curricula, allocate instructional resources, and assess student achievement and progress. Importantly, the standards provide students, families, and communities with concrete expectations for health education. Because of their efficacy and comprehensiveness, the NHES have been adopted as the Washington State Health Education K–12 Learning Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Physical Education K–12 Learning Standards

SHAPE America's (Society for Health and Physical Educators) National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks, and curricula. While many of Washington state's specific grade-

level outcomes have been revised from the originals, the National Standards have been adopted verbatim as the Washington State Physical Education K–12 Learning Standards:

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Implementation of Grade-Level Outcomes Across the State

All curriculum in Washington state is decided locally, within each district. Within a district's overall approach to teaching and learning, the learning standards for health and physical education must be incorporated into all grades from kindergarten to grade 8, and as part of high school graduation requirements. The 2016 learning standards and outcomes are intentionally built to focus on what students will need to know and be able to do throughout their life to enhance and protect their health and well-being.

Learning standards are the foundation for *what* students should know and be able to do. *How* this learning occurs is up to teachers every day in every classroom.

The grade-level outcomes associated with each learning outcome are intended to provide teachers with the confidence to provide age-appropriate and accurate information and instruction that progresses in complexity from grade level to grade level. Competency at the outcomes for one grade level serves as a foundation for attaining competency of the outcomes for the next grade level. Teachers can use the grade-level outcomes as starting points for instruction and as checkpoints to ensure that the learning standards are taught and applied.

Specifically, grade-level outcomes can be used to:

- Develop lesson plans.
- Establish specific and intentional learning objectives to guide teaching and learning.

- Conduct ongoing formative and summative assessments to check student understanding and efficacy of instruction.
- Ensure that students achieve health and physical literacy.

In the Health Education and Physical Education K–12 Learning Standards, grade-level outcomes are found here:

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Dimensions of Health	Recognize the meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5

Outcome

Washington State K–12 Learning Standards and Instructional Goals

The Washington State K–12 Learning Standards provide the foundation for curriculum development. The Health Education and Physical Education K–12 Learning Standards support instruction in these two specific subject areas and provide the following benefits:

Benefits to teachers:

- Provide a guide for what should be taught at each grade level.
- Support development of student assessments.
- Promote consistent instruction throughout the state of Washington.
- Inform administrators on best practices.
- Enhance the teaching profession through statewide professional development and professional learning.

Benefits to students:

- Prepare students for a lifetime of physical activity and health.
- Ensure equity and access to health information through consistent instruction across the state.
- Empower students to become healthy and literate 21st century learners.
- Provide quality instruction for each student with relevant progression of learning.
- Speak to the diversity of cultures and experiences represented in the student population across the state.

Implementing Effective Health and Physical Education Curricula

In an ideal educational environment, the learning standards and outcomes for health education and physical education would be implemented by a certified health and physical education teacher. In addition, messages about and skill-building for health and physical education would be embedded within science, social studies, English language arts, the arts, and other content areas. In many circumstances, school districts choose to teach health and physical education with a certified health and physical education teacher as the lead and with additional educational supports from family and consumer science educators, school nurses, counselors, and community partners.

To effectively implement standards-based health and physical education instruction, schools will need:

- Engaging, youth-focused, and active teaching strategies.
- Policies and procedures that align with the standards.
- Endorsed, certified staff to provide instruction.
- Sufficient instructional time.
- A planned scope and sequence or curriculum map for grades Prekindergarten through 12.
- Regional and local professional development that includes all teachers, school nurses, counselors, and other instructional staff.
- Easily accessible examples, ideas, and rubrics.
- Data from OSPI-developed assessments to promote the work.
- Partnerships with organizations to develop, promote, and fund professional learning.
- Ongoing student assessment (formative and summative).
- Collaboration with and connections to other academic content areas.
- Access to safe facilities and equipment.
- Accountability to best and appropriate practices.

How to Use This Document

The following pages are divided into the following sections:

1. Health Education
    a. Introduction to Health Education
    b. Health Education Standards and Outcomes
    The outcomes for the Health Education K–12 Learning Standards are organized by six core ideas in health education: wellness, nutrition, sexual health, social and emotional health, safety, and substance use and abuse prevention. The goal

is to support typical lesson plan and unit development. For each core idea, the outcomes are presented by grade:

i. Grades K–5

ii. Grades 6–High School

c. Health Education Glossary
A list of terms and definitions to increase teacher understanding and decrease biased language.

2. Physical Education

a. Introduction to Physical Education

b. Physical Education Standards and Outcomes
The physical education outcomes are organized by the five Physical Education K–12 Learning Standards, and presented by grade level:

i. Grades K–5

ii. Grades 6–8

iii. High School Year 1 and Year 2

c. Physical Education Glossary
A list of terms and definitions to increase teacher understanding and decrease biased language.

3. Appendix A: Depth of Knowledge Chart
A chart useful for developing the progression of student learning for each outcome.

4. Appendix B: Laws and Policies
A short guide to Washington state laws and policies that support and guide implementation of instruction in health and physical education.

5. Appendix C: Physical Education, Physical Activity, and Athletics

6. Acknowledgments
Credits to those who contributed to the creation of this document.

Introduction to the Health Education K–12 Learning Standards

The Washington State Office of Superintendent of Public Instruction (OSPI) is responsible for developing and periodically revising the Essential Academic Learning Requirements (EALRs), which identify the knowledge and skills all public school students need to know and be able to do. OSPI is committed to helping educators provide high-quality instruction. In an effort to stay current to state and national language, research, and information, changes have been made to the structure, format, and vocabulary of the 2016 Health Education K–12 Learning Standards. The table below provides explanations and examples of the changes.

Health education was previously embedded in the Health and Fitness EALRs. However, because health education and physical education are different content areas, they have been separated into two distinct sets of standards. Additionally, to be consistent with state and national goals and vocabulary, the EALRs have been replaced with standards. The format of the standards reflect scope and sequencing from one grade level to the next by topics and by one or more specific grade-level outcomes. The 2016 Washington state standards and outcomes aim to improve clarity, coherence, inclusivity, and manageability.

2008 Health and Fitness EALRs	**2016 Health Education Standards**
To increase understanding and strengthen instructions, the content of the standards has been simplified from five layers to three. Professional development, technical assistance, peer mentoring, college preparation, and OSPI website resources will provide more information and specific examples.	
K–12 EALR Statement K–12 Component Grade Level Expectation (GLE) Evidence of Learning (EOL) Example	Standard Topic Outcome (Organized by Core Idea)

Example of a grade 5 EALR (Sexual Health)
• EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life.
  • Component 2.2: Understands stages of growth and development.
  • GLE 2.2.2: Understands how to maintain sexual health throughout life.
  • EOL: The Healthy Youth Act (RCW 28A.300.475) provides a
	Example of a grade 5 standard (Sexual Health)
	• Core Idea: Sexual Health
	  • Topic: Anatomy and Physiology
	  • Outcome: Understand functions of reproductive systems. H1.Se1.5 (standard 1)

framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the 2005 Guidelines for Sexual Health and Disease Prevention.	
Washington state's 2016 Health Education K–12 Learning Standards reflect the National Health Education Standards that were adopted by the American Cancer Society in 2007. These eight National Standards replace the four Washington state EALRs that were adopted in 2008, and are grouped by core idea, topic, and outcome. Standards are embedded within the outcomes.	
2008 Health and Fitness EALRs	**2016 Health Education Standards**
EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition. **EALR 2**: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely. **EALR 3**: The student analyzes and evaluates the impact of real-life influences on health. **EALR 4**: The student effectively analyzes personal information to develop individualized health and fitness plans.	**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health. **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Structure of the Standards and Outcomes

The following grid demonstrates the structure of the 2016 Health Education K–12 Learning Standards. This new structure strengthens the development of scope and sequencing between grade levels and supports teachers in developing age-appropriate lesson plans. By implementing grade-level outcomes, educators will help students meet the learning standards. All districts, schools, and educators in Washington state are expected to implement the state learning standards and outcomes for all students. However, educators should use their own understanding of their students to make adjustments to teaching activities as needed.

Anatomy: Health Education Core Idea: Wellness (W) — Core Idea

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Dimensions of Health	Recognize meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5

Topic — Code — Outcome

The standards and outcomes are organized by grade. Many topics are consistent across grade levels, whereas other topics change between elementary, middle, and high school as more complex skills and abilities replace more basic skills and concepts. In most cases, the topics represent one or more grade-level outcomes for each standard. The topics for each standard are listed below, by grade level.

Core Idea	Elementary School (Grades K–5) Topics	Middle School (Grades 6–12) Topics
Wellness (W)	1. Dimensions of Health 2. Hygiene 3. Disease Prevention 4. Analyzing Influences 5. Access Valid Information 6. Communication 7. Decision-Making 8. Goal-Setting	1. Dimensions of Health 2. Disease Prevention 3. Analyzing Influences 4. Access Valid Information 5. Communication 6. Decision-Making 7. Goal-Setting
Safety (Sa)	1. Injury Prevention 2. First Aid 3. Violence Prevention	1. Injury Prevention 2. First Aid 3. Violence Prevention
Nutrition (N)	1. Food Groups and Nutrients 2. Beverages 3. Label Literacy 4. Caloric Intake and Expenditure 5. Disease Prevention 6. Nutritional Planning	1. Food Groups and Nutrients 2. Beverages 3. Label Literacy 4. Caloric Intake and Expenditure 5. Disease Prevention 6. Nutritional Planning

Sexual Health (Se)	1. Anatomy and Physiology 2. Growth and Development 3. Reproduction 4. HIV Prevention 5. Self-Identity 6. Healthy Relationships	1. Anatomy, Reproduction, and Pregnancy 2. Puberty and Development 3. Self-Identity 4. Prevention 5. Healthy Relationships 6. Washington State Laws
Social Emotional Health (So)	1. Self-Esteem 2. Body Image 3. Stress Management 4. Expressing Emotions 5. Harassment, Intimidation, and Bullying	1. Self-Esteem 2. Body Image and Eating Disorders 3. Stress Management 4. Expressing Emotions 5. Harassment, Intimidation, and Bullying 6. Emotional and Mental/Behavioral Health
Substance Use and Abuse (Su)	1. Use and Abuse 2. Effects 3. Prevention	1. Use and Abuse 2. Effects 3. Prevention 4. Treatment 5. Legal Consequences

The purpose of health education is to develop health-literate students—students who acquire the knowledge and possess the skills needed to engage in meaningful and health-enhancing lifetime behaviors. The 2016 Health Education K–12 Learning Standards provide schools with a foundation for implementing standards-based, age-appropriate instruction for each student.

Health Education

Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.

Washington State Health Education K-12 Core Ideas:

Wellness (W)

Safety (Sa)

Nutrition (N)

Sexual Health (Se)

Social Emotional Health (So)

Substance Use and Abuse (Su)

Washington State Health Education K-12 Learning Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Dimensions of Health	Recognize meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5
2. Hygiene	Recognize basic hygiene practices. H1.W2.Ka	Describe basic hygiene practices. H1.W2.1 Understand which elements of hygiene are essential to good health. H1.W2.Kb	Describe benefits of hygiene practices. H1.W2.2	Demonstrate effective hygiene practices. H7.W2.3	Describe personal hygiene needs associated with the onset of puberty. H1.W2.4	Explain how family, peers, media, and culture influence decision-making related to hygiene practices. H1.W2.5
3. Disease Prevention	Understand germs can cause diseases. H1.W3.Ka Identify ways germs are transmitted. H1.W3.Kb Describe symptoms that occur when a person is sick. H1.W3.Kc	Describe ways to prevent the spread of germs. H1.W3.1a Understand differences between communicable and noncommunicable diseases. H1.W3.1b	Understand bacteria and viruses are types of germs. H1.W3.2a Describe differences between communicable and noncommunicable diseases. H1.W3.2b	Identify ways pathogens enter the body. H1.W3.3a Identify common chronic diseases and allergies. H1.W3.3b Explain how common childhood illnesses are treated. H1.W3.3c	List ways to prevent debilitating or life-threatening diseases. H1.W3.4a Identify ways to keep the immune system strong. H1.W3.4b	Understand relationship between disease prevention and quality of life. H1.W3.5a Describe how heredity can affect personal health. H1.W3.5b
4. Analyzing Influences	Identify how family influences health practices and	Describe how family and friends influence health practices and	Understand how media influences health decisions and	Describe how media and technology influence health	Identify how culture influences health decisions and	Analyze how family, peers, media, culture, and technology

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	behaviors. H2.W4.K	behaviors. H2.W4.1	behaviors. H2.W4.2	decisions and behaviors. H2.W4.3	behaviors. H2.W4.4	influence health decisions and behaviors. H2.W4.5
5. Access Valid Information	Identify trusted adults and professionals who can help promote health. H3.W5.K	Identify where to locate trusted adults who can help promote health. H3.W5.1	Identify characteristics of valid health information and services. H3.W5.2	Investigate resources from home, school, and community that provide valid health information. H3.W5.3	Investigate validity of health and wellness information, products, and services. H3.W5.4	Demonstrate how to access valid information, products, and services. H3.W5.5
6. Communication	Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K	Identify verbal and nonverbal communication. H1.W6.1 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. H4.W6.1	Demonstrate active listening skills to enhance communication. H4.W6.2a Identify skills for assertive communication. H4.W6.2b	Demonstrate effective refusal skills. H4.W6.3a Recognize how to ask for needs. H4.W6.3b	Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4 Recognize steps to a decision-making model. H5.W6.4	Demonstrate appropriate interpersonal communication skills. H4.W6.5
7. Decision-Making	Identify situations when a health-related decision is needed. H5.W7.K	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. H5.W7.1	Identify healthy options for making a health-related decision. H5.W7.2	Predict potential short-term outcomes of a health-related decision. H5.W7.3	Predict potential long-term outcomes of a health-related decision. H5.W7.4	Apply decision-making skills to make a health-enhancing choice. H5.W7.5

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8. Goal-Setting	Identify a personal health goal. H6.W8.K	Identify people who can support achievement of a personal health goal. H6.W8.1	Describe steps to achieve a personal health goal. H6.W8.2	Identify resources to support achievement of a personal health goal. H6.W8.3	Create a personal health goal and track progress toward achieving it. H6.W8.4	Analyze progress toward achieving a personal health goal. H6.W8.5

Health education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. Health education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Health Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Dimensions of Health	Describe interrelationships of dimensions of health. H1.W1.6	Assess personal health behaviors in relation to dimensions of health. H1.W1.7	Analyze interrelationships of personal dimensions of health. H1.W1.8	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
2. Disease Prevention	Differentiate between communicable and noncommunicable diseases. H1.W2.6 Determine how hereditary factors and health behaviors impact health. H2.W2.6	Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a Explain benefits and consequences of various health behaviors. H7.W2.7b	Analyze how personal choices contribute to communicable and noncommunicable diseases. H7.W2.8a Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b	Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb
3. Analyzing Influences	Explain factors that influence health decisions and behaviors. H2.W3.6	Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8	Analyze how a variety of factors impact personal and community health. H2.W3.HS
4. Access Valid Information	Describe situations that call for expert health resources and services. H3.W4.6	Analyze validity and reliability of health and wellness information and products. H3.W4.7	Investigate local valid and reliable health and wellness information. H3.W4.8	Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS
5. Communication	Explain effective communication skills. H4.W5.6	Use communication skills effectively with family, peers, and others. H4.W5.7	Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
				H4.W5.HS
6. Decision-Making	Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6	Determine healthy alternatives for making a personal health decision. H5.W6.7	Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS
7. Goal-Setting	Describe how goals can enhance health. H6.W7.6	Describe components of goal-setting to enhance health. H6.W7.7	Describe various short- and long-term goals that can be used to enhance health. H6.W7.8	Implement strategies to achieve a personal health goal. H6.W7.HS

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Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Injury Prevention	Identify safety hazards in the home. H1.Sa1.Ka Recognize bicycle, pedestrian, and transportation safety rules. H1.Sa1.Kb Identify fire, water, and sun safety rules. H1.Sa1.Kc Explain potential dangers of weapons. H1.Sa1.Kd	Identify safety hazards in the school. H1.Sa1.1a Understand bicycle, pedestrian, and transportation safety rules. H1.Sa1.1b Understand fire, water, and sun safety rules. H1.Sa1.1c Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d	Identify safety hazards in the community. H1.Sa1.2a Describe bicycle, pedestrian, and transportation safety rules. H1.Sa1.2b Describe emergency, fire, and safety plans at home and at school. H1.Sa1.2c Understand importance of avoiding weapons when unsupervised. H1.Sa1.2d	Identify ways to prevent injuries at home, at school, and in the community. H1.Sa1.3a Create emergency, fire, and safety plans for home. H1.Sa1.3b	Identify ways to prevent injuries in recreational activities. H1.Sa1.4 Describe practices and behaviors that promote safety and reduce or prevent injuries. H7.Sa1.4	Identify dangerous or risky behaviors that might lead to injuries. H1.Sa1.5a Identify safety precautions for playing and working outdoors. H1.Sa1.5b Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c
2. First Aid	Understand differences between emergency and nonemergency situations. H1.Sa2.Ka Identify people to ask for help in an	Identify people to ask for help in emergency situations. H1.Sa2.1a Explain and demonstrate how to call 911. H1.Sa2.1b	Recognize local emergency alert system. H1.Sa2.2a Identify people who can help when someone is injured or suddenly ill.	Describe safety rules to follow in a disaster. H1.Sa2.3a Identify basic first aid steps. H1.Sa2.3b	Describe how to prepare for an emergency. H1.Sa2.4a Understand basic first aid for minor injuries. H1.Sa2.4b	Explain how to respond to emergency situations. H1.Sa2.5

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Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	emergency situation at school. H1.Sa2.Kb Identify how to call 911 in emergency situations. H1.Sa2.Kc		H1.Sa2.2b			
3. Violence Prevention	Understand definition of violence and abuse. H1.Sa3.K	Recognize different types of violence and abuse. H1.Sa3.1	Describe different types of violence and abuse. H1.Sa3.2a Identify healthy and unhealthy group characteristics. H1.Sa3.2b	Identify potentially violent situations. H1.Sa3.3a Differentiate between gang, clique, and club. H1.Sa3.3b Understand impact of violent behavior on others. H1.Sa3.3c	Explain how potentially violent situations can be avoided. H1.Sa3.4a Explain importance of communicating and interacting safely when using electronic media. H1.Sa3.4b Identify influences on violence and violence prevention. H2.Sa3.4	Describe ways to prevent, reduce, and avoid violent situations. H1.Sa3.5a Analyze how violent behavior impacts self and others. H1.Sa3.5b Describe effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media. H4.Sa3.5

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Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Injury Prevention	Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. H1.Sa1.6	Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7	Advocate for safety and injury prevention. H8.Sa1.8 Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS Describe how to prevent occupational injuries. H1.Sa1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
2. First Aid	Understand basic first aid skills. H1.Sa2.6a Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. H1.Sa2.6b	Explain basic first aid skills. H1.Sa2.7 Demonstrate CPR and AED procedures. H7.Sa2.7	Practice basic first aid skills. H7.Sa2.8a Demonstrate CPR and AED procedures. H7.Sa2.8b	Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb
3. Violence Prevention	Describe situations that could lead to violence. H1.Sa3.6a Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6	Describe how risk of violence increases with presence of weapons. H1.Sa3.7a Demonstrate communication skills to prevent, reduce, and	Analyze causes and effects of violence on individuals, families, and communities. H1.Sa3.8a Differentiate between passive, aggressive, and assertive	Evaluate societal influences on violence. H2.Sa3.HS Demonstrate effective peer resistance, negotiation, and

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Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
	Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b	avoid violent situations. H4.Sa3.7 Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b	communication. H4.Sa3.8 Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c	collaboration skills to avoid potentially violent situations. H7.Sa3.HS Advocate for violence prevention. H8.Sa3.HS Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS

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Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Food Groups and Nutrients	Recognize food groups. H1.N1.Ka Identify healthy and unhealthy foods. H1.N1.Kb Recognize importance of eating breakfast. H1.N1.Kc	Match foods to food groups. H1.N1.1a Distinguish between healthy and unhealthy foods. H1.N1.1b Understand importance of eating breakfast and lunch. H1.N1.1c	Understand how to create a balanced meal. H1.N1.2a Describe how each food group contributes to a healthy body. H1.N1.2b Understand importance of eating meals throughout the day. H1.N1.2c	Create a balanced meal. H1.N1.3a Define nutrient. H1.N1.3b List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.3c	Create a balanced daily food plan. H1.N1.4a Classify nutrients found in foods. H1.N1.4b Describe how each nutrient contributes to a healthy body. H1.N1.4c	Analyze a food journal to create a more balanced food plan. H5.N1.5
2. Beverages	Identify daily recommended water intake. H1.N2.Ka Identify healthy and unhealthy beverages. H1.N2.Kb	Recognize importance of drinking water. H1.N2.1	Identify benefits of drinking recommended intake of water. H1.N2.2	Explain importance of choosing healthy beverages. H1.N2.3	Identify impact of high-sugar and high-caffeine drinks. H1.N2.4	Compare beverages to make a healthy choice. H5.N2.5
3. Label Literacy	*Developmentally appropriate outcomes first appear in grade 1.*	Identify location of a Nutrition Facts label. H1.N3.1	Identify purpose of a Nutrition Facts label. H3.N3.2	Identify types of information on a Nutrition Facts label. H1.N3.3a	Explain how to use information found on a Nutrition Facts label. H1.N3.4	Differentiate between healthy and unhealthy foods according to Nutrition Facts

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Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				Understand importance of reading a Nutrition Facts label. H1.N3.3b	Compare and contrast Nutrition Facts labels for nutrition information. H3.N3.4	labels. H3.N3.5
4. Caloric Intake and Expenditure	Describe body signals that tell a person when they are hungry and when they are full. H1.N4.K	Understand food provides energy for the body. H1.N4.1	Identify healthy eating patterns that provide energy and help the body grow and develop. H1.N4.2	Distinguish between different energy sources: proteins, fats, carbohydrates. H1.N4.3a Understand the relationship between caloric intake and expenditure. H1.N4.3b	Describe why individuals have different caloric needs. H1.N4.4a Identify ways to balance caloric intake and expenditure. H1.N4.4b	Describe how the body's function and composition are affected by food consumption. H1.N4.5
5. Disease Prevention	Understand that food choices affect health. H1.N5.K	Understand that food choices can contribute to a healthy body. H1.N5.1	Understand that food choices can put individuals at risk for some health problems. H1.N5.2	Identify foods that are high in sodium and added sugars. H1.N5.3a Describe benefits of limiting consumption of sodium and added sugars. H1.N5.3b Describe benefits of	Identify foods that are high in fat and low in fat. H1.N5.4a Describe benefits and consequences of consuming fats. H1.N5.4b Describe how vitamins and	Analyze how healthy eating reduces health risks and promotes growth. H1.N5.5a Explain importance of eating in moderation to promote health. H1.N5.5b

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Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				consuming fruits, vegetables, and whole grains. H1.N5.3c	minerals contribute to disease prevention. H1.N5.4c	Describe how fiber contributes to disease prevention. H1.N5.5c
6. Nutritional Planning	Identify influences on food and beverage choices and eating behaviors. H2.N6.K	Identify how family influences food and beverage choices and eating behaviors. H2.N6.1	Identify how family, school, and community influence food and beverage choices and eating behaviors. H2.N6.2 Recognize decision-making or refusal skills that could help when making food choices. H5.N6.2	Identify how peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.3 Identify reliable resources that promote healthy eating. H3.N6.3 Develop a healthy eating goal. H6.N6.3 Demonstrate effective refusal skills to limit unhealthy food choices and promote healthy eating. H4.N6.3	Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.4 Identify resources that can help achieve a healthy eating goal. H3.N6.4 Develop a plan to achieve a healthy eating goal. H6.N6.4	Analyze how community, peers, media, technology, and culture influence decision-making related to food and beverage choices and eating behaviors. H2.N6.5 Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. H4.N6.5 Assess progress toward achieving a healthy eating goal. H7.N6.5

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Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Food Groups and Nutrients	Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6 Describe consequences of skipping meals. H1.N1.6b	Classify foods by food groups and nutrients. H1.N1.7a Summarize benefits of eating a variety of food from all food groups. H1.N1.7b Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7	Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b Investigate valid and reliable nutrition information, products, and services. H3.N1.8	Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS
2. Beverages	Summarize importance of staying hydrated. H1.N2.6 Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6	Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7	Develop a message to persuade someone to make healthy beverage choices. H8.N2.8	Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS

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Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
3. Label Literacy	Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a Distinguish between serving size and portion size. H3.N3.6b	Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7 Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7	Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8	Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS
4. Caloric Intake and Expenditure	Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. H1.N4.6a Compare and contrast caloric expenditure for a variety of physical activities. H1.N4.6b	Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a Investigate strategies for healthy weight management. H1.N4.7b	Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS
5. Disease Prevention	Identify diseases often caused by nutritional choices. H1.N5.6	Describe impact of nutritional choices in relation to disease prevention. H1.N5.7	Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. H1.N5.8	Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS

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Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
6. Nutritional Planning	Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6 Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. H2.N6.6	Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a Assess barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.7b Describe how peers, culture, and family influence nutritional choices. H2.N6.7	Assess personal food and beverage intake based on recommended individual needs. H7.N6.8 Create short- and long-term goals to establish healthy eating patterns. H6.N6.8 Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H3.N6.8 Draw conclusions regarding how society, culture, and economics influence nutrition choices. H2.N6.8	Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS

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Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Anatomy and Physiology	Understand boys and girls have some body parts that are the same and some that are different. H1.Se1.K	Identify medically accurate names for body parts, including external reproductive anatomy. H1.Se1.1	Use medically accurate names for body parts, including external reproductive anatomy. H1.Se1.2	Recognize medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.3	Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4	Understand functions of reproductive systems. H1.Se1.5
2. Growth and Development	Understand living things grow and mature. H1.Se2.K	Describe how living things grow and mature. H1.Se2.1	Understand physical changes are part of growth and development. H1.Se2.2	Understand puberty is part of the process of growth and development. H1.Se2.3	Understand physical, social, and emotional changes occur during puberty. H1.Se2.4a Recognize puberty and physical development can vary considerably. H1.Se2.4b	Identify ways to manage physical, social, and emotional changes that occur during puberty. H7.Se.2.5 Describe how puberty and physical development can vary considerably. H1.Se2.5
3. Reproduction	*Developmentally appropriate outcomes first appear in grade 2.*	*Developmentally appropriate outcomes first appear in grade 2.*	Understand living things can reproduce. H1.Se3.2	Understand humans can reproduce. H1.Se3.3	Understand reproductive organs allow living things to reproduce. H1.Se3.4	Recognize puberty prepares the body for reproduction. H1.Se3.5
4. HIV Prevention	*Developmentally appropriate outcomes first appear in grade 4.*	*Developmentally appropriate outcomes first appear in grade 4.*	*Developmentally appropriate outcomes first appear in grade 4.*	*Developmentally appropriate outcomes first appear in grade 4.*	Understand how communicable diseases are transmitted. H1.Se4.4	Define human immunodeficiency virus (HIV). H1.Se4.5a

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Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						Identify methods of transmission and prevention of HIV. H1.Se4.5b
5. Self-Identity	Understand there are many ways to express gender. H1.Se5.K	Explain that there are many ways to express gender. H1.Se5.1	Understand there is a range of gender roles and expression. H1.Se5.2a Understand importance of treating others with respect regarding gender expression. H1.Se5.2b	Explain that gender roles can vary considerably. H1.Se5.3a Understand importance of treating others with respect regarding gender identity. H1.Se5.3b	Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4 Demonstrate ways to show respect for all people. H4.Se5.4 Define sexual orientation. H1.Se5.4	Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a Promote ways to show respect for all people. H8.Se5.5 Identify trusted adults to ask questions about gender identity and sexual orientation. H2.Se5.5b
6. Healthy Relationships	Recognize characteristics of a friend. H1.Se6.Ka	Describe characteristics of a friend. H1.Se6.1a	Identify characteristics and benefits of healthy friendships.	List characteristics of healthy and unhealthy friendships. H1.Se6.3a	Describe characteristics of healthy friendships and other	Differentiate between healthy and unhealthy relationships.

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Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Recognize ways to express feelings. H1.Se6.Kb Identify safe and unwanted touch. H1.Se6.Kc Recognize people have the right to refuse giving or receiving unwanted touch. H1.Se6.Kd	Identify healthy ways to express feelings. H1.Se6.1b Explain safe and unwanted touch. H1.Se6.1c Describe how to tell a trusted adult about unwanted touch. H4.Se6.1	H1.Se6.2a Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a Explain why unwanted touches should be reported to a trusted adult. H1.Se6.2b Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b	Identify trusted adults to communicate with about relationships. H4.Se6.3a Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b Understand that a child is not at fault if an unwanted touch occurs. H1.Se6.3b	relationships. H1.Se6.4 Explain importance of communicating with trusted adults about relationships. H2.Se6.4a Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4 Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b	H1.Se6.5a Explain importance of using social media safely, legally, and respectfully. H1.Se6.5b Understand how to support a peer to recognize healthy and unhealthy relationships. H8.Se6.5 Define sexual abuse. H1.Se6.5c

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Anatomy, Reproduction, and Pregnancy	Identify parts of the reproductive systems. H1.Se1.6	Describe reproductive systems including body parts and functions. H1.Se1.7a Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b	Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb Describe behaviors that impact reproductive health. H1.Se1.HSc Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS
2. Puberty and Development	Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6	Recognize that there are individual differences in growth and development. H1.Se2.7	Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8	Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.HSa Describe how sexuality and

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
				sexual expression change throughout the life span. H1.Se2.HSb
3. Self-Identity	Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6	Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
4. Prevention	Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a Explain how STDs are transmitted. H1.Se4.6b Identify examples of protective factors and risk behaviors. H1.Se4.6c	List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b Understand that all STDs are treatable and many are curable. H1.Se4.7c Identify medically accurate information about STDs. H3.Se4.7 Identify a decision-making model that can be used to make	Summarize ways to prevent pregnancy and STDs. H1.Se4.8a List steps to using a condom correctly. H7.Se4.8 Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8 Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b Use a decision-making model to make a health-related decision. H5.Se4.8	Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa Demonstrate steps to using a condom correctly. H7.Se4.HS Identify local youth-friendly sexual health services. H3.Se4.HS Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb Advocate for STD testing and

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
		a health-related decision. H5.Se4.7 Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d	Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c Describe personal role in protecting one's own sexual and reproductive health. H7.Se4.8	treatment for sexually active youth. H8.Se4.HS Use a decision-making model to make a sexual health-related decision. H5.Se4.HS
5. Healthy Relationships	Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6 Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b	Describe characteristics of healthy and unhealthy relationships. H1.Se5.7 Demonstrate communication skills that foster healthy relationships. H4.Se5.7a Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b	Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8. Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8	Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS Identify ways to access accurate

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
				information and resources for survivors of sexual offenses. H3.Se5.HS
6. Washington State Laws	Understand which sexual health care services are available to youth. H1.Se6.6a Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c	Identify laws related to accessing sexual health care services. H1.Se6.7a Define sexual offenses as they relate to state law. H1.Se6.7b Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c	Understand laws related to accessing sexual health care services. H1.Se6.8a Understand importance of personal responsibility for sexual decisions. H7.Se6.HS Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c	Describe laws related to accessing sexual health care services. H3.Se6.HS Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb

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Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Self-Esteem	Understand positive self-talk. H1.So1.K	Compare and contrast positive and negative self-talk. H1.So1.1	Identify personal strengths and challenges. H1.So1.2a Recognize that practice develops confidence. H1.So1.2b	Define self-esteem. H1.So1.3a Identify characteristics of healthy self-esteem. H1.So1.3b Understand self-esteem can be enhanced by working through challenges. H1.So1.3c	Compare and contrast high and low self-esteem. H1.So1.4a Understand the connection between self-esteem and healthy decision-making. H1.So1.4b	Explain how high self-esteem is a sign of emotional well-being. H1.So1.5a Recognize how self-esteem is impacted by family and peers. H1.So1.5b
2. Body Image	*Developmentally appropriate outcomes first appear in grade 2.*	*Developmentally appropriate outcomes first appear in grade 2.*	Understand body size, shape, and appearance are partially determined by genetics. H1.So2.2	Identify positive and negative influences on body image. H2.So2.3	Understand influences of family, culture, and media on body image. H2.So2.4	Describe influence of peers and social media on body image. H2.So2.5
3. Stress Management	Identify characteristics of stress. H1.So3.K	Recognize positive and negative effects of stress. H1.So3.1 Identify basic stress management techniques. H7.So3.1	Identify causes of stress. H1.So3.2a Describe stress management techniques. H1.So3.2b	Explain how the body reacts to stress. H1.So3.3a Identify personal stressors. H1.So3.3b Identify strategies to manage personal	Explain emotional reactions to stress. H1.So3.4a Describe relationship between attitude and stress. H1.So3.4b Explain how stress	List ways to support others in stressful situations. H8.So3.5 Compare healthy and unhealthy ways to manage stress. H7.So3.5

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Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				stress. H7.So3.3	management techniques positively impact health. H1.So3.4c	
4. Expressing Emotions	Identify different kinds of emotions. H1.So4.Ka Identify appropriate ways to express and manage emotions. H1.So4.Kb	Describe appropriate ways to express emotions. H1.So4.1a Recognize importance of being sensitive to others' feelings. H1.So4.1b	Demonstrate appropriate ways to express emotions. H4.So4.2 Understand relationship between emotions and behaviors. H1.So4.2	Describe importance of being aware of one's own feelings. H1.So4.3a Identify characteristics of self-control. H1.So4.3b	Explain how expression of emotions may impact others. H4.So4.4a Understand how to express empathy. H4.So4.4b	Understand ways to manage difficult emotions. H1.So4.5a Identify resources for managing emotions. H1.So4.5b
5. Harassment, Intimidation, and Bullying	Recognize bullying and teasing. H1.So5.K Recognize ways to respond appropriately to bullying and teasing. H4.So5.K	Distinguish between bullying and teasing. H1.So5.1a Discuss harmful effects of bullying and teasing. H1.So5.1b List ways to respond appropriately to bullying and teasing. H4.So5.1	Define bystanders and interveners related to bullying. H1.So5.2 Identify strategies to intervene safely when someone is being bullied or teased. H8.So5.2	Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3 Identify benefits of intervening and disadvantages of being a bystander. H8.So5.3 Recognize harassment and intimidation. H1.So5.3	Compare and contrast bullying, teasing, harassment, and intimidation. H1.So5.4 Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.4	Explain how bullying, intimidation, and harassment affect individuals. H1.So5.5a Advocate for self and others to prevent bullying, harassment, and intimidation. H8.So5.5 Define sexual harassment.

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Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						H1.So5.5b Understand cyber-bullying. H1.So5.5c

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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Self-Esteem	Describe factors that can influence self-esteem. H1.So1.6a Understand how to improve one's self-esteem. H1.So1.6b	Explain how self-esteem influences personal health choices. H1.So1.7 Describe personal choices that can positively impact self-esteem. H7.So1.7	Compare characteristics of high and low self-esteem and impacts on health. H1.So1.8 Demonstrate ability to make choices that positively impact self-esteem. H7.So1.8	Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa Understand changes in self-esteem can occur as people mature. H1.So1.HSb
2. Body Image and Eating Disorders	Describe how self-esteem and body image are related. H1.So2.6a Explain importance of a positive body image. H1.So2.6b	Explain how peers and media influence body image. H2.So2.7	Explain how body image influences eating disorders. H2.So2.8 Identify signs, symptoms, and consequences of eating disorders. H1.So2.8	Explain why people with eating disorders need support services. H3.So2.HS Identify supportive services for people with eating disorders. H1.So2.HS Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS
3. Stress Management	Define stressor, eustress, and distress. H1.So3.6a Explain causes and effects of stress. H1.So3.6b Understand stress management	Differentiate between eustress and distress. H1.So3.7 Compare healthy and unhealthy ways of dealing with stress. H7.So3.7	Analyze effects of eustress and distress. H1.So3.8 Evaluate personal stress management techniques. H7.So3.8	Identify physical and psychological responses to stressors. H1.So3.HS Develop a personal stress management plan. H7.So3.HS

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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
	techniques. H7.So3.6			
4. Expressing Emotions	Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.So4.6a Summarize characteristics of empathy and compassion. H1.So4.6b Investigate resources for support when dealing with difficult emotions. H3.So4.6	Describe ways to manage interpersonal conflict. H1.So4.7a Explain how expressing emotions or feelings can influence others. H1.So4.7b	Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8 Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8	Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS Demonstrate effective communication skills to express emotions. H4.So4.HS
5. Harassment, Intimidation, and Bullying	Describe different types of harassment, intimidation, and bullying. H1.So5.6a Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b	Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7 Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7	Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a Advocate for a bully-free school and community environment. H8.So5.8 Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c	Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS

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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
6. Emotional, Mental, and Behavioral Health	Identify signs and symptoms of depression and anxiety. H1.So6.6a Describe situations that call for professional emotional and mental and behavioral health services. H3.So6.6 Identify reasons individuals may want to harm themselves. H1.So6.6b Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. H1.So6.6c Define stigma related to mental and behavioral health. H1.So6.6d	Identify different emotional and mental and behavioral health disorders. H1.So6.7a Identify valid and reliable emotional and mental and behavioral health services. H3.So6.7 Identify risk factors associated with self-harm and/or suicide. H1.So6.7b Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7 Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. H4.So6.7 Identify how individuals experience stigma related to mental and behavioral health. H1.So6.7c	Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. H1.So6.8a Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8 Recognize signs that someone may be at risk of committing suicide. H1.So6.8b Recognize stigma as it relates to emotional and mental and behavioral health. H1.So6.8d	Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa Describe how self-harm or suicide impacts other people. H1.So6.HSb Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa Describe laws related to minors accessing mental health care. H3.So6.HSb Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Use and Abuse	Understand how medicines are used correctly. H1.Su1.Ka Recognize differences between medicines and harmful drugs. H1.Su1.Kb Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines. H3.Su1.Kc	Understand differences between safe and unwanted medicine use. H1.Su1.1a Identify different medicines and harmful drugs. H1.Su1.1b Understand tobacco and alcohol are harmful drugs. H1.Su1.1c	Understand differences between prescription medicines, over-the-counter medicines, and harmful drugs. H1.Su1.2a Understand commonly used terms for tobacco and alcohol. H1.Su1.2b	Compare and contrast prescription and over-the-counter medicines with harmful drugs. H1.Su1.3a Understand commonly used terms for marijuana. H1.Su1.3b Identify how family, school, and community influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.3	Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. H1.Su1.4a Understand tobacco, alcohol, and marijuana are illegal for minors. H1.Su1.4b Describe reasons people use tobacco, alcohol, and other drugs. H1.Su1.4c Identify how peers, media, and technology influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.4	Identify reliable sources of information about tobacco, alcohol, and other drugs. H3.Su1.5 Identify a variety of tobacco, alcohol, and marijuana products. H1.Su1.5a Recognize that tobacco, alcohol, and other drugs can be addictive. H1.Su1.5b Describe how family, school, community, peers, media, and technology influence decisions related to use of tobacco, alcohol, marijuana, and other drugs. H2.Su1.5
2. Effects	*Developmentally appropriate outcomes*	Recognize effects of medicines used	Understand effects of tobacco and alcohol.	Describe effects of tobacco, secondhand	Describe harmful effects of medicines,	Recognize substances are more addictive and

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	first appear in grade 1.	incorrectly. H1.Su2.1	H1.Su2.2	smoke, alcohol, and marijuana. H1.Su2.3	tobacco, alcohol, and marijuana. H1.Su2.4	harmful during growth and development. H1.Su2.5a Explain how substance abuse can affect family and friends. H1.Su2.5b
3. Prevention	Understand importance of using medicines only with supervision of a trusted adult. H1.Su3.K	Recognize how to tell a trusted adult when offered nonprescribed medicine or harmful drugs. H4.Su3.1 Recognize importance of avoiding tobacco, secondhand smoke, and alcohol. H1.Su3.1	Describe how to use refusal skills when offered nonprescribed medicine or harmful drugs. H4.Su3.2 Identify benefits of being tobacco- and alcohol-free. H1.Su3.2 Demonstrate refusal skills in different situations. H1.Su3.2	Describe verbal and nonverbal communication skills to avoid tobacco, alcohol, and marijuana. H4.Su3.3 Identify situations and potential outcomes of decisions related to tobacco, alcohol, and marijuana. H5.Su3.3	Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4 Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. H1.Su3.4	Demonstrate ways to resist peer pressure to use substances. H4.Su3.5 Identify healthy alternatives for decisions related to substance use. H5.Su3.5

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
1. Use and Abuse	Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a Understand stages of addiction. H1.Su1.6b Describe how peers and family influence substance use and abuse. H2.Su1.6	Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7 Describe how peers and media influence substance use and abuse. H2.Su1.7	Analyze factors that influence substance use and abuse. H2.Su1.8 Compare and contrast sources of information on substance use. H3.Su1.8 Explain classifications of substances. H1.Su1.8	Analyze why individuals choose to use or not use substances. H1.Su1.HSa Differentiate classifications of substances. H1.Su1.HSb Analyze validity of information on substance use. H3.Su1.HSa Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b
2. Effects	Understand short- and long-term effects of substance abuse on physical and mental health. H1.Su2.6	Explain short- and long-term effects of substance abuse on dimensions of health. H1.Su2.7	Describe how substance abuse affects dimensions of health. H1.Su2.8	Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb
3. Prevention	Identify how to use refusal skills to avoid substance use. H1.Su3.6 Identify scenarios in which	Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a	Apply refusal skills to avoid substance use. H7.Su3.8a Demonstrate behaviors and	Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
	substances may be present and determine strategies to avoid exposure and use. H7.Su3.6 Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6	Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b Construct a message describing benefits of being drug-free. H8.Su3.7	practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b Create a drug-free message for school. H8.Su3.8	Design a drug-free message for a community beyond school. H8.Su3.HS
4. Treatment	Identify valid and reliable substance abuse services. H3.Su4.6	Describe situations that call for professional treatment for substance abuse. H3.Su4.7	Investigate local services for those affected by substance abuse. H3.Su4.8	Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.HS Understand how codependency relates to substance use and abuse. H1.Su4.HS
5. Legal Consequences	Identify legal and illegal substances. H1.Su5.6	Understand school policies related to substance possession and use. H1.Su5.7	Describe short- and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8	Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS

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Health Education Glossary

Note: This glossary provides definitions for some of the terms used in the grade-level health and physical education standards and outcomes. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in health education. Additional information may be found in a variety of places, including the online sources listed at the end of this glossary.

Abuse: Physical, mental, emotional, or sexual mistreatment of one person by another.

Abstinence: The practice of refraining from doing some action or using some thing. For example, choosing to refrain from sexual behaviors for a period of time.

Addiction: A physiological or psychological need for a drug.

- *Physiological addiction.* A state in which the body chemically needs a drug in order to function normally.
- *Psychological addiction.* A state of emotionally or mentally needing a drug in order to function.

Advocate: Taking action to influence others to address a health-related concern or to support a health-related belief.

Aggression: Hostile or violent behavior or attitudes toward another.

Anxiety: Mental state characterized by extreme or unrealistic worries or apprehension about daily events, experiences, or objects.

Assertive communication: A way of clearly stating one's feelings and opinions and firmly advocating for one's rights and needs without violating the rights of others.

Attitude: Positive or negative evaluations toward other people, objects, concepts, activities, behaviors, events, trends, or other observations and occurrences.

Automated external defibrillator (AED): Portable electronic device that automatically diagnoses cardiac arrhythmias and can apply electrical therapy to allow the heart to reestablish an effective rhythm.

Bacteria: Simple single-cell organisms commonly found in air, soil, and food and on the bodies of plants and animals. Bacteria can produce toxins and cause illness.

Balanced meal: Meal that includes one food from each food group.

Behavior: Manner of acting or controlling oneself.

Behavioral health: Overall emotional and psychological condition including cognitive and emotional capabilities, ability to function in society, ability to self-regulate, and other skills needed to meet the ordinary demands of everyday life. Behavioral health includes both mental health promotion and substance use prevention.

Benefits: Advantages gained from something.

Biological sex: Based on chromosomes, hormones, and internal and external anatomy.

Birth control: See *Contraception.*

Body image: Thoughts and feelings about how one looks.

Body systems:

- *Cardiovascular.* The heart, blood vessels, and blood, which provide oxygen and nutrients to the body.
- *Digestive.* The organs and glands that are responsible for ingestion, digestion, and absorption of food.
- *Endocrine.* The glands that produce hormones that regulate various body systems, including but not limited to metabolism, growth and development, tissue function, reproduction, sleep, and mood.
- *Immune.* The system that protects against infections and other foreign substances, cells, and tissues.
- *Muscular.* The skeletal, smooth, and cardiac muscles that support movement and help maintain posture and circulate blood, among other functions.
- *Nervous.* A complex communication system that transmits nerve impulses between parts of the body.
- *Reproductive.* The organs and glands in the body that aid in procreation.
- *Respiratory.* The airways and passages that bring air, including oxygen, from outside the body into the lungs.
- *Skeletal.* The framework of the body, consisting of bones and connective tissues that protect and support the body tissues and internal organs.

Bullying: Negative actions that are intentional, repeated, negative, show a lack of empathy, and indicate a power imbalance.

Bystander: Someone who witnesses an act or event without participating.

Caloric expenditure: Calories burned through basic body processes and exercise.

Caloric intake: Calories consumed through food and drink.

Caloric needs assessment: A determination of caloric intake needs based on one's age, gender, activity level and need to lose, gain, or maintain weight.

Calorie: A measure of the energy that food supplies to the body.

Cardiopulmonary resuscitation (CPR): Lifesaving technique used when someone's breathing or heartbeat has stopped.

Chronic disease: A disease that persists over a long period. The symptoms of chronic disease are sometimes less severe than those of the acute phase of the same disease. Chronic disease may be progressive, result in complete or partial disability, or even lead to death. Examples of chronic disease include diabetes mellitus, emphysema, and arthritis.

Clique: A small circle of friends, usually with similar backgrounds or tastes, who exclude people viewed as outsiders.

Club: An association or organization dedicated to a particular interest or activity.

Codependency: Excessive emotional or psychological reliance on a partner.

Collaboration: Working with others to perform a task and achieve shared goals.

Collaboration skills: Behaviors that help two or more people work together and function well in the process.

Communicable disease: A disease that can spread from one living thing to another, such as the flu or HIV.

Communication skills: The ways in which one sends messages to and receives messages from others.

- *Conflict resolution skills.* Skills used in the process of talking over problems to reach a solution.
- *I-message skill.* A skill in which one describes how one feels by using the word "I."
- *Interpersonal skills.* Skills for interacting positively with others.
- *Negotiation skills.* Use of communication and often compromise to settle a disagreement.
- *Nonverbal skills.* Use of body language, tone, volume, and other methods to send messages.
- *Refusal skills.* Communication skills that can help one say no when urged to take part in behaviors that are unsafe, unhealthy, or against one's values.
- *Verbal skills.* Use of spoken and written words to send messages.

Communication styles:

- *Passive.* Not standing up for rights and needs, and instead giving up, giving in, or backing down.
- *Aggressive.* Being overly forceful, pushy, hostile, or otherwise violent.
- *Assertive.* Standing up for rights and needs in a positive way.
- *Manipulative.* Being indirect and dishonest in order to control or influence others.

Compassion: The human quality of understanding the suffering of others paired with the desire to help alleviate it. Compassion is marked by equal parts caring and discipline.

Conflict resolution: A process for two or more parties to find a peaceful solution to a disagreement among them.

Consent: An agreement made or permission given without coercion, such as without force, threats, manipulation, or intimidation.

Contraception: Any means to prevent pregnancy, including abstinence, barrier methods such as condoms, and hormonal methods such as the pill, patch, injection, and others.

Coping: Dealing successfully with difficult changes in one's life.

Culture: The collective values, beliefs, customs, and behaviors of a group. Culture means different things to different people, and everyone has a culture that is influenced by a wide variety of personal, societal, and historical factors.

Cyberbullying: Cruel or hurtful online contact. A form of bullying that takes place electronically.

Daily food plan: Food group targets for what and how much to eat within one's calorie allowance.

Decision-making: Steps used to evaluate choices and consequences before making a decision

Defense mechanism: A mental process that protects one from strong or stressful emotions and situations.

Dependence: A state in which someone functions normally only under the influence of a drug. When the drug is removed, the person experiences withdrawal.

Depression: An emotional state characterized by feelings of hopelessness, helplessness, irritability, and/or worthlessness and by a lack of interest in daily life.

Dimensions of health: The environmental, mental, intellectual, occupational, emotional, and spiritual dimensions of health that interact together to help determine one's overall state of wellness.

Disaster: A sudden event, such as an accident or a natural catastrophe, that causes great damage or loss of life.

Disease: A poor state of health and wellness.

Distress: Anxiety, sorrow, or pain.

Drug: Chemical substance that changes the structure or function of the body or mind

E-cigs or e-cigarettes: A device used to simulate the experience of smoking, using a cartridge with a heater to vaporize liquid nicotine instead of burning tobacco.

Eating disorder: A psychological illness characterized by a serious disturbance in eating behaviors.

Ejaculation: Release of sexual fluids from the body.

Emergency situation: A situation demanding immediate action.

Emotional health: A dimension of health that involves one's emotions, mood, outlook on life, and beliefs about oneself.

Emotions: Moods and feelings.

Empathy: The ability to imagine oneself in someone else's place, and to understand someone else's wants, needs, and point of view.

Empty calories: Solid fats and added sugars that add calories but few or no nutrients.

Eustress: A form of stress that has a positive, beneficial effect on health, motivation, performance, and emotional well-being.

Family: The person or people identified as one's caretakers and strongest connections. People come from a variety of different family environments, and one person's family may look very different from another's.

Fertilization: In human reproduction, the joining of sperm and an egg.

First aid: Immediate, temporary care given to an ill or injured person before and until professional care can be provided.

Food choice: Recognizing that some foods are more nutritious than others and that some individuals are unable to make choices based on limited supply or access to variety.

Food group: A collection of foods that share similar nutritional properties. Five primary food groups are dairy, fruits, grains, proteins, and vegetables.

Gang: A group of people who do things together. This word is used both for groups of people who do illegal things together and may fight against other gangs, as well as for groups of people who are friends and do things together based on shared interests.

Gender: A social construct based on emotional, behavioral, and cultural characteristics attached to a person's assigned biological sex. A person's social and/or legal status as male or female.

- *Gender expression.* The way someone outwardly expresses their gender, whether consciously or unconsciously.
- *Gender identity.* Someone's inner sense of their gender (see *Transgender*).
- *Gender roles.* Social expectations about how people should act, think, or feel based on their assigned biological sex.

Germ: A microorganism that causes disease.

Goal-setting: A process of defining goals and planning steps to achieve them. Approaches include setting long-term, short-term, and SMART (specific, measurable, attainable, realistic, and timely) goals.

Harassment: Any malicious act that causes harm to any person's physical or mental well-being.

Health: State of complete physical, emotional, mental, environmental, spiritual, and social well-being and not merely the absence of disease.

Health services: Medical care provided by public or private facilities.

Healthy relationship: A relationship characterized by mutual respect, consent, fairness, honesty, trust, and nonviolence.

HIV (human immunodeficiency virus): A virus that attacks and weakens the immune system and causes AIDS.

Home: The place where one lives, sleeps, or stays. There are a variety of different home environments, and one person's home may look very different from another's.

Hormone: Chemical substances produced in glands that help regulate many body functions.

Hydration: Consuming the fluids necessary for the body to function properly.

Hygiene: Regular practices for maintaining essential elements of health. Examples included brushing teeth, flossing, bathing, and washing hands. Cultural practices and social norms for hygiene can vary significantly between countries, regions, and communities.

Interpersonal conflict: Conflicts between people or groups of people

Intimidation: Intentional behavior, including implied or overt threats of physical violence or other harm that would cause fear of injury or harm.

Label literacy: The ability to identify and interpret the important information on food labels.

Lifestyle factors: Behaviors that impact health, such as exercise and diet.

Media: Various methods for communicating information.

Medicine: Drugs that are prescribed by a medical professional to treat or cure an illness or health-related issue.

Mental disorder: A medical condition characterized by mental or emotional problems severe or persistent enough to interfere with daily functioning.

Mental health: A state of well-being in which one realizes one's own abilities, can cope with the normal stresses of life and self-regulate during stressful times, can work productively and fruitfully, and is able to make a contribution to the community.

Metabolism: Chemical reactions in the body's cells that convert food into energy for the body to use.

Negotiation: Discussion aimed at reaching an agreement.

Noncommunicable disease: A disease that cannot be spread from one living thing, or from the environment, to another living thing. Heart disease is an example of a noncommunicable disease.

Nutrient-dense foods: Foods that are high in nutrients as compared to their calorie content.

Nutrients: Substances in food that the body needs to grow, to repair itself, and to supply energy. There are six essential nutrients:

- *Carbohydrates.* Starches and sugars present in foods.
- *Fats.* Energy source that increases the absorption of fat-soluble vitamins.
- *Proteins.* Nutrients that help build and maintain body cells and tissues.

- *Vitamins.* Compounds that help regulate many vital body processes, including digestion, absorption, and metabolism of other nutrients.
- *Minerals.* Substances that the body cannot manufacture, but are needed for forming healthy bones and teeth and for regulating many vital body processes.
- *Water.* Essential nutrient that keeps the body hydrated and functioning.

Nutrition: The process by which the body takes in and uses food.

Nutrition facts label: A label found on the outside packages of food that states the number of servings in the container, the number of calories in each serving, and the amount of nutrients in each serving.

Nutritional value: A measure of what a food is made of and its impact on the body.

Occupational: Of or relating to a job or profession.

Over the counter: Refers to medicines that can be purchased without a prescription.

Ovulation: Process of releasing a mature ovum into the fallopian tube.

Passive: Accepting or allowing what happens or what others do, without active response or resistance.

Pathogen: An infectious agent (such as a virus or bacterium) that causes a disease.

Peer pressure: Influence that people have on others of similar age to change attitudes, values, or behaviors.

Perpetrator: Someone who has committed a wrong or illegal act.

Portion size: The amount of food one chooses to eat at one time.

Pregnancy: The state of carrying a developing embryo or fetus within the female body.

Prescription: An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

Prevent: Keep something from happening.

Procedure: A series of actions conducted in a certain order.

Protective factor: Conditions or traits that shield individuals from the negative consequences of exposure to risk.

Puberty: The process of maturing physically and becoming capable of reproducing. Also, the time period when one begins to develop traits of adults of one's own gender.

Recovery: The process of learning to live without using a drug.

Refusal skills: Skills for avoiding doing things one does not want to do or that are not safe and healthy. Example of a six-step refusal skill model:

1. Say "NO."
2. Ask questions.

3. State the problem.
4. List the consequences.
5. Suggest alternatives.
6. Move, sell, and leave the door open.

Reliable: Trustworthy, dependable, and appropriate information, products, and services.

Reproductive system: The system of organs involved in producing offspring.

Resistance skills: Skills for avoiding being pressured into risky behavior.

Risk behaviors: Behaviors that may expose oneself or others to harm that will prevent one from reaching one's potential.

Risk factors: Conditions or traits that increase the likelihood that one will develop a disease or infection or experience an injury.

Risky: Involving a possibility of something bad or unpleasant happening.

Self-control: The ability to use responsibility to override emotions.

Self-esteem: Feelings of self-worth.

Self-harm: Deliberately injuring one's own body.

Self-talk (positive or negative): The act or practice of talking to oneself, either aloud or silently.

Serving size: The amount of food listed on a product's Nutrition Facts label.

Sex: May refer to gender (biological sex), or used as another term for sexual intercourse.

Sexual harassment: Any unwanted sexual attention.

Sexual health: A state of physical, emotional, mental, and social well-being in relation to sexuality.

Sexual health services: Clinical care that advances an individual's physical, emotional, mental, and social well-being in relation to sexuality; may include contraceptive counseling and methods, sexually transmitted disease testing and treatment, pregnancy testing, and counseling.

Sexual intercourse: Oral, genital, or digital contact with a partner's vagina, penis, or anus; commonly used to describe penetrative/insertive sex.

Sexual offense: In Washington, a felony with a finding of sexual motivation (see RCW Chapter 9a.44).

Sexual orientation: The nature of an individual's physical, romantic, emotional, or spiritual attraction to another person.

Sexuality: A combination of many elements that describe who we are as sexual beings that may include feelings about oneself and others, values and beliefs, body awareness, intimacy, sexual identity, and sexual health.

Sexually transmitted disease (STD): Infectious disease spread from person to person through sexual contact. Also known as sexually transmitted infection (STI).

SMART goal-setting: A specific type of goal-setting. SMART goals are:

- Specific
- Measurable
- Attainable/Achievable
- Realistic/Relevant
- Timely/Time bound/Timeline

Society: The community of people living in a particular country or region and having shared customs, laws, and organizations.

Sodium: Salt.

Stress: The body's physical and psychological response to traumatic or challenging situations.

Stress management: The use of healthy ways to reduce and manage stress.

Stress, stages of:

- *Alarm stage.* The body and mind go on high alert. The fight-or-flight response prepares the body to either defend itself or flee from danger.
- *Resistance state.* The body adapts to the rush created by the alarm stage and reacts to the stressor. This is the stage in which the body decides to either "fight" or take "flight."
- *Fatigue.* When exposure to stress is prolonged, the body loses its ability to adapt to the situation and may feel tired. Both body and mind become exhausted. Prolonged or repeated stress can lead to life-threatening situations such as high blood pressure, heart disease, or stroke.

Strategy: A careful plan or method for achieving a particular goal, usually over a period of time.

Stressor: Any factor that causes stress.

Substance: See *Drug.*

Substance abuse: Purposeful misuse of a legal drug or use of an illegal drug.

Substance misuse: Use of a drug that differs from the intended use.

Substance use: Use of a drug as intended.

Suicide: The act of intentionally taking one's own life.

Teasing: Making fun of someone, either playfully or maliciously.

Transgender: A broad term describing people whose gender expression is nonconforming and/or whose gender identity is different from the gender they were assigned at birth.

Transmission: The process of spreading something, such as a disease, from one living thing to another.

Treatment: A long-term process of interventions and monitoring to help someone stop compulsive substance abuse or misuse (related to the Substance Use and Abuse Core Idea).

Unintentional injury: Harm that occurs without there being any intention of causing damage.

U.S. Dietary Guidelines: A series of dietary recommendations intended to improve cardiovascular health.

Valid: Accurate, legitimate, authoritative, and evidence-based information, products, and services.

Values: Principles or standards of behavior one considers important.

Vaping: To inhale (breathe into the lungs) the vapor produced by an electronic cigarette.

Violence: A threat of or actual physical force or power that results in physical or psychological injury or death.

Virus: A small infectious agent that enters a cell and takes over normal functioning.

Wellness: An overall state of being in good health.

Withdrawal: Uncomfortable physical and psychological symptoms experienced when someone who is physically dependent on a drug stops using it (related to the Substance Use and Abuse Core Idea).

Resources for Further Exploration

ChooseMyPlate.gov. Alexandria, VA: United States Department of Agriculture (USDA), Center for Nutrition Policy and Promotion, n.d. (accessed June 2, 2015). www.choosemyplate.gov

Comprehensive Health. By Catherine Sanderson, Mark Zelman, Melanie Lynch, and Melissa Munsell. Tineley Park, IL: The Goodheart-Willcox Co., 2015.

Decisions for Health. Austin, TX: Holt, Rinehart and Winston, 2004.

A Gender Spectrum Glossary. Montgomery, AL: Teaching Tolerance, A Project of the Southern Poverty Law Center, 2016. www.tolerance.org/LGBT-best-practices-terms

Glencoe Health Student and Teacher Resources. Columbus, OH: McGraw-Hill Education, 2005. www.glencoe.com/sec/health/findbook/index.html

Health Education Curriculum Analysis Tool (HECAT): Overview and Glossary. Atlanta, GA: Centers for Disease Control and Prevention, 2015. Available from www.cdc.gov/healthyyouth/hecat

Merriam-Webster Online. Merriam-Webster, Incorporated, 2015. www.merriam-webster.com

National Sexual Education Standards: Core Content and Skills, K–12 [a special publication of the *Journal of School Health*]. Washington, DC: Future of Sex Education Initiative, 2011. www.futureofsexed.org/documents/josh-fose-standards-web.pdf

Introduction to the Physical Education K–12 Learning Standards

The Washington State Office of Superintendent of Public Instruction (OSPI) is responsible for developing and periodically revising the Essential Academic Learning Requirements (EALRs), which identify the knowledge and skills all public school students need to know and be able to do. OSPI is committed to helping educators provide high-quality instruction. In an effort to stay current to state and national language, research, and information, changes have been made to the structure, format, and vocabulary of the 2016 Physical Education K–12 Learning Standards. The table below provides explanations and examples of the changes.

While fitness is a critical element of a well-rounded physical education program, it is one component of many, and the state of Washington has transitioned from the term *fitness* to *physical education* to mirror the national standards and to represent a more comprehensive approach. To be consistent with state and national goals and vocabulary, the EALRs have been replaced with standards. The format of the standards reflect scope and sequencing from one grade level to the next by topics and by one or more specific grade-level outcomes. The 2016 Washington state standards and outcomes aim to improve clarity, coherence, inclusivity, and manageability.

2008 Fitness EALRs	**2016 Physical Education Standards**
To increase understanding and strengthen instructions, the content of the standards has been simplified from five layers to three. Professional development, technical assistance, peer mentoring, college preparation, and OSPI website resources will provide more information and specific examples.	
K–12 EALR Statement K–12 Component Grade Level Expectation (GLE) Evidence of Learning (EOL) Example	Standard Topic Outcome
Example of a grade 5 EALR: • EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition. o Component 1.1: Develops motor skills and movement concepts as developmentally appropriate. ▪ GLE 1.1.1: Applies locomotor,	Example of a grade 5 standard: • Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns. • Topic: Motor skills: Locomotor • Outcome: Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a

nonlocomotor, manipulative, balance, and rhythmic skills in traditional and nontraditional activities that contribute to movement proficiency. • EOL: Demonstrates a variety of balance and control skills in lead-up games and group activities. o Example: Performs a handoff with control in a relay race.	

Washington state's 2016 Physical Education K–12 Learning Standards reflect the National Standards for physical education that were adopted by SHAPE America (the Society of Health and Physical Educators) in 2014. These five National Standards replace the four Washington state EALRs that were adopted in 2008, and are grouped into topics which contain learning expectations for all students in physical education at every grade level.

2008 Fitness EALRs	2016 Physical Education Standards
EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition. **EALR 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely. **EALR 3:** The student analyzes and evaluates the impact of real-life influences on health. **EALR 4:** The student effectively analyzes personal information to develop individualized health and fitness plans.	**Standard 1:** Students will demonstrate competency in a variety of motor skills and movement patterns. **Standard 2:** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. **Standard 3:** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others. **Standard 5:** Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Structure of the Standards and Outcomes

The grid below demonstrates the structure of the 2016 Physical Education K–12 Learning Standards. This new structure strengthens the implementation of scope and sequencing between grade levels and supports teachers in developing age-appropriate lesson plans. By implementing grade-level outcomes, educators will help students meet the learning standards. All districts, all schools, all educators in Washington state are expected to implement the state

learning standards and outcomes for all students. However, educators should use their own understanding of their students to make adjustments to teaching activities as needed.

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Motor Skills						
1. Locomotor Topic	Demonstrate emerging pattern in locomotor skills while maintaining balance: jog, run, gallop, slide, skip, jump, and hop. PE1.1.Ka	Demonstrate mature pattern in locomotor skills in isolation: jog, run, gallop, slide, jump, and hop. PE1.1.1 Code	Demonstrate mature pattern in locomotor skills in isolation: skip. PE1.1.2a Outcome	Demonstrate mature pattern in locomotor skills in isolation: leap, jump and land in a horizontal plane, and jump and land in a vertical plane. PE1.1.3a	Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. PE1.1.4a	Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a

The standards and outcomes are organized by grade. Many topics are consistent across grade levels, whereas other topics change between elementary, middle, and high school as more complex skills and abilities replace more basic skills and concepts. In most cases, the topics represent one or more grade-level outcomes for each standard. The topics for each standard are listed below, by grade level.

Elementary School (Grades K–5) Topics	Middle School (Grades 6–8) Topics	High School (Year 1 and Year 2) Topics
STANDARD 1: Students will demonstrate competency in a variety of motor skills and movement patterns.		
1. Locomotor 2. Nonlocomotor 3. Balance 4. Weight Transfer 5. Rhythm 6. Underhand Throw 7. Overhand Throw 8. Catch 9. Hand Dribble 10. Foot Pass/Kick 11. Foot Trap/Receive	1. Throw 2. Catch 3. Pass and Receive 4. Dribble 5. Strike 6. Forehand and Backhand 7. Shoot 8. Serve 9. Volley 10. Offensive Skills 11. Defensive Skills	1. Games and Sports 2. Individual-Performance Activities 3. Outdoor Pursuits

12. Foot Dribble 13. Strike/Volley, Hands and Arms 14. Strike, Short Implement 15. Strike, Long Implement	12. Individual-Performance Activities 13. Outdoor Pursuits	
STANDARD 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
1. Space 2. Pathways, Levels, and Relationships 3. Speed, Direction, and Force 4. Strategies	1. Invasion Games, Offensive Tactics 2. Invasion Games, Defensive Tactics 3. Invasion Games, Transitions 4. Net/Wall Games, Create Space 5. Net/Wall Games, Tactics and Shots 6. Field/Strike, Offensive Tactics 7. Field/Strike, Defensive Tactics 8. Target Games 9. Movement and Rhythm 10. Outdoor Pursuits	1. Strategies and Tactics 2. Movement Performance 3. Movement Concepts 4. Training Principles and Knowledge
STANDARD 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
1. Benefit of Physical Activity 2. Engagement in Physical Activity 3. Health-Related Fitness 4. Skill-Related Fitness 5. Fitness Assessment 6. Engagement in Physical Activities 7. Body Systems 8. Nutrition	1. Benefit of Physical Activity 2. Engagement in Physical Activity 3. Components of Fitness 4. Health-Related Fitness 5. FITT Principle 6. Phases of Exercise 7. Engagement in Fitness Activities 8. Body Systems 9. Nutrition 10. Goal-Setting 11. Physical Activity and Nutrition Log	1. Benefit of Physical Activity 2. Physical Activity in the Community 3. Physical Activity for a Lifetime 4. Engagement in Physical Activity 5. Health-Related Fitness 6. Training Principles 7. Engagement in Fitness Activities 8. Individual Plan
STANDARD 4: Students will exhibit responsible personal and social behavior that respects self and others.		
1. Personal Responsibility 2. Rules and Etiquette 3. Receive and Provide Feedback 4. Work with Others 5. Safety	1. Personal Responsibility 2. Rules and Etiquette 3. Receive and Provide Feedback 4. Work with Others 5. Safety	1. Personal Responsibility 2. Rules and Etiquette 3. Work with Others 4. Safety

STANDARD 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		
1. Challenge 2. Self-Expression and Enjoyment 3. Social Interaction	1. Challenge 2. Self-Expression and Enjoyment 3. Social Interaction	1. Challenge 2. Self-Expression and Enjoyment 3. Social Interaction

The purpose of physical education is to develop physically literate students—students who acquire the knowledge and possess the skills needed to engage in meaningful and health-enhancing lifetime physical activity. The 2016 Physical Education K–12 Learning Standards provide schools with a foundation for implementing standards-based, age-appropriate instruction for each student.

Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Motor Skills						
1. Locomotor	Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop). PE1.1.Ka Demonstrate mature pattern in locomotor skills in isolation (walk). PE1.1.Kb	Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop). PE1.1.1	Demonstrate mature pattern in locomotor skills in isolation (skip). PE1.1.2a Demonstrate a sequence of locomotor skills, transitioning smoothly from one skill to another. PE1.1.2b	Demonstrate mature pattern in locomotor skills in isolation (leap, jump, and land in a horizontal plane, and jump and land in a vertical plane). PE1.1.3a Apply mature pattern in locomotor skills in a variety of activities. PE1.1.3b	Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. PE1.1.4a Demonstrate appropriate pacing in a variety of running distances. PE1.1.4b	Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a Apply appropriate pacing in a variety of running distances. PE1.1.5b
2. Nonlocomotor	Demonstrate emerging pattern in nonlocomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.K	Demonstrate mature pattern in nonlocomotor skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing). PE1.2.1	Demonstrate a sequence of nonlocomotor skills, transitioning smoothly from one skill to another. PE1.2.2	Apply mature pattern in nonlocomotor skills in a variety of activities. PE1.2.3	Apply mature pattern in nonlocomotor skills in a variety of lead-up activities and small-sided game play. PE1.2.4	Apply mature pattern in nonlocomotor skills in a variety of activities, modified games, and small-sided game play. PE1.2.5
Balance, Weight Transfer, and Rhythmic Skills						

Physical education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. The standards include modifications and adaptations for students with disabilities based on the *Adapted Physical Education National Standards*. Physical education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Physical Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. Balance	Demonstrate static balance on different bases of support. PE1.3.K	Demonstrate static balance on different bases of support with different body shapes. PE1.3.1	Demonstrate static balance on different bases of support, combining levels and shapes. PE1.3.2	Demonstrate static and dynamic balance in a variety of activities. PE1.3.3	Apply static and dynamic balance in a variety of lead-up activities and small-sided game play. PE1.3.4	Apply static and dynamic balance in a variety of activities, modified games, and small-sided game play. PE1.3.5
4. Weight Transfer	*Developmentally appropriate/ emerging outcomes first appear in grade 1.*	Demonstrate weight transfer from one body part to another in self-space. PE1.4.1	Demonstrate weight transfer from feet to different bases of support for static or dynamic balance. PE1.4.2	Demonstrate weight transfer from feet to hands for momentary weight support. PE1.4.3	Demonstrate weight transfer from feet to hands varying speed and using large extensions. PE1.4.4	Apply weight transfer in a variety of activities. PE1.4.5
5. Rhythm	Demonstrate rhythmic skills in response to teacher-led creative activities. PE1.5.K	Demonstrate rhythmic skills combining locomotor and nonlocomotor movement. PE1.5.1	Demonstrate rhythmic skills combining locomotor, nonlocomotor, and manipulative skills. PE1.5.2	Demonstrate rhythmic skills in a teacher- or student-designed activity. PE1.5.3	Demonstrate rhythmic combinations to perform a routine. PE1.5.4	Create and demonstrate a routine using complex rhythmic combinations. PE1.5.5
Manipulative Skills						
6. Underhand Throw	Demonstrate emerging pattern in an underhand throw. PE1.6.K	Demonstrate mature pattern in an underhand throw. PE1.6.1a	Demonstrate mature pattern in an underhand throw for distance. PE1.6.2a	Demonstrate mature pattern in an underhand throw at varying distances. PE1.6.3a	Demonstrate mature pattern in an underhand throw to a moving partner. PE1.6.4a	Apply mature pattern in an underhand throw in a variety of activities, modified

Physical education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. The standards include modifications and adaptations for students with disabilities based on the *Adapted Physical Education National Standards*. Physical education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Physical Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		Demonstrate an underhand throw using different sizes and types of objects. PE1.6.1b	Demonstrate mature pattern in an underhand throw to a large, stationary target. PE1.6.2b	Demonstrate mature pattern in an underhand throw to a partner or target with reasonable accuracy. PE1.6.3b	Demonstrate mature pattern in an underhand throw with accuracy. PE1.6.4b	games, and small-sided game play. PE1.6.5
7. Overhand Throw	Demonstrate emerging pattern in an overhand throw. PE1.7.K	Demonstrate emerging pattern in an overhand throw. PE1.7.1	Demonstrate emerging pattern in an overhand throw using different sizes and types of objects. PE1.7.2	Demonstrate mature pattern in an overhand throw. PE1.7.3	Demonstrate mature pattern in an overhand throw for distance. PE1.7.4a Demonstrate mature pattern in an overhand throw to a partner or target with reasonable accuracy. PE1.7.4b	Demonstrate mature pattern in an overhand throw at varying distances. PE1.7.5a Demonstrate mature pattern in an overhand throw to a moving partner. PE1.7.5b Demonstrate mature pattern in an overhand throw in a variety of activities, modified games, and small-

Physical education teachers should provide a variety of age-appropriate and grade-level opportunities for students to demonstrate skill development and competency. They should not, however, use the standards to compare students. The standards and outcomes consider differences in cultural norms and access to resources outside of school and include alternative activities to engage students. The standards include modifications and adaptations for students with disabilities based on the *Adapted Physical Education National Standards*. Physical education teachers may modify terminology when implementing the standards to ensure that students understand the concepts. The Physical Education Glossary contains definitions for many of the terms used in the standards and outcomes.

Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						sided game play. PE1.7.5c
8. Catch	Demonstrate emerging pattern while catching a dropped ball before it bounces twice. PE1.8.Ka Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower. PE1.8.Kb	Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces. PE1.8.1a Demonstrate emerging pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower. PE1.8.1b	Demonstrate mature pattern while catching a large ball that is self-tossed or tossed by a skilled thrower. PE1.8.2	Demonstrate mature pattern while catching at different levels in a static environment. PE1.8.3a Demonstrate mature pattern while catching a gently tossed hand-sized ball from a partner. PE1.8.3b	Apply mature pattern in catching in a variety of lead-up activities and small-sided game play. PE1.8.4	Apply mature pattern in catching in a variety of activities, modified games, and small-sided game play. PE1.8.5
9. Hand Dribble	Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand. PE1.9.K	Demonstrate emerging pattern while hand-dribbling continuously using preferred hand while walking in general space. PE1.9.1	Demonstrate mature pattern while hand-dribbling continuously in self-space with preferred hand. PE1.9.2a	Demonstrate mature pattern while hand-dribbling continuously in general space with preferred hand. PE1.9.3a	Demonstrate mature pattern while hand-dribbling continuously in general space with nonpreferred hand. PE1.9.4a	Apply mature pattern while hand-dribbling in a variety of activities, modified games, and small-sided game play. PE1.9.5

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			Demonstrate emerging pattern while hand-dribbling continuously in self-space using nonpreferred hand. PE1.9.2b	Demonstrate mature pattern while hand-dribbling in self-space with nonpreferred hand. PE1.9.3b	Demonstrate mature pattern while hand-dribbling in general space in a variety of lead-up activities and small-sided game play. PE1.9.4b	
10. Foot Pass/Kick	Demonstrate emerging pattern while passing and kicking a stationary ball with preferred foot. PE1.10.K	Demonstrate emerging pattern while passing and kicking with preferred foot when approaching a stationary ball. PE1.10.1	Demonstrate emerging pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner. PE1.10.2a Demonstrate emerging pattern while passing and kicking a moving ball with the inside of the foot. PE1.10.2b	Demonstrate mature pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner. PE1.10.3a Demonstrate emerging pattern while passing and kicking a ball in the air. PE1.10.3b Demonstrate emerging pattern	Demonstrate mature pattern while passing with the feet to a moving partner in a static environment. PE1.10.4a Demonstrate mature pattern while passing and kicking a ball in the air. PE1.10.4b Demonstrate mature pattern while punting in isolation. PE1.10.4c	Apply mature pattern while passing, kicking, and punting in a variety of activities, modified games, and small-sided game play. PE1.10.5

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				while punting in isolation. PE1.10.3c		
11. Foot Trap/Receive	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.K	Demonstrate emerging pattern while receiving with the preferred foot when stationary. PE1.11.1	Demonstrate emerging pattern while receiving with the nonpreferred foot when stationary. PE1.11.2	Demonstrate mature pattern while receiving with the foot when stationary. PE1.11.3	Demonstrate mature pattern while receiving with the foot when moving in a static environment. PE1.11.4	Apply mature pattern while receiving with the foot in a variety of activities, modified games, and small-sided game play. PE1.11.5
12. Foot Dribble	Demonstrate emerging pattern while foot-dribbling with light force when walking. PE1.12.K	Demonstrate emerging pattern while foot-dribbling with the preferred and nonpreferred foot at a slow speed. PE1.12.1	Demonstrate mature pattern while foot-dribbling with both feet at a slow speed. PE1.12.2	Demonstrate mature pattern while foot-dribbling at a slow to moderate jogging speed. PE1.12.3	Demonstrate mature pattern while foot-dribbling in a variety of lead-up activities and small-sided game play. PE1.12.4	Apply mature pattern while foot-dribbling in a variety of activities, modified games, and small-sided game play. PE1.12.5
13. Strike/Volley, Hands and Arms	Demonstrate emerging pattern while striking a lightweight object upward with an open palm. PE1.13.K	Demonstrate emerging pattern while striking an object upward with an open palm or forearms. PE1.13.1	Demonstrate emerging pattern while striking an object upward continuously with an open palm or forearms. PE1.13.2	Demonstrate emerging pattern while striking an object underhand or sidearm, sending it upward and forward. PE1.13.3	Demonstrate mature pattern while striking an object underhand in a variety of lead-up activities and small-sided game play. PE1.13.4a	Apply mature pattern while striking an object underhand in a variety of activities, modified games, and small-sided game play. PE1.13.5a

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					Demonstrate emerging pattern while striking an object with a two-handed overhead pass, sending it upward. PE1.13.4b	Demonstrate mature pattern while striking an object with a two-handed overhead pass, sending it upward to a target. PE1.13.5b
14. Strike, Short Implement	Demonstrate emerging pattern while striking a lightweight object with a short-handled implement. PE1.14.K	Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement. PE1.14.1	Demonstrate mature pattern while striking an object upward continuously with a short-handled implement. PE1.14.2	Demonstrate emerging pattern while striking an object with a short-handled implement, sending it forward. PE1.14.3	Demonstrate mature pattern while striking an object with a short-handled implement, sending it forward. PE1.14.4	Demonstrate mature pattern while striking an object with a short-handled implement in a variety of activities, modified games, and small-sided game play. PE1.14.5
15. Strike, Long Implement	Demonstrate emerging pattern while striking a large ball off a tee with an oversized lightweight bat. PE1.15.Ka	Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat. PE1.15.1a	Demonstrate emerging pattern while striking a ball off a tee with a lightweight bat. PE1.15.2a	Demonstrate emerging pattern while striking a ball tossed by a skilled thrower with a bat. PE1.15.3a	Demonstrate emerging pattern while striking a tossed ball with a bat. PE1.15.4a Demonstrate	Demonstrate mature pattern while striking a pitched ball with a bat. PE1.15.5a Apply mature

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Demonstrate emerging pattern while striking a large object with a long-handled implement. PE1.15.Kb	Demonstrate emerging pattern while striking an object with a long-handled implement. PE1.15.1b	Demonstrate emerging pattern while striking an object with a long-handled implement to a target. PE1.15.2b	Demonstrate mature pattern while striking an object with a long-handled implement to a target. PE1.15.3b	mature pattern while striking an object with a long-handled implement in a variety of lead-up activities and small-sided game play. PE1.15.4b	pattern while striking an object with a long-handled implement in a variety of activities, modified games, and small-sided game play. PE1.15.5b

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Grade 6	Grade 7	Grade 8
Games and Sports			
1. Throw	Demonstrate mature pattern in a throw (underhand and overhand) for accuracy. PE1.1.6	Perform a throw (underhand and overhand) with mature pattern for distance and accuracy during small-sided game play. PE1.1.7	Apply a throw (underhand and overhand) with mature pattern for distance and accuracy during modified game play. PE1.1.8
2. Catch	Demonstrate a catch with mature pattern from a variety of trajectories using different objects. PE1.2.6	Perform a catch with mature pattern with hands or an implement in small-sided game play. PE1.2.7	Apply a catch with mature pattern with hands or an implement in modified game play. PE1.2.8
3. Pass and Receive	Demonstrate passing and receiving with hand, foot, or implement with competency while moving and changing direction and speed. PE1.3.6	Perform passing and receiving with hand, foot, or implement with competency (including leading pass) while moving and changing direction and speed in small-sided game play. PE1.3.7	Apply passing and receiving with an implement with competency (including leading pass) while moving, changing direction and speed and/or level in modified game play. PE1.3.8
4. Dribble	Demonstrate dribbling skills with preferred hand, foot, or implement with competency while moving and changing direction and speed. PE1.4.6	Perform dribbling skills with preferred and nonpreferred hand, foot, or implement with competency while moving and changing direction and speed in small-sided game play. PE1.4.7	Apply dribbling skills with hand, foot, or implement with competency while changing direction, speed, or level in modified game play. PE1.4.8
5. Strike	Demonstrate underhand and overhand striking with competency with and without an implement. PE1.5.6	Perform underhand and overhand striking with competency with and without an implement in small-sided game play. PE1.5.7	Apply underhand and overhand striking with competency with and without an implement in modified game play. PE1.5.8
6. Forehand and Backhand	Demonstrate forehand and backhand strikes with competency using weight	Perform forehand and backhand strikes with competency using weight transfer	Apply forehand and backhand strikes with accuracy with a short- or long-handled

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Grade 6	Grade 7	Grade 8
	transfer and correct timing with a short-handled implement. PE1.6.6	and correct timing with a long-handled implement in small-sided game play. PE1.6.7	implement using weight transfer and correct timing in a modified game. PE1.6.8
7. Shoot	Demonstrate shooting on goal or target with power and competency. PE1.7.6	Perform shooting on goal or target with power and accuracy in small-sided game play. PE1.7.7	Apply shooting on goal or target with power and accuracy in modified game play. PE1.7.8
8. Serve	Demonstrate an underhand serve with control, weight transfer, and competency. PE1.8.6	Perform an underhand and overhand serve with control, weight transfer, and competency in small-sided game play. PE1.8.7	Apply an underhand and overhand serve with control, weight transfer, and competency in modified game play. PE1.8.8
9. Volley	Demonstrate forehand-volley with control and competency with and without a short-handled implement. PE1.9.6	Perform forehand- and backhand-volleys with control and competency with and without a short- or long-handled implement in small-sided game play. PE1.9.7	Apply forehand- and backhand-volleys with control and competency with and without a short- or long-handled implement during modified game play. PE1.9.8
10. Offensive Skills	Demonstrate pivots and fakes without defensive pressure. PE1.10.6	Perform pivots and defensive pressure in small-sided game play. PE1.10.7	Apply pivots, fakes, and give-and-go during modified game play. PE1.10.8
11. Defensive Skills	Demonstrate defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. PE1.11.6	Perform defensive positioning while moving without crossing feet in small-sided game play. PE1.11.7	Apply defensive positioning while moving without crossing feet during modified game play. PE1.11.8
Lifetime Activities			
12. Individual-Performance Activities	Demonstrate correct technique for basic skills in one selected individual-performance activity. PE1.12.6	Perform correct technique for a variety of skills in one selected individual-performance activity. PE1.12.7	Apply correct technique for a variety of skills in two selected individual-performance activities. PE1.12.8
13. Outdoor Pursuits	Demonstrate correct technique for basic	Perform correct technique for a variety of	Apply correct technique for a variety of

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	Grade 6	Grade 7	Grade 8
	skills in one selected outdoor activity. PE1.13.6	skills in one selected outdoor activity. PE1.13.7	skills in two selected outdoor activities. PE1.13.8

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Physical Education

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

	High School Year 1	High School Year 2
Lifetime Activities		
1. Games and Sports	Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1	Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2
2. Individual-Performance Activities	Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1	Refine activity-specific movement skills in two or more individual-performance activities. PE1.2.HS2
3. Outdoor Pursuits	Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS1	Refine activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS2

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Physical Education

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Movement Concepts and Strategies						
1. Space	Demonstrate safe movement in personal and general space at a slow to moderate speed. PE2.1.K	Demonstrate safe movement in personal and general space at a moderate to fast speed. PE2.1.1	Demonstrate safe movement in personal space in a variety of increasingly complex activities. PE2.1.2	Demonstrate the concept of moving to open space and reducing open space. PE2.1.3	Apply the concept of moving to open space and reducing open space in a variety of lead-up activities and small-sided game play. PE2.1.4	Apply the concept of moving to open space and reducing open space in a variety of small-sided and modified game play. PE2.1.5
2. Pathways, Levels, and Relationships	Demonstrate movement in different pathways. PE2.2.K	Demonstrate movement in different levels. PE2.2.1	Demonstrate combinations of pathways, levels, and relationships in simple travel sequences. PE2.2.2	Demonstrate concepts of pathways, levels, and relationships in a variety of activities. PE2.2.3	Apply concepts of space, pathways, levels, and relationships in a variety of lead-up activities and small-sided game play. PE2.2.4	Apply concepts of space, pathways, levels, and relationships in a variety of small-sided and modified game play. PE2.2.5
3. Speed, Direction, and Force	Demonstrate movement in general space at varying speeds. PE2.3.K	Demonstrate movement at varying speeds, directions, and with different types of force. PE2.3.1	Demonstrate concepts of speed, direction, and force using locomotor skills. PE2.3.2	Demonstrate concepts of speed, direction, and force in a variety of activities. PE2.3.3a Demonstrate	Apply the concept of pacing in a variety of activities. PE2.3.4a Apply concepts of direction and force when striking an	Apply speed, direction, and force in a variety of small-sided and modified game play. PE2.3.5

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Physical Education

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				concepts of speed, direction, and force using a manipulative. PE2.3.3b	object toward a designated area. PE2.3.4b	
4. Strategies	*Developmentally appropriate/emerging outcomes first appear in grade 2.*	*Developmentally appropriate/emerging outcomes first appear in grade 2.*	Understand strategies in chasing and fleeing activities. PE2.4.2	Understand concepts of offense and defense in a variety of activities. PE2.4.3	Demonstrate offensive and defensive strategies in lead-up activities and small-sided game play. PE2.4.4	Apply offensive and defensive strategies in a variety of small-sided and modified game play. PE2.4.5

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Physical Education

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	Grade 6	Grade 7	Grade 8
Games and Sports			
1. Invasion Games, Offensive Tactics	Demonstrate at least one of the following offensive tactics to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense. PE2.1.6	Demonstrate at least two of the following offensive tactics to create open space: move to open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly. PE2.1.7	Apply at least three of the following offensive tactics to create open space: move to create open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly; use give-and-go; use fakes off the ball. PE2.1.8
2. Invasion Games, Defensive Tactics	Demonstrate reducing open space on defense in various ways (changing body position, reducing passing angles by not allowing the catch, allowing the catch but not the return pass). PE2.2.6	Demonstrate reducing open space on defense by staying on the goal side of the offensive player. PE2.2.7	Apply concepts of reducing open space on defense by staying on the goal side of the offensive player and anticipating the speed of the object or person for the purpose of interception or deflection. PE2.2.8
3. Invasion Games, Transitions	Demonstrate transitions from offense to defense or defense to offense by recovering quickly. PE2.3.6	Demonstrate transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. PE2.3.7	Apply transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. PE2.3.8
4. Net and Wall Games, Creating Space	Create open space in net and wall games by moving opponent from side to side. PE2.4.6	Create open space in net and wall games by moving opponent from side to side and/or forward and backward. PE2.4.7	Apply concepts of open space in net and wall games by varying force or direction or by moving opponent from side to side and/or forward and backward. PE2.4.8

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Physical Education

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	Grade 6	Grade 7	Grade 8
5. Net and Wall Games, Tactics and Shots	Demonstrate reducing offensive options for opponents by returning to midcourt position. PE2.5.6	Demonstrate offensive shot based on opponent's location. PE2.5.7	Apply a variety of shots using placement, force, or timing to end rally. PE2.5.8
6. Field and Strike, Offensive Tactics	Identify open spaces and attempt to strike object into that space. PE2.6.6	Demonstrate a variety of shots to hit to open space. PE2.6.7	Apply a variety of shots to open space in a game situation. PE2.6.8
7. Field and Strike, Defensive Tactics	Identify the correct defensive play based on the situation. PE2.7.6	Select the correct defensive play based on the situation. PE2.7.7	Reduce open space in the field by working with teammates to maximize coverage. PE2.7.8
Individual Physical Activities			
8. Target Games	Identify an appropriate shot or club based on location of the object in relation to the target. PE2.8.6	Determine how to vary the speed or trajectory of the shot based on location of the object in relation to the target. PE2.8.7	Apply the concepts of speed, force, and trajectory of a shot based on location of the object in relation to the target. PE2.8.8
9. Movement and Rhythm	Apply force to successfully perform movement activities. PE2.9.6	Identify how mechanical advantage (Newton's Laws) can affect movement performance. PE2.9.7	Apply concepts of mechanical advantage (Newton's Laws) to movement. PE2.9.8
10. Outdoor Pursuits	Identify appropriate decisions, based on level of difficulty due to conditions or ability, to ensure safety of self and others. PE2.10.6	Analyze a situation and make appropriate decisions, based on level of difficulty due to conditions and ability, to ensure safety of self and others. PE2.10.7	Implement safe protocols in self-selected outdoor pursuits. PE2.10.8

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Physical Education

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

	High School Year 1	High School Year 2
Lifetime Activities		
1. Strategies and Tactics	Develop an offensive and a defensive strategy for the purpose of game play. PE2.1.HS1	Create and apply multiple offensive and defensive strategies for game play. PE2.1.HS2
2. Movement Performance	Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1	Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2
3. Movement Concepts	Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1	Create plan to improve performance of a self-selected motor skill. PE2.3.HS2
4. Training Principles and Knowledge	Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1	Apply training principles and knowledge to two or more self-selected activities. PE2.4.HS2

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Physical Activity						
1. Benefit of Physical Activity	Recognize active and inactive behaviors. PE3.1.K	Explain difference between physical activity and inactivity. PE3.1.1	Identify benefits of being physically active. PE3.1.2	Identify risks associated with physical inactivity. PE3.1.3	Describe impact of regular physical activity on health. PE3.1.4	Compare benefits of different levels of physical activity pyramid. PE3.1.5
2. Engagement in Physical Activity	Actively engage in physical education class. PE3.2.K	Actively engage in physical education class. PE3.2.1	Actively engage in physical education class. PE3.2.2	Actively engage in physical education class. PE3.2.3	Actively engage in physical education class. PE3.2.4	Actively engage in physical education class. PE3.2.5
Fitness						
3. Health-Related Fitness	Recognize moving fast causes faster heartbeat and faster breathing. PE3.3.K	Recognize physical activity makes the body more fit. PE3.3.1	Recognize components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.2a Identify locations to palpate pulse rate.	Describe components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.3	Classify fitness assessments to corresponding components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.4a	Identify activities used to develop components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.5a Describe benefits of

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			PE3.3.2b		Recognize components of the FITT principle (frequency, intensity, time, type). PE3.3.4b	components of health-related fitness. PE3.3.5b Describe components of the FITT principle. PE3.3.5c
4. Skill-Related Fitness	*Developmentally appropriate/emerging outcomes first appear in grade 4.*	*Developmentally appropriate/emerging outcomes first appear in grade 4.*	*Developmentally appropriate/emerging outcomes first appear in grade 4.*	*Developmentally appropriate/emerging outcomes first appear in grade 4.*	Recognize components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.4	Describe components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.4.5
5. Fitness Assessment	*Fitness assessments are not developmentally appropriate until grade 3.*	*Fitness assessments are not developmentally appropriate until grade 3.*	*Fitness assessments are not developmentally appropriate until grade 3.*	Demonstrate proper form in fitness assessments. PE3.5.3	Use fitness assessment results to understand personal level of fitness. PE3.5.4	Analyze fitness assessment results for goal-setting and identify strategies for improvement. PE3.5.5
6. Engagement in Fitness Activities	Participate in developmentally	Participate in developmentally	Participate in developmentally	Participate in developmentally	Participate in developmentally	Participate in developmentally

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	appropriate activities to improve overall fitness. PE3.6.K	appropriate activities to improve overall fitness. PE3.6.1	appropriate activities to improve overall fitness. PE3.6.2	appropriate activities to improve overall fitness. PE3.6.3	appropriate activities to improve overall fitness. PE3.6.4	appropriate activities to improve overall fitness. PE3.6.5
7. Body Systems	Recognize basic structure and function of body systems (the heart is a muscle). PE3.7.Ka Describe the five senses and related body parts. PE3.7.Kb	Recognize basic structure and function of the muscular and skeletal system (muscles move body). PE3.7.1	Recognize structure and function of the circulatory and respiratory system (lungs help with breathing). PE3.7.2	Describe connections between muscular and skeletal systems. PE3.7.3	Describe connections between body systems. PE3.7.4	Describe connections between body systems and their role in movement. PE3.7.5
8. Nutrition	Recognize food groups. PE3.8.Ka Identify healthy and unhealthy foods. PE3.8.Kb Recognize importance of eating breakfast. PE3.8.Kc	Match foods to food groups. PE3.8.1a Describe effects on body of eating healthy and unhealthy foods. PE3.8.1b Understand food provides energy for	Understand how to create a balanced meal. PE3.8.2a Describe how each food group contributes to a healthy body. PE3.8.2b	Create a balanced meal. PE3.8.3a List six nutrients (carbohydrates, fats, proteins, vitamins, minerals, water). PE3.8.3b Understand relationship	Create a balanced daily food plan. PE3.8.4a Describe how each nutrient provides energy for the body. PE3.8.4b Identify ways to balance caloric	Analyze a food journal to create a more balanced food plan. PE3.8.5a Describe how body function and composition are affected by food consumption. PE3.8.5b

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		body. PE3.8.1c		between caloric intake and expenditure. PE3.8.3c	intake and expenditure. PE3.8.4c	Analyze nutritional content of food using nutrition facts. PE3.8.5c

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Grade 6	Grade 7	Grade 8
Physical Activity			
1. Benefit of Physical Activity	Describe how being physically active leads to a healthy body. PE3.1.6	Describe how being physically active contributes to mental health. PE3.1.7	Explain connections between fitness and overall physical and mental health. PE3.1.8
2. Engagement in Physical Activity	Participate in self-selected physical activity outside of physical education class. PE3.2.6	Participate in physical activity two times per week outside of physical education class. PE3.2.7	Participate in physical activity three times per week outside of physical education class. PE3.2.8
Fitness			
3. Components of Fitness	Identify activities used to develop components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.3.6a Classify fitness assessments to corresponding components of skill-related fitness. PE3.3.6b Classify activities to corresponding components of skill-related fitness. PE3.3.6c	Identify health-related and skill-related components of fitness for specific physical activities. PE3.3.7	Explain health-related and skill-related components of fitness for self-selected physical activities. PE3.3.8
4. Health-Related Fitness	Differentiate between aerobic and anaerobic. PE3.4.6a	Differentiate between muscular strength and muscular endurance. PE3.4.7a	Describe impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition.

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Grade 6	Grade 7	Grade 8
	Describe role of flexibility in injury prevention. PE3.4.6b Use pacing in cardiorespiratory endurance activities. PE3.4.6c	Demonstrate difference between dynamic and static stretches. PE3.4.7b Describe when to use dynamic and static stretches. PE3.4.7c Describe relationship between cardiorespiratory endurance activities and intensity (Borg rating). PE3.4.7d	PE3.4.8a Use a variety of appropriate static and dynamic stretching techniques for all major muscle groups. PE3.4.8b Calculate target heart rate zone and adjust intensity during physical activity to stay in zone. PE3.4.8c
5. FITT Principle	Describe each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance. PE3.5.6	Describe the FITT principle for muscular strength, muscular endurance, and flexibility. PE3.5.7	Construct a personal workout using the FITT principle. PE3.5.8
6. Phases of Exercise	Describe role of warm-ups and cool-downs before and after physical activity. PE3.6.6	Design a warm-up or cool-down for a self-selected physical activity. PE3.6.7	Design and implement a warm-up or cool-down for a self-selected physical activity. PE3.6.8
7. Engagement in Fitness Activities	Participate in a variety of cardiorespiratory endurance activities. PE3.7.6	Participate in a variety of cardiorespiratory endurance, muscular strength, and muscular endurance fitness activities. PE3.7.7	Participate in a variety of self-selected fitness activities outside of school. PE3.7.8
8. Body Systems	Identify major muscles used in selected physical activities. PE3.8.6	Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. PE3.8.7	Explain how respiratory, muscular, and skeletal systems interact with each other during physical activity. PE3.8.8
9. Nutrition	Identify appropriate servings and portions for each food group specific to personal	Explain why the six essential nutrients (carbohydrates, fats, proteins, vitamins,	Conduct and reflect on a personal caloric needs assessment based on age, gender,

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	Grade 6	Grade 7	Grade 8
	physical activity level. PE3.9.6a Compare and contrast caloric expenditure for a variety of physical activities. PE3.9.6b	minerals, water) are needed for physical performance. PE3.9.7a Explain relationship of caloric intake and expenditure to weight management and investigate strategies for balancing calories. PE3.9.7b	activity level, and specific health requirements. PE3.9.8a Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. PE3.9.8b
Physical Activity and Fitness Planning			
10. Goal-Setting	Use a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment. PE3.10.6	Use a SMART goal to improve or maintain two areas of health-related fitness based on fitness assessments. PE3.10.7	Use a SMART goal to improve or maintain three areas of health-related fitness based on fitness assessments. PE3.10.8
11. Physical Activity and Nutrition Log	Maintain and reflect on a personal physical activity log. PE3.11.6	Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7	Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8

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Physical Education

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	High School Year 1	High School Year 2
Physical Activity		
1. Benefit of Physical Activity	Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1	Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2
2. Physical Activity in the Community	Investigate activities that can be pursued in the local environment. PE3.2.HS1	Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in the local environment. PE3.2.HS2
3. Physical Activity for a Lifetime	Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1	Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them. PE3.3.HS2
4. Engagement in Physical Activity	Participate regularly in physical activity outside of the school day. PE3.4.HS1	Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2
Fitness		
5. Health-Related Fitness	Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1b Use types of flexibility exercises (static, dynamic). PE3.5.HS1c	Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b
6. Training Principles	Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1	Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2
7. Engagement in Fitness Activities	Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1	Participate regularly in a variety of self-selected fitness activities outside of school. PE3.7.HS2

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	High School Year 1	High School Year 2
Physical Activity and Fitness Planning		
8. Individual Plan	Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1	Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition. PE3.8.HS2

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Physical Education

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Personal Responsibility	Demonstrate responsible behavior when prompted. PE4.1.K	Demonstrate responsible use of equipment and space. PE4.1.1	Exhibit responsibility in teacher-directed activities. PE4.1.2	Participate independently for extended periods. PE4.1.3	Demonstrate responsible behavior in a variety of physical activity environments. PE4.1.4	Engage in responsible interpersonal behavior (peer to peer, student to teacher, student to referee). PE4.1.5
2. Rules and Etiquette	Recognize class protocols. PE4.2.Ka Demonstrate how to follow directions. PE4.2.Kb	Demonstrate following rules and protocols. PE4.2.1	Accept responsibility and consequences for following rules and protocols. PE4.2.2	Understand role of etiquette in physical activities. PE4.2.3	Apply etiquette in physical activities. PE4.2.4	Analyze importance of etiquette in a variety of physical activities. PE4.2.5
3. Receiving and Providing Feedback	Demonstrate listening respectfully to feedback from teacher. PE4.3.K	Respond appropriately to feedback from teacher. PE4.3.1	Demonstrate listening respectfully to feedback from peers. PE4.3.2	Provide feedback respectfully to peers. PE4.3.3	Demonstrate accepting and implementing feedback from peers. PE4.3.4	Provide encouragement and feedback to peers without teacher prompting. PE4.3.5
4. Working with Others	Demonstrate how to share equipment and space with others. PE4.4.Ka Demonstrate taking turns. PE4.4.Kb	Demonstrate working independently with others in a variety of environments. PE4.4.1a Recognize conflict	Demonstrate working with others in partner environments. PE4.4.2a Demonstrate conflict resolution	Demonstrate working cooperatively with others. PE4.4.3a Apply conflict resolution skills. PE4.4.3b	Recognize importance of accepting students of all skill abilities into physical activity. PE4.4.4a Demonstrate	Apply concept of inclusion by inviting students of all skill abilities into physical activities. PE4.4.5a Apply conflict resolution using

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Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		resolution skills. PE4.4.1b	skills. PE4.4.2b		conflict resolution using a variety of strategies. PE4.4.4b	situationally appropriate strategies. PE4.4.5b
5. Safety	Demonstrate following directions for safe participation and proper use of equipment with minimal reminders. PE4.5.K	Demonstrate following directions for safe participation and proper use of equipment. PE4.5.1	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.2	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.3	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.4	Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.5

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Physical Education

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

	Grade 6	Grade 7	Grade 8
1. Personal Responsibility	Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. PE4.1.6	Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. PE4.1.7	Accept responsibility for improving one's own level of physical activity and fitness. PE4.1.8
2. Rules and Etiquette	Demonstrate rules and etiquette during physical activities and games. PE4.2.6	Demonstrate knowledge of rules and etiquette by self-officiating physical activities and games. PE4.2.7	Apply rules and etiquette as an official for physical activities and games. PE4.2.8
3. Receiving and Providing Feedback	Provide corrective feedback to a peer using teacher-generated rubric with appropriate tone and other communications skills. PE4.3.6	Demonstrate responsibility by providing and accepting specific corrective feedback to improve performance. PE4.3.7	Provide encouragement and feedback to peers without prompting. PE4.3.8
4. Working with Others	Demonstrate cooperation in a small group during physical activity. PE4.4.6	Demonstrate cooperative skills by establishing rules and guidelines for resolving conflicts. PE4.4.7	Use cooperative skills and strategies that promote team or group dynamics. PE4.4.8
5. Safety	Use physical activity and fitness equipment appropriately and safely with teacher guidance. PE4.5.6	Independently use physical activity and fitness equipment appropriately and safely. PE4.5.7	Identify specific safety concerns associated with physical activity and fitness equipment. PE4.5.8

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Physical Education

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

	High School Year 1	High School Year 2
1. Personal Responsibility	Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1	Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2
2. Rules and Etiquette	Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1	Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2
3. Working with Others	Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1	Assume a leadership role in a physical activity setting. PE4.3.HS2a Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b
4. Safety	Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1	Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2

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Physical Education

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Challenge	Understand that some physical activities are challenging. PE5.1.K	Recognize challenges when learning a new physical activity. PE5.1.1	Recognize that perseverance in physical activities can lead to improvement. PE5.1.2	Describe how practice develops confidence in challenging physical activities. PE5.1.3	Understand that improving performance in challenging physical activities requires consistent practice. PE5.1.4	Explain how to overcome challenges essential for improvement. PE5.1.5
2. Self-Expression and Enjoyment	Identify positive feelings that result from participating in physical activity. PE5.2.K	Describe physical activities that are enjoyable. PE5.2.1	Describe reasons for enjoying physical activity. PE5.2.2	Identify physical activities that provide opportunities for self-expression. PE5.2.3	Identify physical activities for the purpose of self-expression and enjoyment. PE5.2.4	Analyze how various physical activities promote self-expression and enjoyment. PE5.2.5
3. Social Interaction	Recognize that physical activity can help develop friendships. PE5.3.K	Identify that physical activity promotes opportunity for social interaction. PE5.3.1	Understand that physical activities can foster cooperation. PE5.3.2	Describe how physical activities can promote positive social interactions. PE5.3.3	Describe social benefits gained from participating in physical activity. PE5.3.4a Describe physical activities that promote camaraderie. PE5.3.4b	Describe social benefits of engaging in partner, small-group, and large-group physical activities. PE5.3.5

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Physical Education

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

	Grade 6	Grade 7	Grade 8
1. Challenge	Apply strategies for overcoming individual challenges in a physical activity setting. PE5.1.6	Use positive strategies when faced with a group challenge. PE5.1.7	Apply strategies to overcome challenges in a physical activity. PE5.1.8
2. Self-Expression and Enjoyment	Describe how moving competently in a physical activity setting creates enjoyment. PE5.2.6a Identify how self-expression and physical activity are related. PE5.2.6b	Identify why self-selected physical activities create enjoyment. PE5.2.7a Explain the relationship between self-expression and lifelong enjoyment through physical activity. PE5.2.7b	Discuss how enjoyment can be increased in self-selected physical activities. PE5.2.8a Identify and participate in an enjoyable activity that prompts individual self-expression. PE5.2.8b
3. Social Interaction	Demonstrate importance of social interaction by following rules and encouraging others in various physical activities and games. PE5.3.6	Demonstrate importance of social interaction by avoiding trash talk and playing in the spirit of activities and games. PE5.3.7	Demonstrate importance of social interaction by asking for help and helping others in various physical activities and games. PE5.3.8

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Physical Education

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

	High School Year 1	High School Year 2
1. Challenge	Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1	Choose an appropriate level of challenge to experience success in a self-selected physical activity. PE5.1.HS2
2. Self-Expression and Enjoyment	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1	Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS2
3. Social Interaction	Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1	Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS2

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Physical Education Glossary

Note: This glossary provides definitions for some of the terms used in the physical education standards and grade-level outcomes. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in physical education. Further information may be found in a variety of places, including the online sources listed at the end of this glossary.

Aerobic activity: Any sustained exercise that stimulates and strengthens the heart and lungs, thereby improving the body's use of oxygen. Examples of aerobic exercise include jogging, rowing, swimming, or cycling

Aerobic capacity: The maximum rate at which the body or an individual muscle can take up and use oxygen from the air; also known as maximal oxygen consumption (uptake) or VO_2max.

Agility: The ability to change body position quickly and to control one's physical movements.

Anaerobic activity: Any short-duration exercise that is powered primarily by metabolic pathways that do not use oxygen. Examples of anaerobic exercise include sprinting and weight lifting.

Artistic gymnastics: A discipline in which gymnasts perform short routines on different apparatus, which may include the balance beam, vault, bars, and floor.

Balance: The ability to keep an upright posture while stationary or moving.

Balance and control skills: The ability to control the movement of the body while stationary or moving.

Base of support: An area defined by the parts of the body and any assistive devices, such as canes or crutches, that are in contact with the support surface.

Biomechanical principles: Principles related to the study of physical forces. An understanding of biomechanical principles can help one move efficiently and avoid injury.

Body composition: All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.

Body systems: Groups of organs that work together to accomplish a specific physical or biological task.

- *Cardiovascular.* The heart, blood vessels, and blood, which provide oxygen and nutrients to the body.
- *Digestive.* The organs and glands that are responsible for ingestion, digestion, and absorption of food.
- *Endocrine.* The glands that produce hormones that regulate various body systems, including but not limited to metabolism, growth and development, tissue function,

reproduction, sleep, and mood.

- *Immune.* The system that protects against infections and other foreign substances, cells, and tissues.
- *Muscular.* The skeletal, smooth, and cardiac muscles that support movement and help maintain posture and circulate blood, among other functions.
- *Nervous.* A complex communication system that transmits nerve impulses between parts of the body.
- *Reproductive.* The organs and glands in the body that aid in procreation.
- *Respiratory.* The airways and passages that bring air, including oxygen, from outside the body into the lungs.
- *Skeletal.* The framework of the body, consisting of bones and connective tissues that protect and support the body tissues and internal organs.

Bones: Major bones of the body include the cranium, clavicle, sternum, vertebra, ribs, pelvis, humerus, ulna, radius, femur, tibia, fibula, patella, tarsals, metatarsals, carpals, metacarpals, and phalanges.

Borg rating: The measurement of intensity of physical activity based on exertion.

Cardiorespiratory endurance: The efficiency of the body's heart, lungs, and blood vessels to send fuel and oxygen to the body's tissues, most often during extended periods of moderate-to-vigorous activity.

Competency: One's ability, skill, and knowledge to perform a task.

Complex motor activities: Activities that involve more than one skill.

Complex motor skills: Skills that are made up of two or more skills. Examples include hopping and skipping, throwing and catching.

Complex movement sequences: Movements that require a combination of motor skills.

Components of health-related fitness: Aspects of physical fitness that help one stay healthy. Examples include:

- *Body composition:* All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
- *Cardiorespiratory endurance:* The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.
- *Flexibility:* The ability to move the joints through a full range of motion.
- *Muscular endurance:* The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- *Muscular strength:* The amount of force a muscle can exert.

Components of skill-related fitness: Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- *Agility:* The ability to change body position quickly and to control one's physical movements.
- *Balance:* The ability to keep an upright posture while stationary or moving.
- *Coordination:* The ability to use one's senses together with one's body parts, or to use two or more body parts together.
- *Power:* The ability to use strength quickly.
- *Reaction time:* The ability to react or respond quickly to what one hears, sees, or feels.
- *Speed:* The ability to perform a movement or cover a distance in a short period of time.

Concepts of direction: Forward, backward, left, right, clockwise, counter-clockwise, up, down, over, under, and through.

Concepts of effort: Exertion of physical or mental power in activities.

Concepts of levels: Low, medium, and high.

Concepts of pathways: Zigzag, straight, and curved movement.

Concepts of relationships: The position of the performer of an activity related to a piece of equipment or to other performers.

Concepts of spatial awareness: The location of objects in relation to one's own body.

Coordination: The ability to use one's senses together with one's body parts, or to use two or more body parts together.

Diminishing return: In physical activity, the point at which one's body is taking on more harm than benefit.

Defense: A means or method of defending or protecting.

Dynamic and cooperative situations: Situations where individuals use teamwork to overcome challenges.

Dynamic balance: Balance while moving. Or, the ability to balance under changing conditions of body movement. See also *Static balance.*

Dynamic environment: Changing surroundings in which one navigates.

Dynamic stretching: A form of stretching beneficial in sports using momentum from form, and the momentum from static-active stretching strength, in an effort to propel the muscle into an extended range of motion not exceeding one's static-passive stretching ability.

Eccentric action: An action that causes a muscle to elongate in response to a greater opposing force.

Educational gymnastics: A discipline that emphasizes body management and problem solving skills through movements such as stunts, balances, and poses.

Emerging pattern: The beginning stage of acquiring motor skills and knowledge.

Etiquette: Rules governing socially acceptable behavior.

Field/striking games: Games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).

Fitness assessment protocol: A set of directions that accompanies a fitness assessment program.

Fitness log: A notebook used to record one's fitness activities.

FITT principle: A mnemonic formula of factors important to determining the correct amount of physical activity:

- *F = Frequency:* How often one does the activity each week.
- *I = Intensity:* How hard one works at the activity each session.
- *T = Time:* How long one works out at each session.
- *T = Type:* Which activities one selects.

The FITT principle for cardiorespiratory endurance:

- *Frequency:* Exercise 3–5 times per week.
- *Intensity:* Train at 60 to 85 percent of target heart rate zone.
- *Time:* Exercise for 20–60 minutes per session (recommended).
- *Type:* Any aerobic activity that keeps heart rate within the target heart rate zone. Examples include running, bicycling, swimming.

The FITT principle for muscular endurance:

- *Frequency:* Weight train 2–4 times per week.
- *Intensity:* To build endurance, lift lighter weight (less resistance) with more repetitions (8–15). Add or maintain weight and repetition during the workout.
- *Time:* A total workout of about 30–60 minutes.
- *Type:* Any activity that allows the muscles to perform a physical task over a period of time without becoming fatigued. Examples include resistance training, yoga, Pilates.

The FITT principle for muscular strength:

- *Frequency:* Weight train 2–4 times per week.
- *Intensity:* To build strength, lift heavier weights (more resistance) with fewer repetitions (3–8).
- *Time:* A total workout of about 30–60 minutes.
- *Type:* Anaerobic activities such as weight lifting and sit-ups.

The FITT principle for flexibility:

- *Frequency:* Daily stretching.
- *Intensity:* Stretch muscles and hold beyond their normal length at a comfortable stretch.
- *Time:* Hold stretch for 10–15 seconds, with the stretching workout lasting 15–30 minutes.
- *Type:* Stretches that allow the body to move through the full range of motion.

Fleeing: Traveling quickly away from a pursuing person or object.

Fleer: Someone who travels quickly away from a pursuer.

Flexibility: The ability to move the joints through the full range of motion.

Food label: A label found on the outside packages of food that states the number of servings in the container, the number of calories in each serving, and the amount of nutrients in each serving.

Force: The effort or tension generated in movement.

Fundamental motor skills: Foundation movements that are precursor patterns to the more specialized, complex skills (body management skills, locomotor skills, and manipulative skills) that are used in play, games, sports, dance, gymnastics, outdoor education, and physical recreation.

General space: All the area outside of someone's personal space, for instance in a classroom, field, or gym.

Health and fitness plan: A plan for maintenance or improvement that includes an evaluation of current health and fitness levels for cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility and an analysis of individual health behaviors such as diet, sleep, activity, fitness, and hydration.

Implement: Device used in the performance of a task.

Increasingly complex activities: Activities that involve progressively more difficulty.

Indicators of health: Physical, mental, emotional, and social.

Individual-performance activities: Activities that do not involve teamwork. Examples include gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self-defense, and skateboarding.

Intrinsic motivation: A desire to seek out new things and new challenges that is driven by one's interest or enjoyment in the task itself and does not rely on external pressures or a desire for reward.

Invasion games: Games in which teams score by moving an object into another team's territory and either shooting into a fixed target (a goal or basket) or moving the object across an open-ended target (a line).

Inverted balance: Sustained balance, for approximately three seconds, in a position with the head below the body.

Isokinetic: Of or relating to muscular action with a constant rate of movement.

Isometric exercise: An action in which a muscle generates tension without changing length.

Isotonic contraction: An action in which tension remains constant, despite a change in muscle length.

Lifetime activity: An activity that is suitable for participation at any time across the life span.

Leading pass: A throw in which a manipulative is thrown ahead of the intended receiver so that the receiver can catch the manipulative while in motion.

Lead-up activity: An activity developed to limit the number of skills needed for successful participation.

Lead-up game: A game developed to limit the number of skills needed for successful participation.

Level: A measure of the relationship of one's body to the floor or an apparatus, or of an object to one's body. Examples of levels include high, low, and in between.

Locomotor: Movement that moves the body from one place to another. Examples include walk, jog, run, jump, hop, leap, gallop, slide, and skip.

Manipulative: An object designed to be moved by hand as a means of developing motor skills.

Manipulative skills: Skills for controlling or manipulating objects. Examples include kicking, striking, punting, rolling, tossing, throwing, catching, and dribbling.

Mature form: Performance of critical elements of a skill in a smooth and continuous motion.

Mature pattern: Execution of the critical elements a skill with efficiency in authentic environments.

Modified games: Small-sided games in which the rules have been modified to emphasize use of specific skills. An example of a modification is creating a penalty for dribbling to emphasize passing.

Motor skills: Actions that involve the movement of muscles in the body. Motor skills are divided into two groups:

- *Gross motor skills:* Large movements of arms, legs, feet, or the entire body, such as crawling, running, and jumping.
- *Fine motor skills:* Small, fine-tuned movements, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.

Motor skill combinations: Actions involving two or more different motor skills, including gross motor skills and fine motor skills.

Movement concepts: Space, pathways, levels, relationships, speed, direction, force.

Muscular endurance: The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength: The amount of force a muscle can exert.

Muscles: Major muscles of the body include the abdominals, biceps, triceps, pectorals, hamstrings, quadriceps, gluteals, gastrocnemius, and trapezius.

MyPlate: A food guidance system that translates nutritional recommendations into the kinds and amounts of food to eat each day; a widely recognized nutrition education tool.
See ChooseMyPlate.gov.

Newton's Laws: Three physical laws of motion that, together, laid the foundation for classical mechanics. The laws describe the relationship between a body, the forces acting upon the body, and the body's motion in response to those forces. These laws have been expressed in different ways, and can be summarized as follows:

- *First law:* When viewed in an inertial reference frame, an object either remains at rest or continues to move at a constant velocity, unless acted upon by an external force.
- *Second law:* The vector sum of the external forces **F** on an object is equal to the mass *m* of that object multiplied by the acceleration vector **a** of the object: **F** = *m***a**
- *Third law:* When one body exerts a force on a second body, the second body simultaneously exerts a force equal in magnitude and opposite in direction on the first body.

Nonlocomotor: Movement in which a body does not move from one place to another. Examples include bend, twist, stretch, push, pull, turn, swing, sway, and rock.

Offense: A means or methods of attacking or attempting to score.

Open space: A space where there are no defenders/opponents.

Overload: Idea that to improve physical fitness, one needs to do more physical activity than one normally does.

PACER: Abbreviation for Progressive Aerobic Cardiovascular Endurance Run, which is a test for cardiorespiratory fitness.

Pacing: An established rate of locomotion.

Palpate: To examine (part of the body) by touching it.

Pathways: The path a movement takes through space. For example, zigzag, curved, or straight.

Performance: Demonstration of a learned skill.

Personal risk assessment tool: A tool that allows an individual to learn about personal health risks, including the effects of a variety of health care interventions.

Personal space: The area immediately surrounding a person.

Phases of a workout:

- *Warm-up:* 5–10 minutes of light exercise to increase blood flow and raise the temperature in muscles.

- *Stretching:* About 5 minutes of stretching to increase flexibility and help avoid injury and strained muscles.
- *Physical activity:* The designated workout, lasting about 20–60 minutes.
- *Cool-down:* 5–10 minutes of reduced exercise to help heart rate, breathing rate, body temperature, and circulation return to the resting state.

Physical activity: Bodily activity that enhances or maintains physical fitness and overall health and wellness. Physical activity may be performed for various reasons, including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, and merely enjoyment; it is of a well-rounded physical education program, but not a content area in itself.

Physical activity pyramid: A guide designed for adults to use to plan an active lifestyle. The physical activity pyramid recommends that adults participate in moderate-intensity cardio physical activity on three to five days for a minimum of 150 minutes each week, or in vigorous-intensity cardio physical activity on three to five days for a minimum of 75 minutes each week, as well as perform 8–10 strength-training exercises for 8–12 repetitions each twice each week.

Power: The ability to use strength quickly.

Principle: A basic truth, law, or assumption.

Proficiency: Advanced competency in any subject or skill.

Progression: Idea that the amount and intensity of physical activity needs to be increased gradually.

Progressive movement combinations: Sequence of actions.

Protocol: A system of rules or directions that explain the correct conduct and the procedures to be followed in formal situations.

Reaction time: The ability to react or respond quickly to what one hears, sees, or feels.

Repeatable sequences: Specific movements combined to create a desired outcome. An example might include traveling, rolling, balancing, and transferring weight in a smooth, flowing sequence with intentional changes in direction, speed, and flow.

Reversibility: The idea that fitness benefits are lost when training stops.

Rhythmic skills: Movement that aligns to a steady pulse or musical beat. Examples include creative movement to music, multicultural dance, and jump rope.

Safety principles: Ways to maintain personal safety when involved in activities.

Safety rules: Defined rules intended to keep participants safe.

Self-space: The space that one's body or body parts can reach without traveling away from a starting location.

Situational context clues: Awareness of surroundings. For example, awareness of being followed by someone.

Skill-related fitness assessments: Agility, balance, coordination, power, reaction time, and speed.

Skills performance: Demonstrating ability to do a specific task well; improves with practice.

Small-sided game play: An organized game in which the number of players is reduced from the conventional competitive version of the sport. Examples include 2v2 basketball, 3v3 volleyball, and 6v6 lacrosse.

Small-sided practice tasks: Tasks designed to practice particular skills.

SMART goals: Criteria for setting useful objectives. SMART goals are:

- Specific
- Measurable
- Attainable/Achievable
- Realistic/Relevant
- Timely/Time bound/Timeline

Specificity: Idea that specific types of exercise improve specific muscles or specific types of fitness.

Speed: The ability to perform a movement or cover a distance in a short period of time.

Sportsmanship: Fairness in following the rules of the game.

Static balance: Balance while stationary. Or, the ability to retain one's center of mass above one's base of support in a stationary position. See also *Dynamic balance.*

Static environment: Unchanging surroundings in which one navigates.

Static stretching: Used to stretch muscles while the body is at rest.

Strategy: A careful plan or method for achieving a particular goal, usually over a period of time.

Strike: To come into contact with an object via hand or handled implement. To perform various striking skills. For example, to place ball away from opponent in a racket sport, to place an overhead volleyball serve, or to punt a football.

Stretch:

- *Dynamic stretch:* Using momentum to propel a muscle into an extended range of motion not exceeding one's passive stretching ability
- *Static stretch:* Gradually lengthening a muscle to an elongated position while the body is at rest.

Tactics: The art or skill of employing available means to accomplish an end.

Tagger: A person who safely and appropriately touches a person or object.

Tagging: Traveling quickly toward a person or object for a safe touch.

Target games: Games in which players score by throwing or striking an object to a target.

Target heart rate (THR): Also known as training heart rate, THR is the range of heart rate desired during aerobic exercise to enable one's heart and lungs to receive the most benefit from the workout. Calculation of THR is based mostly on age; however, physical condition, sex, and previous training also are used in the calculation. The THR can be calculated as percent intensity.

Traditional sports: Athletic activities that are common in American culture, in terms of public attention and participation. Examples include soccer, hockey, and basketball.

Training principles:

- *Overload:* Idea that to improve fitness, one needs to do more physical activity than one normally does.
- *Specificity:* Idea that specific types of exercise improve specific muscles or specific types of fitness.
- *Progression:* Idea that the amount and intensity of physical activity needs to be increased gradually.
- *Reversibility:* Idea that fitness benefits are lost when training stops.
- *Diminishing return:* The point at which one is doing one's body more harm than good.

Transition: An act or process of passing from one state, stage, or place to another.

Traverse climbing activities: A type of climbing where one is never more than a few feet off the floor as one climbs across the wall (sideways).

Trajectory: The path followed by an object moving through space.

Volley: A shot or kick made by hitting an object before it touches the ground.

Weight-bearing exercise: Any activity done while on one's feet and legs that works the muscles and bones against gravity.

Weight transfer: Movement of body weight from one body part to another.

Wellness: An overall state of being in good health.

Resources for Further Exploration

ChooseMyPlate.gov. Alexandria, VA: United States Department of Agriculture (USDA), Center for Nutrition Policy and Promotion, n.d. www.choosemyplate.gov

EatSmart Nutrition Education. Lynnwood: Washington State Dairy Council, n.d. www.eatsmart.org

Health and Physical Education. Olympia, WA: Office of Superintendent of Public Instruction. www.k12.wa.us/HealthFitness

Medical Dictionary Online at The Free Dictionary by Farlex. medical-dictionary.thefreedictionary.com/

National Center for Health Statistics, Centers for Disease Control and Prevention (CDC). www.cdc.gov/nchs

National PE Standards. Reston, VA: SHAPE America (Society of Health and Physical Educators), n.d. www.shapeamerica.org/standards/pe

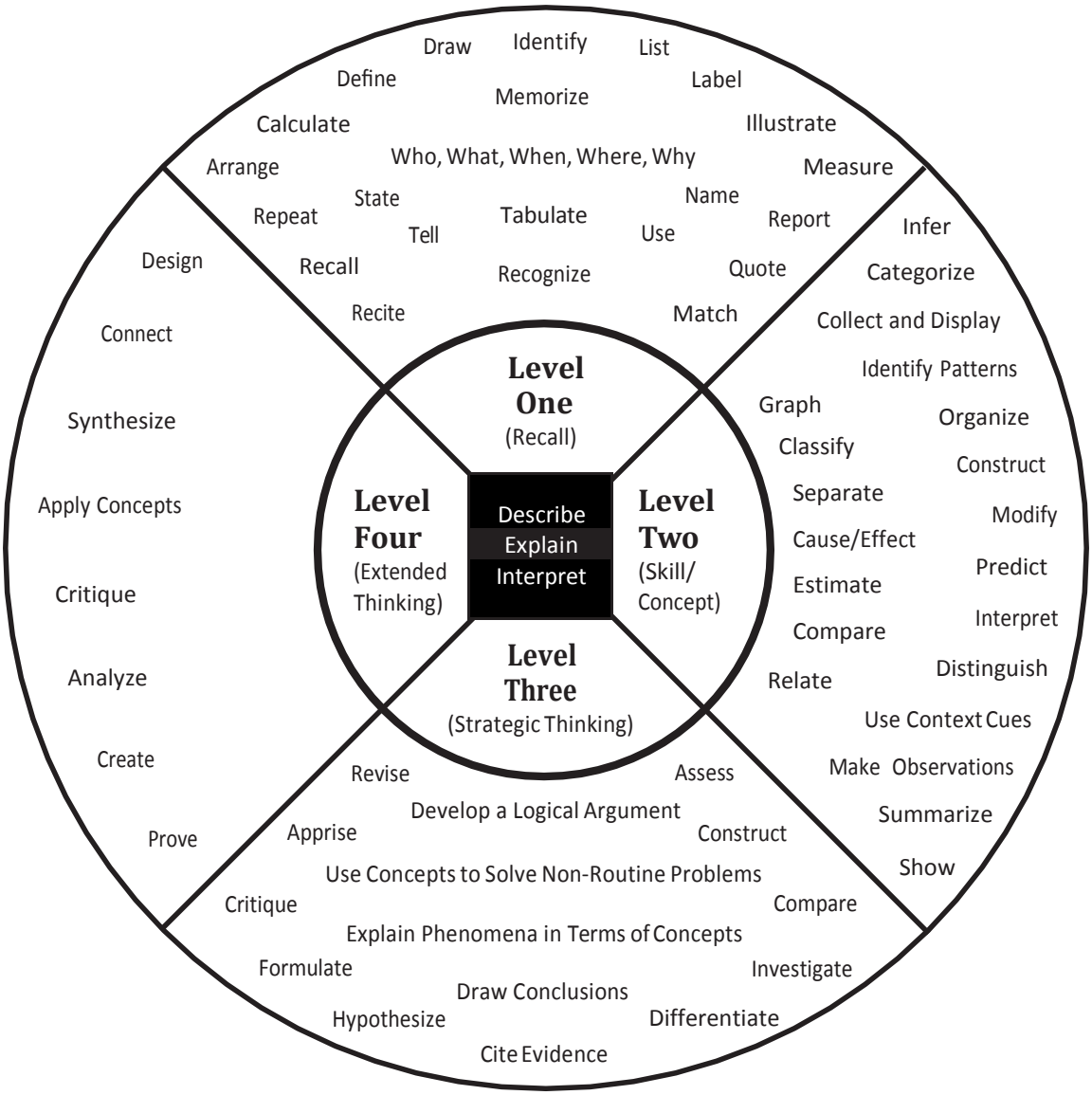
Nutrition.gov. Alexandria, VA: United States Department of Agriculture (USDA), 2015. www.nutrition.gov

PE Central. Blacksburg, VA: PE Central, 2015. www.pecentral.org

p.e.links4u: Promoting Active and Healthy Lifestyles. Ellensburg: Central Washington University, 2016. www.pelinks4u.org

Appendix A

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Appendix B. Revised Codes of Washington (RCWs) and Washington Administrative Codes (WACs) for Health and Physical Education (Fitness)

RCW 28A.150.210

Basic education act — Goal.

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and **health and fitness**.
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.230.040 Physical education in grades one through eight.

Every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics.

WAC 392-410-135 Physical education -- Grade school and high school requirement.

(1) Grades 1-8. Pursuant to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived pursuant to RCW 28A.230.040.

(2) Grades 9-12. Pursuant to RCW 28A.230.050, a one credit course or its equivalent shall be offered in physical education for each grade in the high school program (grades 9-12).

Recess, as normally provided, cannot be used to meet the requirement of an average of 100 minutes per week of instruction in physical education. Recess provides unstructured play opportunities that allow children to engage in physical activity.

According to the National Association for Sport and Physical Education (NASPE), recess is not viewed as a reward but as a necessary educational support component for all children. Therefore, students should not be denied recess so they can complete class work or as a means of punishment.

RCW 28A.230.050 Physical education in high schools.
All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

RCW 28A.230.095 Essential academic learning requirements and assessments.
By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of superintendent of public instruction.

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.
The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as required in this section, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-068, filed 9/8/14, effective 10/9/14.]

WAC 180-51-066 Minimum requirement for high school graduation – Students entering the ninth grade on or after July 1, 2009.

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 20 as listed below.

(e) Two health and fitness credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

Washington State HIV/AIDS Prevention Education Requirements

In 1988 the Washington State Legislature passed the AIDS Omnibus Act. This act mandates HIV/AIDS prevention education beginning in Grade 5 and continuing through Grade 12. Districts must adhere to the following criteria when developing an HIV/AIDS prevention education curriculum:

Beginning **no later than Grade 5**, students shall receive **yearly** instruction in the life-threatening dangers of HIV/AIDS, its transmission, and its prevention.

- Each school district board of directors **will adopt** an HIV/AIDS prevention education program, which is developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies.
- The materials developed for use in the HIV/AIDS education program must be either:
    - Model curricula and resources available from OSPI **or**
    - Developed (or purchased) by the school district and **approved for medical accuracy** by the Department of Health Office on HIV/AIDS.
- If a district develops (or purchases) its own HIV/AIDS prevention curricula, the district **must submit** to the DOH office on HIV/AIDS a copy of its curricula and an affidavit of medical accuracy stating that the material has been compared to the model curricula for medical accuracy and that in the opinion of the district, the materials are medically

accurate. After submission of these materials to the DOH Office on HIV/AIDS, the district may use the materials until the approval procedure by the DOH Office on HIV/AIDS has been completed.

- At least **one month before** teaching HIV/AIDS prevention education in any classroom, each district **must notify parents and guardians** that instruction will take place AND must conduct **at least one presentation**, during weekend or evening hours, for parents and guardians of students concerning the curriculum and materials that will be used for HIV/AIDS education.
- A student may be removed from HIV/AIDS prevention education if the student's parent or guardian, **having attended** one of the district presentations, objects in writing to such participation.

NOTE: As with all school district curricula, HIV/AIDS prevention instructional materials must also be reviewed by the school district instructional materials committee for bias as provided in the Basic Education Law (RCW 28A.150.240), the Instructional Materials Law (RCW 28A.320.230), and the Sex Equity Law (RCW 28A.640.010).

Sexual Health Education Requirements - Healthy Youth Act

Washington law on sexual health education states that "the decision as to whether or not a program about sexual health education is to be introduced into the common schools is a matter for determination at the district level by the local school board." Any district that chooses to provide sexual health education must follow the requirements outlined in the Healthy Youth Act.

All instruction and materials used must be:

- medically and scientifically accurate;
- age appropriate;
- appropriate for students regardless of gender, race, sexual orientation, and disability status; and
- consistent with the Guidelines for Sexual Health and Disease Prevention.

Abstinence may not be taught to the exclusion of instruction and materials on FDA approved contraceptives and other disease prevention methods. In other words, the instruction must be comprehensive.

Appendix C. Physical Education, Physical Activity, and Athletics

Physical education, physical activity, and athletics each hold an extremely important place in the educational system. And each has a specific meaning in the 2016 Health Education and Physical Education K–12 Learning Standards.

Why Physical Education?

We believe that every student, from kindergarten through 12th grade, should have the opportunity to participate in high-quality physical education. Quality physical education programs help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles.

Inactivity is a leading cause of preventable death.

School-based physical education can make an important contribution to the health of the next generation of Americans and global citizen.

Quality physical education programs are also important because they provide learning experiences that meet children's developmental needs, which in turn helps to improve mental alertness, academic performance, and readiness and enthusiasm for learning.

In addition to the health benefits, there is growing evidence that regular physical activity enhances learning and school achievement. In the same way that exercise benefits the muscles, heart, lungs, and bones, it also strengthens key areas of the brain. Physical activity fuels the brain with oxygen, enhances connections between neurons, and assists in memory. Children in daily physical activity have shown superior academic performance and more positive attitudes toward school.

The 2016 Washington State K–12 Learning Standards provide schools and teachers with a guide for creating aligned curricula and learning experiences in health and physical education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. The practice of leading a healthy and physically active lifestyle will bring about personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

The Relationship Between Physical Education and Physical Activity

The terms “physical education” and “physical activity” are often used interchangeably. However, they mean two different things. While it is very important to provide physical activity during the day, without physical education, the activity may focus on fitness with limited opportunity to increase students’ knowledge and skills related to appropriate motor development.

What Is Physical Education?

Physical education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain a physically active and healthy lifestyle.

An understanding of good health and of physical education concepts and practices is essential for all students. The physical education course is the environment in which students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the Washington State K–12 Learning Standards (formerly referred to as Essential Academic Learning Requirements [EALRs]) and related outcomes (formerly referred to as Grade-Level Expectations [GLEs]). The physical education setting, whether gym, field, or multipurpose room, is the classroom in which the physical education curriculum is taught, by a certified physical education specialist. This class and classroom should be treated with the same level of professional concern as other essential academic disciplines and learning environments.

A positive physical education experience can inspire students about physical activity. When children learn and have the time to develop and practice skills, they have increasing opportunities to find enjoyment in sport and physical education, an experience that can carry into an active adult lifestyle. Quality physical education can create active and healthier adults.

What Is Physical Activity?

Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as “any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level.”

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Exercise is a subset of physical activity that is planned, structured, and repetitive and done to improve or maintain physical fitness.

To master basic and advanced motor skills, students need time to learn and practice. Physical activity and exercise are the application of the knowledge and skills learned in the physical

education class. Quality physical education develops students who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. To ensure equal access to quality physical education and physical activity for all students in Washington state, physical education offerings must meet state learning standards and outcomes in all respects.

A quality physical education program includes:

- Curriculum that aligns with state learning standards and outcomes for health and physical education.
- Curriculum taught by a certified health and physical education teacher.
- Appropriate time and space for students to learn and practice skills, with appropriate supplies.
- Instruction and assessment in the cognitive, affective, and psychomotor domains.

The Relationship Between Physical Education and Athletics

Athletics are a valuable part of school life. However, because athletics are optional extracurricular activities, they do not promote participation by all students. Athletics are enrichment activities, while physical education is a component of the curriculum. Athletics thus cannot replace physical education, but contribute valuable additional physical activity time to involved students. Physical education, meanwhile, can enhance student interest in athletics and successful learning in school and beyond.

What Is Athletics?

Athletics is defined as an active sport that requires physical exertion and competition and involves a contest between athletes. Participation in athletics (sports) events is an extracurricular activity. Involvement in athletics is critical to some students. Yet even these students need quality physical education to guarantee the opportunity to learn what a physically educated person should know and be able to do once opportunities for high school athletics are no longer available.

While athletics typically focuses on one sport, or on one sport at a time, physical education teaches the skills and concepts students will need for safe and healthy participation in physical activity across the life span.

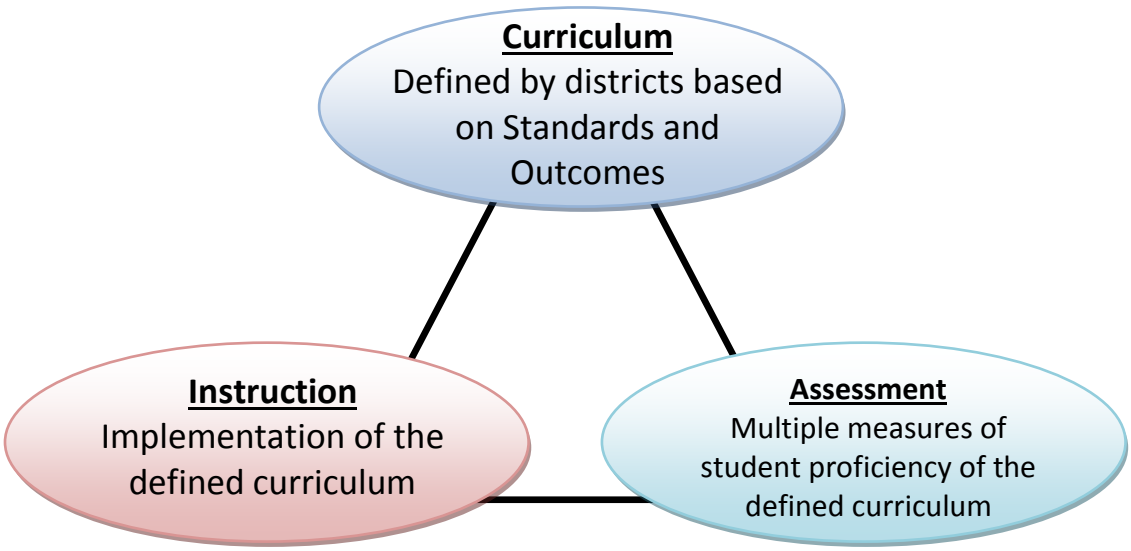
Physical Activity is a <u>BEHAVIOR</u>

and

Physical Education is a <u>CURRICULUM</u>

that helps create and support physical activity.

Quality physical education leads to a lifetime of physical activity.



Physical education is Instruction, Curriculum, and Assessment all together, where physical activity is any type of movement.

Physical inactivity is part of the problem of overweight youth. Physical activity is part of the solution. Physical education is a critical component to increasing physical activity.

School physical education programs are the one place that:

1. **All** children can participate in regular physical activity.
2. **All** children can become physically educated for a lifetime of physical activity.

Acknowledgments

The Office of Superintendent of Public Instruction (OSPI) would like to extend its thanks and appreciation to the following people who played the largest role in shaping this document.

Joseph Bento, Renton School District

Caitlin Cray, White Salmon School District

Nichole Calkins, Highline School District

Sally Dieringer, Wenatchee School District

Lori Dunn, Seattle School District

Dana Henry, Federal Way School District

Kim Jackson, Franklin Pierce School District

Lisa Kloke, Longview School District

Debbie Lindgren, Bremerton School District

Dustin Lungo, Cheney School District

Darin Nolan, Bellingham School District

Dan Persse, Blaine School District

Sara Russell, Tahoma School District

Mary Trettevik, Renton School District

OSPI would also like to acknowledge the state's original Essential Academic Learning Requirements (EALRs) and frameworks committees, who generated much of the examples, ideas, and structure contained in this document.

OSPI would also like to extend its sincere appreciation to the following experts for their contribution and guidance in considering potential bias in the draft documents.

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2016