



K- 12 Physical Education Curriculum

August 2018

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GRADE LEVEL: Kindergarten Physical Education and Health

Focus: Students will demonstrate movement skills through general and personal space.

Locomotor Movements		
PEH.K.1	Outcome: Students will distinguish between and demonstrate a variety of locomotor skills through independent and cooperative activities.	
	Students will...	
	PEH.K.1.1	Identify various locomotor skills from a given example. (19.B.1b)
	PEH.K.1.2	Compare and contrast various locomotor movements. (19.B.1b)
	PEH.K.1.3	Demonstrate spatial awareness while performing various locomotor movements. (19.A.1a, 19.B.1a, 19.B.1b)
	PEH.K.1.4	Demonstrate cooperative play throughout performance of locomotor movements. (21.B.1a)

Gross Motor Manipulative Skills		
PEH.K.2	Outcome: Students will demonstrate introductory gross motor manipulative skills.	
	Students will...	
	PEH.K.2.1	Demonstrate body control while performing gross motor manipulative skills. (19.A.1a)
	PEH.K.2.2	Perform manipulative skills while focusing on the object or target. (19.A.1a)
	PEH.K.2.3	Demonstrate hand-eye coordination while bouncing and catching a ball. (19.A.1a)

Health & Wellness		
PEH.K.3	Outcome: Students will determine the effects of health-related actions on the body.	
	Students will...	
	PEH.K.3.1	Demonstrate and examine the effects of proper hand washing practices. (22.A.1b, 23.B.1a)
	PEH.K.3.2	Identify proper dental hygiene practices. (22.A.1b, 23.B.1a)
	PEH.K.3.4	Differentiate between positive and negative choices when it comes to their health. (22.D.1a)
	PEH.K.3.5	Identify the difference between appropriate and inappropriate touches. (24.C.1a)
	PEH.K.3.6	Identify the components of character education. (24.A.1a)

GRADE LEVEL: First Grade Physical Education and Health

Focus: Students will demonstrate introductory skill development during team, individual, and fitness activities. Students will identify various health and wellness concepts.

Team Sports		
PEH.1.1	Outcome: Students will demonstrate introductory skills in a variety of lead up games.	
	Students will...	
	PEH.1.1.1	Show body control during skill development. (19.A.1a)
	PEH.1.1.2	Identify cooperative skills and the use of teamwork. (21.B.1a)
	PEH.1.1.3	Demonstrate spatial awareness in a variety of team sports and activities. (19.B.1a)
	PEH.1.1.4	Utilize equipment properly during skill development. (19.A.1a)

Non-Traditional and Lifetime Sports		
PEH.1.2	Outcome: Students will demonstrate introductory skills during non-traditional and lifetime activities.	
	Students will...	
	PEH.1.2.1	Demonstrate teamwork and cooperative play during a variety of non-traditional and lifetime activities. (21.B.1a)
	PEH.1.2.2	Demonstrate balance during a variety of activities. (20.A.1a)
	PEH.1.2.3	Apply skill development from individual and team sports to non-traditional activities. (20.A.1b)
	PEH.1.2.4	Show correct body position and demonstrate body control during skill development. (19.A.1a,19.A.1b)
	PEH.1.2.5	Identify the concepts of balance and direction as it relates to movement. (20.A.1a)

Health & Wellness		
PEH.1.3	Outcome: Students will give examples of proper hygiene, healthy food choices, and body safety.	
	Students will...	
	PEH.1.3.1	Demonstrate proper hand-washing technique. (22.A.1b)
	PEH.1.3.2	Show the proper way to brush your teeth. (22.A.1b)
	PEH.1.3.3	Identify and differentiate between healthy and non-healthy foods. (22.B.1a)
	PEH.1.3.4	Identify concepts as applied to Erin's Law. (22.A.1c, 24.C.1a)
	PEH.1.3.5	List components of character education and basic refusal skills. (24.C.1a)

Fitness		
PEH.1.4	Outcome: Students will examine the importance of physical fitness and its effect on overall health.	
	Students will...	
	PEH.1.4.1	Locate and feel their heart beat. (20.A.1b, 23.A.1a)
	PEH.1.4.2	Improve their fitness scores from fall to spring. (20.A.1b, 20.C.1a)
	PEH.1.4.3	Identify the importance of being active. (20.B.1a)
	PEH.1.4.4	Verify that their heart rate increases during physical activity. (20.B.1a)

GRADE LEVEL: Second Grade Physical Education and Health

Focus: Students will refine skill development in team and individual sports, as well as demonstrate introductory health and wellness concepts.

Team Sports		
PEH.2.1	Outcome: Students will demonstrate introductory skills in a variety of team sports.	
	Students will...	
	PEH.2.1.1	Demonstrate balance through a range of motion. (19.A.1a)
	PEH.2.1.2	Apply cooperative skills and teamwork to a variety of team sports. (21.A.1b, 21.B.1a)
	PEH.2.1.3	Demonstrate spatial awareness during game play. (19.B.1a)
	PEH.2.1.4	Utilize proper technique while performing a variety of locomotor and manipulative skills. (19.B.1b)

Non-Traditional and Lifetime Activities		
PEH.2.2	Outcome: Students will model skills as they relate to non-traditional and lifetime activities.	
	Students will...	
	PEH.2.2.1	Demonstrate correct body position when performing a variety of skills. (19.A.1a)
	PEH.2.2.2	Demonstrate body control while using manipulative objects. (19.A.1a)
	PEH.2.2.3	Apply concepts of balance and direction during movement. (19.B.1b, 19.C.1a)
	PEH.2.2.4	Utilize proper technique when performing skills during a variety of non-traditional and lifetime activities. (19.B.1b)
	PEH.2.2.5	Identify a modified or regulation scoring system in a variety of non-traditional and lifetime activities.

Health & Wellness		
PEH.2.3	Outcome: Students will assess positive and negative life choices.	
	Students will...	
	PEH.2.3.1	Identify good hygiene habits. (24.B.1a, 22.A.1b)
	PEH.2.3.2	Compare and contrast a healthy and unhealthy meal. (23.B.1a)
	PEH.2.3.3	Identify proper sleeping habits. (22.A.1b)
	PEH.2.3.4	Identify parts of the circulatory systems. (23.A.1a)
	PEH.2.3.5	Define appropriate and inappropriate secrets and touches in relation to Erin's Law. (22.A.1c, 24.C.1a)
	PEH.2.3.6	Define bullying. (24.A.1a)

Fitness		
PEH.2.4	Outcome: Students will demonstrate and examine physical fitness concepts.	
	Students will...	
	PEH.2.4.1	Identify their resting heart rate. (20.B.1a)
	PEH.2.4.2	Define muscular strength, muscular endurance, flexibility, and cardiovascular endurance. (20.A.1a)
	PEH.2.4.3	Verify that their heart rate increases during physical activity. (20.B.1a, 23.A.1a)
	PEH.2.4.4	Identify and show signs of physical exertion. (20.A.1b)
	PEH.2.4.5	Demonstrate an increase in fitness scores from 1 st to 2 nd grade. (20. A.1b, 20.C.1a)

GRADE LEVEL: Third Grade Physical Education and Health

Focus: Students will apply skill development to lead-up games, as well as develop goals in health and fitness.

Team Sports		
PEH.3.1	Outcome: Students will apply skills and cooperation to lead-up games.	
	Students will...	
	PEH.3.1.1	Demonstrate control of the implement and of their body while transferring weight during direction changes. (19.A.1a, 19.B.1a, 19.B.1b)
	PEH.3.1.2	Compare and contrast skills within a variety of team sports. (19.A.1a)
	PEH.3.1.3	Identify the roles of offense and defense in a variety of lead-up games. (19.C.2b)
	PEH.3.1.4	Show respect to equipment and classmates during game play. (21.B.1a, 21.A.1a)

Non-Traditional and Lifetime Activities		
PEH.3.2	Outcome: Students will combine body and spatial awareness, motor patterns, manipulation of objects, and rhythmic movements through a wide variety of non-traditional and lifetime activities.	
	Students will...	
	PEH.3.2.1	Demonstrate rhythmic movements. (19.B.1b)
	PEH.3.2.2	Perform activities with spatial awareness while using manipulative objects. (19.A.2a, 19.B.1a, 19.C.1a)
	PEH.3.2.3	Demonstrate proper technique during non-traditional and lifetime activities. (19.A.1a, 19.B.1b)
	PEH.3.2.4	Utilize modified or regulation scoring systems for non-traditional and lifetime activities. (19.C.2a)
	PEH.3.2.5	Perform basic gross and fine motor skills during non-traditional and lifetime activities. (19.A.1b)

Health & Wellness		
PEH.3.3	Outcome: Students will determine the importance of positive health and wellness habits.	
	Students will...	
	PEH.3.3.1	Explain the importance of good hygiene (cleanliness, bathing, showering). (22.A.1b, 22.D.1a, 23.B.1a)
	PEH.3.3.2	Identify various sport-related injuries and illnesses (22.A.1a)
	PEH.3.3.3	Demonstrate how to care for an open wound. (22.A.1b)
	PEH.3.3.4	Identify parts of the brain. (23.D.1a)
	PEH.3.3.5	Identify and label parts of the muscular and skeletal systems. (23.A.2a)
	PEH.3.3.6	Explain how the roles of nutrition, activity, and sleeping habits affect your level of wellness. (23.B.1a, 24.B.1a)

	PEH.3.3.7	Categorize a variety of foods by food group. (22.A.2b)
	PEH.3.3.8	Compare and contrast different types of abuse (mental, verbal, physical, and emotional). (24.C.2a)

Fitness		
PEH.3.4	Outcome: Students will apply physical fitness concepts in order to create personal goals for themselves.	
	Students will...	
	PEH.3.4.1	Perform a variety of activities to increase their heart rate. (19.A.1b)
	PEH.3.4.2	Develop goals to increase their level of fitness. (20.C.1a, 20.C.2a)
	PEH.3.4.3	Differentiate among the five components of fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and agility). (20.A.1a)
	PEH.3.4.4	Demonstrate personal growth in four of the five components of fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and agility). (20.B.2b)

GRADE LEVEL: Fourth Grade Physical Education & Health

Focus: Students will demonstrate introductory sport specific skills into modified game play and relate the effects of life choices on body health.

Team Sports		
PEH.4.1	Outcome: Students will demonstrate the ability to identify basic teamwork concepts in modified team sports or activities while communicating and showing good sportsmanship.	
	Students will...	
	PEH.4.1.1	Communicate game strategies with teammates.(24.A.2b)
	PEH.4.1.2	Compare and contrast basic roles and responsibilities of team players during game play (offense, defense, goalies etc.). (21.A.2a, 19.C.2b)
	PEH.4.1.3	Identify productive and non-productive strategies in pursuit of a team goal. (21.B.2a)
	PEH.4.1.4	Identify rules for safe game play. (21.A.2b, 19.C.2a)
	PEH.4.1.5	Demonstrate good sportsmanship while participating in team sports. (24.A.2b)

Non-traditional and Lifetime Activities		
PEH.4.2	Outcome: Students will be able to comprehend rules and strategies while demonstrating the ability to perform basic movement patterns correctly and safely during non-traditional and lifetime activities.	
	Students will...	
	PEH.4.2.1	Demonstrate basic game objectives (scoring, strategies, team goals, etc.). (19.C.2a)
	PEH.4.2.2	Identify the differences between non-traditional/lifetime activities and other sports/activities. (19.C.2b)
	PEH.4.2.3	Identify basic game rules and procedures. (19.C.2a)
	PEH.4.2.4	Demonstrate proper movement patterns (per sport requirements). (19.B.2b, 19.A.2a)
	PEH.4.2.5	Identify principles of movement (i.e. absorption and application of force) while controlling objects. (19.B.2a)

Health and Wellness		
PEH.4.3	Outcome: Students will describe principles of health promotion, hygiene, the prevention of illness and injury, and Erin’s Law.	
	Students will...	
	PEH.4.3.1	Describe the benefits of early detection and treatment of illness. (22.A.2a,)
	PEH.4.3.2	Describe strategies for reduction and prevention of disease. (22.A.2b)
	PEH.4.3.3	Outline the key elements of positive decision making. (24.B.2a)

	PEH.4.3.4	Describe safety methods meant to reduce risks associated with dangerous situations. (22.A.2c)
	PEH.4.3.5	Describe the effects of peer pressure, advertising, and personal opinion on health-related topics. (22.B.2a, 22.D.2a)
	PEH.4.3.6	Identify the six stages of sexual grooming and compare and contrast different types of abuse. (24.C.2a)
	PEH.4.3.7	Show how environmental conditions may affect health. (22.C.2a)
	PEH.4.3.8	Locate, identify, and describe functions of the basic parts of the brain (23.D.2a)

Fitness		
PEH.4.4	Outcome: Students will develop personal fitness goals based on their current level of fitness.	
	Students will...	
	PEH.4.4.1	Match fitness assessments to corresponding components of fitness(20.B.2b).
	PEH.4.4.2	Describe benefits of incorporating fitness into a daily lifestyle. (20.A.2a)
	PEH.4.4.3	Participate in daily PE curriculum for the purpose of personal health-related fitness. (20.A.2b)
	PEH.4.4.4	Create personal fitness goals. (20.C.2a, 21.A.2c)

GRADE LEVEL: Fifth Grade Physical Education & Health

Focus: Students will apply skills and rules to game situations, as well as determine the effects of lifestyle choices on brain function.

Team Sports		
PEH.5.1	Outcome: Students will apply teamwork concepts to team sports or activities.	
	Students will...	
	PEH.5.1.1	Distinguish the basic roles of team players during game play (offense, defense, goalies etc.). (19.C.2b)
	PEH.5.1.2	Show cooperation while distinguishing between productive and non-productive strategies in pursuit of a team goal. (21.B.2a)
	PEH.5.1.3	Apply safe game play rules. (21.A.2b)
	PEH.5.1.4	Demonstrate good sportsmanship through the use of conflict resolution strategies. (24.A.2a)

Non-Traditional and Lifetime Activities		
PEH.5.2	Outcome: Students will perform complex movement patterns safely during non-traditional and lifetime activities.	
	Students will...	
	PEH.5.2.1	Identify complex game objectives (scoring, strategies, etc.).(19.C.2b)
	PEH.5.2.2	Describe the benefits of participation in non-traditional and lifetime activities as they pertain to lifelong wellness. (20.A.2a, 20.A.2b)
	PEH.5.2.3	Apply game rules and procedures to game play. (19.C.2a)
	PEH.5.2.4	Perform controlled motor skill movement patterns (per sport requirements) while incorporating combinations and sequences. (19.A.2a, 19.A.2b, 19.B.2b)
	PEH.5.2.5	Demonstrate principles of movement (i.e. absorption and application of force) while controlling objects. (19.B.2a)

Health and Wellness		
PEH.5.3	Outcome: Students will explain health promotion, hygiene, the stages of growth and development, the prevention of illness and injury, and Erin’s Law.	
	Students will...	
	PEH.5.3.1	List and explain strategies for reduction and prevention of illness. (22.A.2b)
	PEH.5.3.2	Evaluate the effectiveness of safety methods meant to reduce risks associated with dangerous situations. (22.A.2c)
	PEH.5.3.3	Analyze the effects of peer pressure, advertising, and personal opinion on health-related topics. (22.B.2a)
	PEH.5.3.4	Identify the six stages of sexual grooming and compare and contrast different types of abuse. (24.C.2a)

	PEH.5.3.5	Compare and contrast different health factors and how they affect wellness and identify stages in growth and development (environmental, personal, mental, cultural, physical, social, etc. (22.C.2a, 23.C.2a, 23.C.2b)
	PEH.5.3.6	Distinguish between positive and negative effects of health-related actions on body systems. (23.B.2a)

Fitness		
PEH.5.4	Outcome: Students will apply principles of health-related fitness and personal fitness scores while setting personal fitness goals.	
	Students will...	
	PEH.5.4.1	Participate in fitness testing while striving to meet or exceed personal goals. (20.C.2a, 20.B.2b, 20.C.2a, 20.C.2b)
	PEH.5.4.2	Determine how different tests relate to components of fitness (muscular strength, agility, cardiovascular endurance, etc.). (20.C.2a, 20.B.2b, 20.C.2b)
	PEH.5.4.3	Describe how daily exercise affects the cardiovascular system by monitoring individual in heart rate. (20.A.2a, 20.B.2a)
	PEH.5.4.4	Participate in daily health-related fitness activities. (20.A.2b)
	PEH.5.4.5	Create personal fitness goals. (20.C.2a, 21.A.2c)

GRADE LEVEL: Sixth Grade Physical Education and Health

Focus: Students will analyze strategies, techniques, and movement skills in a variety of scenarios.

Team Sports		
PEH.6.1	Outcome: Students will analyze the importance of teamwork concepts in team sports and activities through game play.	
	Students will...	
	PEH.6.1.1	Model cooperation to achieve a common team goal. (21.B.3a)
	PEH.6.1.2	Identify positions and perform the responsibilities of the positions during game play (offense, defense). (19.C.3b)
	PEH.6.1.3	Apply strategies utilized in pursuit of a team goal. (21.B.3a)
	PEH.6.1.4	Apply safety rules during game play. (19.C.3a)
	PEH.6.1.5	Apply principles of movement (i.e. absorption and application of force) during game play. (19.B.2a)

Non-Traditional and Lifetime Activities		
PEH.6.2	Outcome: Students will apply rules, interpret strategies, and demonstrate advanced and complex movement patterns correctly and safely during non-traditional and lifetime activities.	
	Students will...	
	PEH.6.2.1	Apply advanced strategies, rules, and game objectives. (19.C.3b, 19.C.3a)
	PEH.6.2.2	Justify the benefits of participating in non-traditional and lifetime activities and how they pertain to lifelong wellness. (20.A.3b)
	PEH.6.2.3	Demonstrate control of implement and of body while performing combinations and sequences during movements in a variety of non-traditional and lifetime activities. (19.A.3a)

Health & Wellness		
PEH.6.3	Outcome: Students will apply health promotion, hygiene, the prevention of illness and injury, and Erin’s Law into practical situations in the community, school, and family settings.	
	Students will...	
	PEH.6.3.1	Analyze strategies for reduction and prevention of disease (22.A.2b)
	PEH.6.3.2	Explain routine safety precautions in practical situations (in a car, near water, etc.) (22.A.3c)
	PEH.6.3.3	Analyze the effects of peer pressure, advertising, and personal opinion on health-related topics in the community, school, and family. (22.B.2a, 22.B.3a)
	PEH.6.3.4	Identify the six stages of sexual grooming as related to Erin’s Law. (24.C.3a)
	PEH.6.3.5	Identify specific body systems and describe how they interact. (skeletal, muscular, circulatory, respiratory, nervous, and digestive). (23.A.3a)
	PEH.6.3.6	Identify the importance of a healthy body image and distinguish ways to maintain a healthy body weight. (23.C.3a)

Fitness		
PEH.6.4	Outcome: Students will evaluate their current level of fitness to create and meet personal fitness goals, and will predict the impact of fitness on their body.	
	Students will...	
	PEH.6.4.1	Create personal fitness goals. (20.C.3a, 21.A.2c)
	PEH.6.4.2	Demonstrate personal growth in four of the five components of fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and agility). (20.C.3c)
	PEH.6.4.3	Explain the impact of daily fitness and predict the effects on various body systems. (23.B.3a)
	PEH.6.4.4	Participate in daily physical activity for the purpose of achieving personal health-related fitness. (20.A.3b)

GRADE LEVEL: 7-8 PE

Focus: Students will assess their individual performance levels of physical fitness and sports skills appropriate for lifetime wellness, set goals for and demonstrate improvement and maintenance of skill levels, and participate in a variety of rhythmic, coordination, individual and team activities.

Team Sports		
PEH.7-8.1	Outcome: Students will demonstrate the rules, analyze various movement concepts, and apply basic strategies while participating in a variety of team sports.	
	Students will...	
	PEH.7-8.2.1	Apply movement patterns in a variety of activities and team sports. (19.B.3a)
	PEH.7-8.2.2	Determine the fitness components (flexibility, muscular strength, muscular endurance, cardiovascular endurance, and agility) present in a variety of team sports. (20.A.3b)
	PEH.7-8.2.3	Explain how the skills used in a variety of team sports can be applied to lifelong fitness. (20.C.3c)
	PEH.7-8.2.4	Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in a variety of team sports. (19.A.3a)
	PEH.7-8.2.5	Identify and apply basic offensive and defensive strategies in a variety of activities and game play. (19.C.3b)
	PEH.7-8.2.6	Demonstrate rules and etiquette by self-officiating during activities and game play. (19.C.3a, 21.A.3B)
	PEH.7-8.2.7	Participate daily in a variety of moderate to vigorous activities. (19.A.3b)

Non-Traditional Activities		
PEH.7-8.2	Outcome: Students will demonstrate the rules, apply various movement concepts, and apply basic strategies while participating in a variety of non-traditional activities.	
	Students will...	
	PEH.7-8.2.1	Apply movement patterns in a variety of non-traditional activities. (19.B.3a)
	PEH.7-8.2.3	Explain how the skills used in a variety of non-traditional activities can be applied to lifelong fitness. (20.C.3c)
	PEH.7-8.2.4	Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in a variety of non-traditional activities. (19.A.3a)
	PEH.7-8.2.5	Identify and apply basic strategies in a variety of non-traditional activities. (19.C.3b)
	PEH.7-8.2.6	Demonstrate rules and etiquette by self-officiating during non-traditional activities. (19.C.3a)
	PEH.7-8.2.7	Identify opportunities within the community for regular participation in physical activities. (20.C.3b)

Fitness Activities		
PEH.7-8.3	Outcome: Students will explain the fitness component that is measured by each fitness test, set goals on fitness data, and assess individual fitness levels through fitness tests.	
	Students will...	
	PEH.7-8.3.1	Identify each fitness test and explain which fitness component it measures. (21.A.3b, 20.A.3b)
	PEH.7-8.3.2	Create realistic personal goals for health-related fitness components based on their personal fitness profile. (20.C.3a, 20.B.3b)
	PEH.7-8.3.3	Identify the connections between fitness, brain function, and academic performance. (20.B.3c, 19.B.3b, 23.D.3a)
	PEH.7-8.3.4	Identify the principles of training (frequency, intensity, time, and type). (20.A.3a)
	PEH.7-8.3.5	Use a variety of methods (e.g., perceived exertion, pulse, heart rate monitors) to monitor intensity of exercise. (20.B.3a, 20.A.3b)

Social and Personal Responsibilities		
PEH.7-8.4	Outcome: Students will apply classroom rules, demonstrate appropriate behavior, and cooperate with others in a variety of activities.	
	Students will...	
	PEH.7-8.4.1	Apply directions and decisions of responsible individuals while remaining on task. (21.A.3a, 21.A.3c)
	PEH.7-8.4.2	Demonstrate positive social interaction by helping and encouraging others. (21.B.3a)
	PEH.7-8.4.4	Cooperate with others to accomplish a set goal during a variety of activities. (21.B.3a)
	PEH.7-8.4.5	Use procedures and safe practices during a variety of activities. (21.A.3a)

GRADE LEVEL: 7-8 Health

Year 1 (one quarter):

Focus: Students will identify and explain personal health, and how the body systems work, evaluate risk factors that can affect their health, and identify characteristics of a positive self-concept.

Health & Wellness		
PEH.HE7-8.1	Outcome: Students will show how health factors relate to and influence their wellness.	
	Students will...	
	PEH.HE7-8.1.1	Define health & wellness and show the relationships among physical, mental, emotional, and social health factors during adolescence. (23.C.3a)
	PEH.HE7-8.1.2	Explain how health habits affect wellness. (22.A.3a)
	PEH.HE7-8.1.3	Explain the role of lifestyle factors in a person's life. (22.A.3a)
	PEH.HE7-8.1.4	Identify and describe ways to reduce health risks common to adolescents. (22.A.3a)
	PEH.HE7-8.1.5	Identify how positive health practices can help reduce health risks. (22.A.3b)

Body Systems		
PEH.HE7-8.2	Outcome: Students will evaluate the structure and functions of the human body systems and describe how they are interrelated.	
	Students will...	
	PEH.HE7-8.2.1	Explain the main function(s) of each body system. (23.B.3a)
	PEH.HE7-8.2.2	Identify various parts of each body system. (23.B.3a)
	PEH.HE7-8.2.3	Evaluate problems and determine care of each body system to keep the body healthy. (23.B.3a)
	PEH.HE7-8.2.4	Describe the relationship among various body systems. (23.B.3a)

Nutrition		
PEH.HE7-8.3	Outcome: Students will examine healthful components of nutrition to show how they affect the body.	
	Students will...	
	PEH.HE7-8.3.1	Identify the essential nutrients and how they relate to nutritional guidelines. (22.A.3a)
	PEH.HE7-8.3.2	Evaluate food choices for healthy meal planning. (22.A.3b)
	PEH.HE7-8.3.3	Analyze and balance caloric intake with physical activity. (22.A.3b)
	PEH.HE7-8.3.4	Distinguish how different foods affect overall health. (22.A.3b)

Body Image		
PEH.HE7-8.4	Outcome: Students will distinguish influences on body image to promote a healthy body composition.	
	Students will...	
	PEH.HE7-8.4.1	Explain the importance of a healthy body image. (22.A.3b)
	PEH.HE7-8.4.2	Describe ways to maintain a healthy weight. (22.A.3a)
	PEH.HE7-8.4.3	Describe the symptoms of various eating disorders. (22.A.3a)
	PEH.HE7-8.4.4	Determine the health risks associated with eating disorders. (23.B.3a)
	PEH.HE7-8.4.5	Identify sources of help for persons with an eating disorder. (22.D.3a)

Year 2 (one quarter):

Focus: Students will determine healthful and mature decision-making skills, identify the factors of human growth and development, and evaluate the consequences of engaging in risky behaviors.

Tobacco		
PEH.HE7-8.5	Outcome: Students will analyze factors associated with tobacco use to show its effects on the body.	
	Students will...	
	PEH.HE7-8.5.1	Define tobacco and identify products that contain tobacco. (22.A.3a)
	PEH.HE7-8.5.2	Explain risk factors associated with tobacco use. (23.B.3a, 22.A.3b)
	PEH.HE7-8.5.3	Determine healthy alternatives to tobacco use. (22.D.3a, 24.C.3a)

Alcohol		
PEH.HE7-8.6	Outcome: Students will analyze factors associated with alcohol use to show its effects on the body.	
	Students will...	
	PEH.HE7-8.6.1	Describe alcohol and identify products that contain alcohol. (22.A.3a)
	PEH.HE7-8.6.2	Analyze risk factors associated with alcohol use. (22.A.3b, 23.B.3a)
	PEH.HE7-8.6.3	Determine healthy alternatives to alcohol use. (22.D.3a, 24.B.3b)
	PEH.HE7-8.6.4	Describe treatment options for alcohol-related problems. (22.D.3a, 24.C.3a)

Drugs		
PEH.HE7-8.7	Outcome: Students will evaluate factors associated with drug use and its effects on the body.	
	Students will...	
	PEH.HE7-8.7.1	Name the different categories of drugs. (22.A.3a)
	PEH.HE7-8.7.2	Distinguish between the use, misuse, and abuse of drugs. (22.A.3b)
	PEH.HE7-8.7.3	Describe the effects of each drug category. (23.B.3a)
	PEH.HE7-8.7.4	Provide healthy alternatives to drug use. (24.B.3a, 24.C.3a, 22.D.3a)

Human Growth and Development		
PEH.HE7-8.8	Outcome: Students will identify and describe factors that affect human growth and development.	
	Students will...	
	PEH.HE7-8.8.1	Explain how a single cell develops into a baby. (23.A.3a, MS/LS1-1, MS-LS1-3)
	PEH.HE7-8.8.2	Describe the stages of birth. (23.A.3a)
	PEH.HE7-8.8.3	Explain how characteristics are passed from parent to child. (MS-LS3.A, MS-LS3.B)
	PEH.HE7-8.8.4	Identify factors that could cause birth defects. (MS-LS3-1)
	PEH.HE7-8.8.5	Explain the importance of prenatal care. (23.A.3a)
	PEH.HE7-8.8.6	Identify and compare stages in human growth and development. (23.C.3a)
	PEH.HE7-8.8.7	Distinguish among chronological, biological, and social age. (23.A.3a)

Relationships and Sex Education		
PEH.HE7-8.9	Outcome: Students will determine the characteristics of healthy relationships, identify the functions of the reproductive system, and evaluate risks associated with sexual activity.	
	Students will...	
	PEH.HE7-8.9.1	Compare and contrast positive and negative relationships. (24.A.3b)
	PEH.HE7-8.9.2	Identify the parts and functions of the male and female reproductive systems and describe how to properly care for each. (22.A.3b)
	PEH.HE7-8.9.3	Evaluate and rate a variety of safety precautions when engaging in sexual behaviors. (22.A.3c, 23.B.3a)
	PEH.HE7-8.9.4	Identify consequences to engaging in sexual behavior. (23.B.3a, 24.B.3a)

Conflict Resolution and Violence Prevention		
PEH.HE7-8.10	Outcome: Students describe techniques for communicating in positive ways, resolving differences, and preventing conflict.	
	Students will...	
	PEH.HE7-8.10.1	Explain why conflicts occur and how they escalate. (24.A.3a)
	PEH.HE7-8.10.2	Describe effective skills for resolving conflicts. (24.A.3b)
	PEH.HE7-8.10.3	Interpret various stress management techniques to release anger. (24.A.3b)
	PEH.HE7-8.10.4	Describe factors that contribute to teen violence and dating violence. (24.A.3a)

	PEH.HE7-8.10.5	Identify various types of violent crime. (24.A.3a)
	PEH.HE7-8.10.6	Identify healthy and effective ways to handle bullying and harassment. (24.A.3c, 24.C.3a)
	PEH.HE7-8.10.7	Explain different forms of abuse, the cycle of abuse, and the effects of abuse on victims. (24.A.3a)
	PEH.HE7-8.10.8	Identify where to get help if they are abused. (22.D.3a)

GRADE LEVEL: 9th Grade Physical Education

Focus: Students will demonstrate the components of fitness while participating in daily fitness-based activities. Students will assess their individual fitness levels and integrate proper form when performing specific dynamic movements.

Weight Training and Body Movements		
PEH.9.1	Outcome: Students will demonstrate proper technique when performing dynamic movements, and will set individual strength goals.	
	Students will...	
	PEH.9.1.1	Identify and demonstrate correct coaching cues when performing the bench press, dead lift, and squat. (19.B.4a)
	PEH.9.1.2	Perform dynamic movements efficiently during the daily warm up routine. (19.A.4a)
	PEH.9.1.3	Identify the muscle groups related to various free weight lifts. (20.A.4a)
	PEH.9.1.4	Design and implement a personal weight training program. (20.C.4d)
	PEH.9.1.5	Create individual, realistic, short term weight training goals. (20.C.4a)
	PEH.9.1.6	Analyze sequential body movement patterns and their effects on the body and brain. (19.B.4b)
	PEH.9.1.7	Apply components of the F.I.T.T. Principle to weight training. (20.A.4a)

Fitness Activities and Games		
PEH.9.2	Outcome: Students will demonstrate and increase cardiovascular endurance while participating in moderate to vigorous fitness activities.	
	Students will...	
	PEH.9.2.1	Perform a variety of movement patterns effectively in daily moderate to vigorous activity. (19.A.4b)
	PEH.9.2.2	Demonstrate decision-making skills with others during fitness activities. (21.A.4a)
	PEH.9.2.3	Increase cardiovascular endurance through moderate to vigorous fitness activity. (19.A.4b)
	PEH.9.2.4	Develop rules, apply rules and follow safety procedures during game play. (19.C.4a, 21.A.4b)
	PEH.9.2.5	Apply offensive, defensive, and cooperative strategies to fitness activities. (19.C.4b)

Heart Rate		
PEH.9.3	Outcome: Students will assess fitness levels using their target heart rate zone.	
	Students will...	
	PEH.9.3.1	Locate, record and identify their resting heart rate. (19.A.4a)
	PEH.9.3.2	Calculate, record, and interpret their current target heart rate zone. (20.B.4a)
	PEH.9.3.3	Calculate their heart rate during specific activities and describe benefits gained in each. (20.A.4a)
	PEH.9.3.4	Compare and contrast their heart rate during various cardiovascular activities. (21.A.4c)
	PEH.9.3.5	Calculate and critique the target heart rate zone of someone else. (20.B.4a)

Fitness Trends, Innovations, and Fitness Testing		
PEH.9.4	Outcome: Students will utilize techniques and concepts to participate in current fitness programs.	
	Students will...	
	PEH.9.4.1	Name several current fitness styles. (20.A.4b)
	PEH.9.4.2	Participate in various training programs and outline the benefits of each. (20.A.4b, 20.B.4c)
	PEH.9.4.3	Evaluate current fitness trends and services in order to improve individual fitness levels. (20.C.4c)
	PEH.9.4.4	Verify the importance of lifelong fitness. (20.A.4a)
	PEH.9.4.5	Work cooperatively with others to achieve group and individual goals. (21.B.4a)
	PEH.9.4.6	Prepare an individual fitness profile and evaluate individual fitness testing components. (20.B.4b, 20.C.4b)

GRADE LEVEL: 10th Grade Physical Education

Focus: Students will demonstrate the components of fitness while participating in team and lifetime sport-based activities. Students will assess their individual fitness levels and integrate proper form when performing specific dynamic movements.

Team Sports		
PEH.10.1	Outcome: Students will demonstrate skills, rules and strategies of team sports	
	Students will...	
	PEH.10.1.1	Apply rules during game play. (21.A.4a)
	PEH.10.1.2	Demonstrate proficiency in game skills. (19.A.4a)
	PEH.10.1.3	Compare and contrast game strategies. (19.C.4b)
	PEH.10.1.4	Apply positive communication skills through team interactions. (21.B.4a)

Lifetime Sports		
PEH.10.2	Outcome: Students will demonstrate skills, rules, and strategies of lifetime sports.	
	Students will...	
	PEH.10.2.1	Apply rules during game play. (19.B.4a)
	PEH.10.2.2	Demonstrate proficiency in game skills. (19.A.4a)
	PEH.10.2.3	Compare and contrast game strategies. (19.C.4b)
	PEH.10.2.4	Apply positive communication skills through team interactions. (21.B.4a)

Fitness Activities and Games		
PEH.10.3	Outcome: Students will perform moderate to vigorous activities to strengthen cardiovascular health.	
	Students will...	
	PEH.10.3.1	Apply rules during game play. (19.A.4a)
	PEH.10.3.2	Demonstrate proficiency in game skills. (19.A.4a)
	PEH.10.3.3	Compare and contrast game strategies. (19.B.4a)
	PEH.10.3.4	Apply positive communication skills through team interactions. (21.B.4a)
	PEH.10.3.5	Maintain a target heart rate for a designated time. (19.A.4b)

Body Weight Movements		
PEH.10.4	Outcome: Students will demonstrate body movements and determine the joints and muscles contributing to the motion.	
	Students will...	
	PEH.10.4.1	Identify the purpose of the movement: flexibility, strength, mobility, muscle activation. (19.B.4a)
	PEH.10.4.2	Determine the joints and muscles used during the movement. (19.B.4b)
	PEH.10.4.3	Perform the body weight movement. (19.A.4a)

GRADE LEVEL: 10th Grade Physical Education with CPR

Focus: Students will demonstrate the lifesaving skills of Cardiopulmonary Resuscitation (CPR) and the correct use of the Automated External Defibrillator (AED) in order to become certified. Students will also apply cooperative social skills during team building activities, social dances, and fitness activities.

CPR		
PEH.10-CPR.1	Outcome: Students will demonstrate necessary skills to become certified in CPR and AED use.	
	Students will...	
	PEH.CPR.1.1	Demonstrate successful complete chest compressions. (22.A.4c)
	PEH.CPR.1.2	Provide successful breaths to a manikin. (22.A.4c)
	PEH.CPR.1.3	Demonstrate correct use of an AED. (22.A.4c)
	PEH.CPR.1.4	Demonstrate checking for the response of the at-risk individual and notify emergency personnel. (22.A.4c, 22.A.4d)
	PEH.CPR.1.5	Illustrate the importance of CPR through assessments. (22.A.4c)
	PEH.CPR.1.6	Summarize the importance of CPR. (22.A.4c)

Social Dance		
PEH.10-CPR.2	Outcome: Students will demonstrate use of rhythm, coordination, beat, and tempo.	
	Students will...	
	PEH.CPR.2.1	Perform a variety of rhythm and music combinations. (19.A.4a)
	PEH.CPR.2.2	Participate in moderate to vigorous physical activity while performing dance. (19.A.4b)
	PEH.CPR.2.3	Create a dance using rhythm and movement concepts used in class. (19.A.4a)
	PEH.CPR.2.4	Apply movement concepts learned in class along with music. (20.A.4b)
	PEH.CPR.2.5	Count and find beats throughout music.

Team Building		
PEH.10-CPR.3	Outcome: Students will demonstrate decision-making skills and work cooperatively during team building activities.	
	Students will...	
	PEH.CPR.3.1	Collaborate with peers in order to achieve the goals of the given activity. (21.A.4a, 21.B.4a)
	PEH.CPR.3.2	Utilize spatial awareness to ensure safety during the activities. (21.A.4b)
	PEH.CPR.3.3	Model decision-making skills as they work cooperatively to complete the given task. (21.A.4c)

Fitness		
PEH.10-CPR.4	Outcome: Students will apply fitness components to perform a variety of fitness activities.	
	Students will...	
	PEH.CPR.4.1	Participate in a designed fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	PEH.CPR.4.2	Evaluate trending fitness concepts as they relate to fitness consumerism. (20.B.5b)
	PEH.CPR.4.3	Describe and demonstrate proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	PEH.CPR.4.4	Collect and interpret individual fitness test data. (20.B.5a)

GRADE LEVEL: 9-10 Health

Focus: Students will demonstrate healthy decision making skills while striving to maintain overall wellness and personal safety. Students will utilize resources to increase health literacy and evaluate personal risk factors involved in sustaining a healthy lifestyle.

Mental and Emotional Health		
PEH.HE.1	Outcome: Students will explain and define examples of internal and external influences of health.	
	Students will...	
	PEH.HE.1.1	Define the seven dimensions of health, explain and formulate examples of each dimension. (22.B.4a, 22.C.4a)
	PEH.HE.1.2	Distinguish characteristics of the seven dimensions of health. (22.B.4a)
	PEH.HE.1.3	Compare and contrast positive and negative relationships. (24.A.4a)
	PEH.HE.1.4	Identify problem-solving techniques to resolve conflict. (24.A.4b)
	PEH.HE.1.5	Analyze a mental health issue and correlate how brain function can be improved through activity. (23.D.4a)
	PEH.HE.1.6	Identify signs of poor self-esteem and self-image and apply the steps to support others. (22.A.4b)
	PEH.HE.1.7	Analyze the consequences of teen dating violence. (24.A.4a)

Alcohol, Tobacco, and Other Drugs (ATOD)		
PEH.HE.2	Outcome: Students will analyze how using ATOD creates negative consequences.	
	Students will...	
	PEH.HE.2.1	Differentiate short and long-term risk factors associated with alcohol, tobacco, and other drug use (steroids, stimulants, narcotics, etc.). (23.B.4a)
	PEH.HE.2.2	Explain the effects of substance abuse on the body and the environment. (22.A.4c)
	PEH.HE.2.3	Describe programs to end substance abuse. (22.D.4a)
	PEH.HE.2.4	Predict the effects of substance abuse on one's future. (22.B.4a)
	PEH.HE.2.5	Outline the characteristics of addiction. (22.A.4a, 24.A.4b)

Sex Education		
PEH.HE.3	Outcome: Students will evaluate the consequences of sexual activities and justify the benefits of abstinence.	
	Students will...	
	PEH.HE.3.1	Identify male and female reproductive systems and explain functions of each. (23.C.4a)
	PEH.HE.3.2	Differentiate various forms of contraceptives and the effectiveness of each. (22.D.4a)
	PEH.HE.3.3	Diagnose possible consequences of engaging in sexual activity. (23.B.4a, 22A.4a)
	PEH.HE.3.4	Justify the benefits of abstaining from sexual activity. (22.D.4a)

Nutrition		
PEH.HE.4	Outcome: Students will integrate healthy choices regarding nutrition and exercise in order to reduce health risks.	
	Students will...	
	PEH.HE.4.1	Identify the six essential nutrients and distinguish the roles each performs within the body. (23.A.4a)
	PEH.HE.4.2	Analyze nutritional guidelines and apply them to healthy meal planning. (24.C.4a)
	PEH.HE.4.3	Correlate poor eating habits with long-term health risks. (22.D.4a)
	PEH.HE.4.4	Identify and explain the health risks associated with body image. (22.D.4a)
	PEH.HE.4.5	Identify and explain how external factors affect body image. (24.B.4a)

GRADE LEVEL: Drivers Education

Focus: Students will apply rules, regulations, and procedures in order to operate a vehicle.

Operate a Vehicle		
PEH.DE.1	Outcome: Students will meet and demonstrate all state regulations and requirements pertaining to stage one of the Graduated Licensing Program.	
	Students will...	
	PEH.DE.1.1	Participate in a student/parent orientation outlining program goals.
	PEH.DE.1.2	Identify and comply with the rules of the road based state and local requirements to obtain a permit through early permit testing.
	PEH.DE.1.3	Identify and illustrate vehicle operating space needed for reduced-risk operations.
	PEH.DE.1.4	Demonstrate processes and procedures for getting ready to drive a vehicle, including routine vehicle checks.
	PEH.DE.1.5	Develop and practice an individual procedure for starting and securing a vehicle.
	PEH.DE.1.6	Demonstrate appropriate Vehicle Operating Space.
	PEH.DE.1.7	Follow the Pre-Driving Checklist.
	PEH.DE.1.8	Start the vehicle, place it in motion, and stop and secure the vehicle.
	PEH.DE.1.9	Apply proper steering techniques.

Vehicle Control Needs and Roadway Position		
PEH.DE.2	Outcome: The students will apply the basic concepts of vision control; techniques for slowing, stopping, and steering; and will analyze the standard and personal vehicle markers for reference points.	
	Students will...	
	PEH.DE.2.1	List and demonstrate vision, motion, and steering control needed to maintain suspension balance while operating a vehicle.

	PEH.DE.2.2	Identify and practice use of communication techniques, courtesy, and respect in regard to other roadway users.
	PEH.DE.2.3	Identify methods for stopping a vehicle in motion.
	PEH.DE.2.4	Develop vehicle reference points to know where the vehicle is positioned to the roadway.
	PEH.DE.2.5	Identify and apply the five steps to the Smith System.
	PEH.DE.2.6	Analyze vehicle balance concepts to maintain a safe path of travel.
	PEH.DE.2.7	Demonstrate application of Identify, Predict, Decide, and Execute (IPDE) Principles

Traffic Skills, Path of Travel, and Maneuvers		
PEH.DE.3	Outcome: The student will distinguish among signs, signals, and roadway markings while performing basic maneuvers in a controlled risk environment.	
	Students will...	
	PEH.DE.3.1	Describe how roadway conditions, signs, signals, and pavement markings impact driving decisions.
	PEH.DE.3.2	Identify procedures and processes for basic vehicle maneuvering tasks and incorporate them in a classroom simulation.
	PEH.DE.3.3	Use procedures for processing information for intersection approach, making precision right and left turns, making lateral maneuvers on and off the roadway, and backing the vehicle.
	PEH.DE.3.4	Identify the target, assess the target area, and determine the appropriate target path for any situation.

Intersection Skills and Negotiating Curves and Hills		
PEH.DE.4	Outcome: The student will apply principles for targeting, path of travel, searching, and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills.	
	Students will...	

	PEH.DE.4.1	Describe how visual skills and mental perception lead to reduced-risk driving decisions.
	PEH.DE.4.2	Select, maintain, and adjust speed to reduce the risk of collision and comply with rules of the road.
	PEH.DE.4.3	Apply proximity control.
	PEH.DE.4.4	Divide focal and mental attention between the intended travel path and other tasks.
	PEH.DE.4.5	Demonstrate spatial awareness and detect changes in their environment including intersections, curves, and hills.
	PEH.DE.4.6	Identify and apply a delayed start before moving.

Space Management, Speed, and Vehicle Control Skills in Moderate Risk Environments		
PEH.DE.5	Outcome: Students will determine the reduced risk turn around procedure for the speed, traffic flow, and restrictions to line of sight and/or path of travel in a moderate risk environment.	
	Students will...	
	PEH.DE.5.1	Identify and apply the principles of space management making appropriate communication, speed, and lane position adjustments.
	PEH.DE.5.2	Demonstrate and model basic maneuvers for moderate risk operation.
	PEH.DE.5.3	Develop procedures and model techniques for moderate risk lane changes in a variety of lane change situations.
	PEH.DE.5.4	Utilize procedures and model techniques for moderate risk perpendicular, angle, and uphill and downhill parking.
	PEH.DE.5.5	Develop procedures and model techniques for moderate risk speed management.

Traffic Flow and Space Management Skills at Speeds less than 50 miles per hour (mph) and more than 50 mph	
PEH.DE.6	Outcome: The student will utilize space management techniques and visual skills needed for assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds less than 50 mph and more than 50 mph.

	Students will...	
PEH.DE.6.1	Identify and modify roadway and traffic flow, space management, curve entry/exit, planned passing, and intersection entry on limited access roadways.	
PEH.DE.6.2	Evaluate the visible space around the vehicle, apply targeting skills, utilize path of travel concepts, and identify vehicle balance concepts when braking, accelerating, and steering.	
PEH.DE.6.3	Use effective communication techniques with other roadway users.	
PEH.DE.6.4	Utilize mirrors and blind zones to evaluate traffic flow and space around vehicle.	
PEH.DE.6.5	Evaluate timing of traffic flow and determine when to commit to entry or exit of said flow.	

Factors Affecting Driver Performance, Time, and Space		
PEH.DE.7	Outcome: The student will evaluate the effects of alcohol, drugs, fatigue, road rage, and in-vehicle distractions on driving performance	
	Students will...	
PEH.DE.7.1	Describe the high risk effects of alcohol and other drugs on personality and driver performance.	
PEH.DE.7.2	Identify and list chemicals that impair driving.	
PEH.DE.7.3	Demonstrate refusal skills to avoid riding with drivers who are impaired.	
PEH.DE.7.4	Identify distractions within the vehicle and compile a pre-formulated plan for reducing risks within the vehicle.	
PEH.DE.7.5	Analyze common driver distractions and asses their risk levels.	
PEH.DE.7.6	Compare and contrast impaired driving scenarios.	

Dealing with Adverse Weather Conditions		
PEH.DE.8	Outcome: The student will survey and evaluate weather conditions to formulate appropriate responses.	

	Students will...	
	PEH.DE.8.1	Evaluate visibility and traction and adjust speed in order to steer and stop the vehicle within the limits of the conditions as presented.
	PEH.DE.8.2	Assess inclement weather conditions to formulate and make adjustments to the driving plan.
	PEH.DE.8.3	Justify the use of vehicle restraints.

Interactions with Other Roadway Users		
PEH.DE.9	Outcome: The student analyzes vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.	
	Students will...	
	PEH.DE.9.1	Identify and respond to other motorized and tracked vehicles (e.g., train, trolley, etc.) that may have weight, speed, and visibility variances.
	PEH.DE.9.2	Evaluate controlled and uncontrolled crossings and respond appropriately.
	PEH.DE.9.3	Apply “sharing the roadway” with other motorized and non-motorized roadway users. (e.g., bicyclists, pedestrians, motorcyclist, etc.)
	PEH.DE.9.4	Respond verbally to scenarios presented by instructor.

Emergency Situations		
PEH.DE.10	Outcome: The student will assess vehicle operation and malfunctions to safely respond to emergency situations.	
	Students will...	
	PEH.DE.10.1	Explain and apply responses to vehicle failure scenarios.
	PEH.DE.10.2	Survey and assess how the roadway system is managed by police and state agencies to handle emergencies and vehicle malfunctions.

	PEH.DE.10.3	Identify responsibilities associated with crashes regardless of causal factors.
	PEH.DE.10.4	Perform a vehicle maintenance checklist to avoid malfunctions and potential conflicts with other motorized and non-motorized roadway users.
	PEH.DE.10.5	Explain and apply procedures when encountering vehicles with oscillating lights.

Informed Consumer Choices		
PEH.DE.11	Outcome: The student synthesizes information and applies strategies to prepare a trip plan, develop a driving route, select motor vehicles, and purchase insurance in preparation for future participation in the graduated licensing system.	
	Students will...	
	PEH.DE.11.1	Perform map reading and trip planning exercises in order to complete an in-vehicle activity and a simulated road trip.
	PEH.DE.11.2	Compare and contrast consumer choices when purchasing a vehicle and insurance.
	PEH.DE.11.3	List the steps needed to reach the next phase of the Graduated Licensing Program.
	PEH.DE.11.4	Describe how traffic safety is a part of a life-long learning process.
	PEH.DE.11.5	Use orienteering skills to reach a destination.

Drivers Assessment		
PEH.DE.12	Outcome: The student will demonstrate key behavioral patterns while performing the essential skills to operate a vehicle.	
	Students will...	
	PEH.DE.12.1	Demonstrate focal and mental attention between the intended travel path and other tasks.
	PEH.DE.12.2	Demonstrate precision turns.
	PEH.DE.12.3	Identify approaches to intersections.

	PEH.DE.12.4	Apply timing arrival for open zones.
	PEH.DE.12.5	Demonstrate precision lane changes.
	PEH.DE.12.6	Demonstrate approaches to curves.
	PEH.DE.12.7	Demonstrate passing and being passed.
	PEH.DE.12.8	Demonstrate merging on and off highways.
	PEH.DE.12.9	Demonstrate backing techniques, parking, and performing maneuvers.
	PEH.DE.12.10	Respond to emergency situations.

Preparations to Operate Vehicle		
PEH.DE.BTW.1	Outcome: The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks, and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety device, and investigates vehicle balance concepts when braking, accelerating, and steering	
	Students will...	
	PEH.DE.BTW.1.1	Vehicle Operating Space
	PEH.DE.BTW.1.2	Pre-Driving Checklist
	PEH.DE.BTW.1.3	Starting the Vehicle
	PEH.DE.BTW.1.4	Placing Vehicle in Motion
	PEH.DE.BTW.1.5	Stopping Vehicle in Motion
	PEH.DE.BTW.1.6	Steering
	PEH.DE.BTW.1.7	Securing the Vehicle

Judgment of Vehicle to Roadway Position		
PEH.DE.BTW.2	Outcome: The student recognizes and analyzes the standard and personal vehicle guides or reference point's relationship to roadway position and vehicle placement.	
	Students will...	
	PEH.DE.BTW.2.1	Right Side of Vehicle
	PEH.DE.BTW.2.2	Left Side of Vehicle
	PEH.DE.BTW.2.3	Rear of Vehicle
	PEH.DE.BTW.2.4	Front Turning Point of Vehicle
	PEH.DE.BTW.2.5	Rear Turning Point of Vehicle
	PEH.DE.BTW.2.6	Application of Principals

Visualization of Intended Travel Path		
PEH.DE.BTW.3	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.	
	Students will...	
	PEH.DE.BTW.3.1	Target
	PEH.DE.BTW.3.2	Target Area
	PEH.DE.BTW.3.3	Targeting Path

Searching Intended Travel Path		
PEH.DE.BTW.4	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.	
	Students will...	
	PEH.DE.BTW.4.1	Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.
	PEH.DE.BTW.4.2	Target Area to Searching Areas
	PEH.DE.BTW.4.3	Know How to Judge Space in Seconds
	PEH.DE.BTW.4.4	Detect Changes to Line of Sight or Path-of-Travel
	PEH.DE.BTW.4.5	Identify Open, Closed or Changing Zones / Spaces
	PEH.DE.BTW.4.6	Searching Intersections
	PEH.DE.BTW.4.7	Searching Into Curves and Over Hills

Speed Control		
PEH.DE.BTW.5	Outcome: The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts, and parking.	
	Students will...	
	PEH.DE.BTW.5.1	Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks
	PEH.DE.BTW.5.2	Selection for Ongoing Conditions
	PEH.DE.BTW.5.3	After Seeing Changes in Line of Sight or Path of Travel
	PEH.DE.BTW.5.4	After Seeing a Speed Limit Sign

Lane Position Selection	
PEH.DE.BTW.6	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts, and parking.

	Students will...	
	PEH.DE.BTW.6.1	Lane Position
	PEH.DE.BTW.6.2	Lane position usage while driving straight ahead
	PEH.DE.BTW.6.3	Lane position usage while parking
	PEH.DE.BTW.6.4	Lane position usage while turning around
	PEH.DE.BTW.6.5	Lane position usage while approaching curves and hill crests
	PEH.DE.BTW.6.6	Divide focal and mental attention between intended travel path and other tasks

Rear Zone Searching and Control		
PEH.DE.BTW.7	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complete risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.	
	Students will...	
	PEH.DE.BTW.7.1	Divide focal and mental attention between intended travel path and other tasks
	PEH.DE.BTW.7.2	Inside Rearview mirror usage
	PEH.DE.BTW.7.3	Outside side view mirrors and mirror blind zone checks
	PEH.DE.BTW.7.4	Evaluate condition to the rear

Following Time and Space		
PEH.DE.BTW.8	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle to perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.	
	Students will...	
	PEH.DE.BTW.8.1	Three second following distance.
	PEH.DE.BTW.8.2	Divide focal and mental attention between intended travel path and other tasks
	PEH.DE.BTW.8.3	Moving at Same Speed
	PEH.DE.BTW.8.4	When Stopping Behind Vehicles and reference points
	PEH.DE.BTW.8.5	Delay Start Before Moving

Communication and Courtesy		
PEH.DE.BTW.9	Outcome: The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabout	
	Students will...	
	PEH.DE.BTW.9.1	Technique
	PEH.DE.BTW.9.2	Timing
	PEH.DE.BTW.9.3	Commitment

Using the IPDE and SMITH System to Problem-Solving		
PEH.DE.BTW.10	Outcome: The students utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts, and parking.	
	Students will...	
	PEH.DE.BTW.10.1	Search for a change in your path-of-travel
	PEH.DE.BTW.10.2	Evaluate your other zones / spaces for risk
	PEH.DE.BTW.10.3	Execute an adjustment
	PEH.DE.BTW.10.4	Use of practice commentary

Responses to Emergency Situations		
PEH.DE.BTW.11	Outcome: The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing response; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; utilizes map reading and route planning techniques to avoid adverse driving conditions.	
	Students will...	
	PEH.DE.BTW.11.1	Identify and respond to vehicle failures
	PEH.DE.BTW.11.2	Identify and respond to environmental conditions
	PEH.DE.BTW.11.3	Apply rules of the road procedures in encountering oncoming vehicles with oscillating lights

Drivers Assessment		
PEH.DE.BTW.12	Outcome: The students enrolled in the certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the certified Cooperative Driving Test. Students must maintain an A or B average in the classroom in order to qualify to take the test and they must have all 4's and 5's on our behind-the-wheel grading system in order to take the CDT.	
	Students will...	
	PEH.DE.BTW.12.1	Divide focal and mental attention between intended travel path and other tasks
	PEH.DE.BTW.12.2	Precision turns
	PEH.DE.BTW.12.3	Approach to intersections
	PEH.DE.BTW.12.4	Timing arrival for open zone
	PEH.DE.BTW.12.5	Precision lane change
	PEH.DE.BTW.12.6	Approach to curves
	PEH.DE.BTW.12.7	Passing / being passed
	PEH.DE.BTW.12.8	Getting on / off highways
	PEH.DE.BTW.12.9	Backing techniques
	PEH.DE.BTW.12.10	Parking techniques
	PEH.DE.BTW.12.11	Maneuvers
	PEH.DE.BTW.12.12	Responding to emergency situations
	PEH.DE.BTW.12.13	Scoring sequence

GRADE LEVEL: Peer Leadership for Adapted Physical Education

Focus: Students will demonstrate leadership to assist their peers with special needs through participating in team building and physical education activities.

Team Building		
PEH.PLAD.1	Outcome: Students will demonstrate competency of the rules, skills and strategies needed to participate in the team building unit.	
	Students will...	
	PEH.AD.1.1	Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, and organizing a group activity). (21.A.5)
	PEH.AD.1.2	Demonstrate decision-making skills both independently and with others during physical activities. (21.A.5)
	PEH.AD.1.3	Lead and show support during group activities (21.B.5)
	PEH.AD.1.4	Teach a structured activity within a given time constraint. (21.A.5)

Peer Facilitation		
PEH.PLAD.2	Outcome: Students will demonstrate leadership skills to analyze movements and techniques of Adapted Physical Education students to increase efficiency through modification of movement.	
	Students will...	
	PEH.PLAD.2.1	Analyze movements and techniques of individuals while they complete a task. (19.B.5)
	PEH.PLAD.2.2	Model movements and techniques for activities. (19.B.5)
	PEH.PLAD.2.3	Serve as a positive role model through positive engagement and participation with Adapted PE students. (19.A.5b)

Leadership		
PEH.PLAD.3	Outcome: Students will use leadership characteristics and qualities to guide Adapted PE students through peer interactions in daily activities.	
	Students will...	
	PEH.PLAD.3.1	Demonstrate proper technique throughout gameplay and class transitions. (19.A.5a)
	PEH.PLAD.3.2	Demonstrate rules of play, officiate activities, and offer feedback. (21.A.5a)
	PEH.PLAD.3.3	Self-assess leadership skills throughout a unit. (21.A.5a)
	PEH.PLAD.3.4	Identify positive and negative interactions between the student-leader and Adapted PE students. (21.B.5a)

GRADE LEVEL: Adapted Physical Education

Focus: Students will demonstrate control during movement activities, spatial awareness during physical activities, and apply cooperative skills while interacting with peers.

Movement Activities		
PEH.AD.1	Outcome: Students will demonstrate control during movement activities.	
	Students will...	
	PEH.AD.1.1	Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills. (19.A.1a)
	PEH.AD.1.2	Participate daily in moderate to vigorous physical activity while performing basic movement patterns. (19.A.1b)
	PEH.AD.1.3	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns (19.A.2a)

Spatial Awareness		
PEH.AD.2	Outcome: Students will demonstrate spatial awareness during physical activity.	
	Students will...	
	PEH.AD.2.1	Demonstrate safe movement during physical activities in relation to objects and people. (19.B.1a)
	PEH.AD.2.2	Apply rules and safety procedures in physical activities. (19.C.2a)
	PEH.AD.2.3	Execute basic movement patterns. (19.B.1b)

Cooperative Learning		
PEH.AD.3	Outcome: Students will apply cooperative skills while integrated with general education peers.	
	Students will...	
	PEH.AD.3.1	Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). (24.A.1a)
	PEH.AD.3.2	Identify and demonstrate positive verbal and nonverbal communication skills (e.g., body language, manners, listening). (24.A.1b, 24.A.2b)
	PEH.AD.3.3	Apply positive decision-making skills during activities. (24.B.2a)

GRADE LEVEL: Team Sports I (Traditional Team Sports)

Focus: Students will apply the rules of the team sports, demonstrate the skills of a sport, and maintain levels of cardiovascular fitness while participating in basketball, football, volleyball, floor hockey, soccer, and softball.

Skills and Techniques		
PEH.TS.1	Outcome: Students will demonstrate skills and techniques needed to participate in basketball, football, volleyball, floor hockey, soccer, and softball.	
	Students will...	
	PEH.TS.1.1	Demonstrate the correct use of punting, passing, receiving, and kicking during football-related game play. (19.A.5a)
	PEH.TS.1.2	Demonstrate the correct form of dribbling, passing, and shooting a lay-up during basketball-related game play. (19.A.5a)
	PEH.TS.1.3	Demonstrate the correct form of passing and controlling a puck in floor hockey-related game play. (19.A.5a)
	PEH.TS.1.4	Demonstrate the correct technique used in controlling, passing, and shooting a soccer ball during soccer-related game play. (19.A.5a)
	PEH.TS.1.5	Demonstrate the proper technique of catching a batted or thrown ball during softball-related game play. (19.A.5a)
	PEH.TS.1.6	Demonstrate the skills of a forearm pass, set, spike, and serve during volleyball-related game play. (19.A.5a)

Rules and Strategies		
PEH.TS.2	Outcome: Students will apply the rules and strategies while participating in basketball, football, volleyball, floor hockey, soccer, and softball.	
	Students will...	
	PEH.TS.2.1	Identify the rules and apply them during game play. (19.C.5a)
	PEH.TS.2.2	Apply team strategies as dictated by game situations. (19.C.5b)
	PEH.TS.2.3	Analyze the different player positions as they relate to the game. (19.A.5a)
	PEH.TS.2.4	Explain game strategies used in team sports. (19.C.5b)

Physical Fitness Benefits		
PEH.TS.3	Outcome: Students will demonstrate an increase in aerobic capacity while participating in team sport and fitness activities.	
	Students will...	
	PEH.TS.3.1	Participate in team sport activities within their target heart rate zone. (19.A.5b)
	PEH.TS.3.2	Monitor and record their personal heart rate during team sport activities. (20.B.5b)
	PEH.TS.3.3	Evaluate the effects of physical activity in relation to their developing bodies. (20.B.5b)
	PEH.TS.3.4	Compare personal heart rate during physical activities.

Fitness		
PEH.TS.4	Outcome: Students will perform strength and conditioning exercises, develop an exercise plan, and execute exercises specific to the fitness components of cardiovascular endurance, flexibility, muscular strength, and muscular endurance.	
	Students will...	
	PEH.TS.4.1	Design and implement an individualized fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	PEH.TS.4.2	Execute training exercises specific to the health related fitness components. (20.A.5b)
	PEH.TS.4.3	Describe and demonstrate proper technique while performing body weight and dynamic movements during fitness activities. (20.A.5b)
	PEH.TS.4.4	Compare pre- and post-fitness test scores. (20.B.5a)

GRADE LEVEL: Modern Team Sports

Focus: Students will apply the rules of the team sports, demonstrate the skills of a sport, and maintain levels of cardiovascular fitness while participating in ultimate Frisbee, lacrosse, cricket, team handball and speed-a-way.

Skills and Techniques		
PEH.MTS.1	Outcome: Students will demonstrate skills and techniques needed to participate in ultimate Frisbee, lacrosse, cricket, team handball, and speed-a-way.	
	Students will...	
	PEH.MTS.1.1	Perform the proper technique when catching and throwing a Frisbee. (19.A.5a)
	PEH.MTS.1.2	Demonstrate the correct hand and arm position while holding a lacrosse stick. (19.A.5a)
	PEH.MTS.1.3	Demonstrate an overhand throw while bowling (pitching) during cricket-related game play. (19.A.5a)
	PEH.MTS.1.4	Demonstrate correct throwing technique during handball-related game play. (19.A.5a)
	PEH.MTS.1.5	Demonstrate proper technique of catching a batted or thrown ball during softball-related game play. (19.A.5a)
	PEH.TS2.1.6	Demonstrate control of a soccer ball when passing and shooting during a game of speed-a-way. (19.A.5a)

Rules and Strategies		
PEH.MTS.2	Outcome: Students will apply the rules and strategies while participating in ultimate Frisbee, lacrosse, cricket, team handball, and speed-a-way.	
	Students will...	
	PEH.MTS.2.1	Identify the rules and apply them during game play. (19.C.5a)
	PEH.MTS.2.2	Apply team strategies as dictated by game situations. (19.C.5b)
	PEH.MTS.2.3	Analyze the different player positions as they relate to the game. (19.A.5a)
	PEH.MTS.2.4	Explain game strategies used in non-traditional sports. (19.C.5b)

Physical Fitness Benefits		
PEH.MTS.3	Outcome: Students will increase aerobic capacity while participating in non-traditional team sports and fitness activities.	
	Students will...	
	PEH.MTS.3.1	Participate in team sport activities within their target heart rate zone. (19.A.5b)
	PEH.MTS.3.2	Evaluate personal heart rate during non-traditional team sports. (20.B.5b)

	PEH.MTS.3.3	Evaluate the effects of physical activity in relation to their developing bodies. (20.B.5b)
	PEH.MTS.3.4	Compare personal heart rate during physical activities.

Fitness		
PEH.MTS.4	Outcome: Students will perform strength and conditioning exercises, develop an exercise plan, and execute exercises specific to the fitness components of cardiovascular endurance, flexibility, muscular strength, and muscular endurance.	
	Students will...	
	PEH.MTS.4.1	Design and implement an individualized fitness plan. (20.A.5a, 20.B.5a, 20.C.5c)
	PEH.MTS.4.2	Execute training exercises specific to the health related fitness components. (20.A.5b)
	PEH.MTS.4.3	Describe and demonstrate proper technique while performing body weight and dynamic movements during fitness activities. (20.A.5b)
	PEH.MTS.4.4	Compare pre- and post-fitness test scores. (20.B.5a)

GRADE LEVEL: Lifetime Sports (YHS Grades 11-12)

Focus Statement: The students will apply movements and skills related to individual and dual sports, as well as fitness activities to promote a lifetime of wellness.

Individual Sports and Activities		
PEH.LS.1	Outcome: Students will apply skills, movements, rules, and etiquette for individual lifetime sports.	
	Students will...	
	PEH.LS.1.1	Identify the rules and equipment related to each individual sport and activity. (19.C.5a)
	PEH.LS.1.2	Apply skills and movements related to each individual sport and activity. (19.A.5a)
	PEH.LS.1.3	Identify and apply game strategies during individual sports. (19.C.5b)
	PEH.LS.1.4	Use proper etiquette during each sport. (19.C.5b)

Dual Sports and Activities		
PEH.LS.2	Outcome: Students will apply skills and basic movements, along with knowledge of rules and etiquette of each game while working with a teammate in dual sport or activity.	
	Students will...	
	PEH.LS.2.1	Identify the rules and equipment related to each dual sport and activity. (19.C.5a)
	PEH.LS.2.2	Apply skills and movements related to each dual sport and activity. (19.A.5a)
	PEH.LS.2.3	Identify and apply game strategies during each dual sport and activity. (19.C.5b)
	PEH.LS.2.4	Demonstrate teamwork while participating in a dual sport activity. (19.C.5a, 21.B.5a)

Cardiovascular Endurance Activities		
PEH.LS.3	Outcome: Students will apply knowledge of cardiovascular endurance in cardio games.	
	Students will...	
	PEH.LS.3.1	Analyze and provide examples of cardiovascular endurance activities. (23.A.5a)
	PEH.LS.3.2	Explain the benefits of maintaining cardiovascular endurance. (23.A.5a)
	PEH.LS.3.3	Define and calculate each type of heart rate: resting heart rate, target heart rate, heart rate reserve, and maximum heart rate to analyze individual endurance level. (23.A.5a)
	PEH.LS.3.4	Perform cardiovascular endurance activities and track individual intensity levels while using heart rate monitors. (19.A.5b, 20.B.5a, 20.C.5c)

Fitness		
PEH.LS.4	Outcome: Students will perform strength and conditioning exercises, develop an exercise plan, and execute exercises specific to the fitness components or cardiovascular endurance, flexibility, muscular strength, and muscular endurance.	
	Students will...	
	PEH.LS.4.1	Design and implement an individualized fitness plan. (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.LS.4.2	Execute training exercises specific to the health related fitness components. (20.A5b)
	PEH.LS.4.3	Describe and demonstrate proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	PEH.LS.4.4	Compare pre-and post-fitness test scores. (20.B.5a)

GRADE LEVEL: Body Sculpt

Focus: Students will apply the components of fitness, nutrition, and fitness activities to their overall health. Students will demonstrate basic movements of the body through yoga, core workouts, cardio activities, and weight training.

Cardiovascular Endurance		
PEH.BS.1	Outcome: Students will relate how cardiovascular endurance benefits the body and apply it to everyday activities.	
	Students will...	
	PEH.BS.1.1	Analyze and provide examples of cardiovascular endurance activities. (23.A.5a)
	PEH.BS.1.2	Define and calculate each type of heart rate: resting heart rate, target heart rate, heart rate reserve, and maximum heart rate. (23.A.5a)
	PEH.BS.1.3	Evaluate the benefits of cardiovascular endurance for the body. (23.A.5a, 23.D.5a)
	PEH.BS.1.4	Participate in moderate to vigorous daily cardiovascular activities. (19.A.5b)

Muscular Strength and Endurance		
PEH.BS.2	Outcome: Students will differentiate between muscular strength and muscular endurance. Students will compare different types of muscles and exercises associated with each component.	
	Students will...	
	PEH.BS.2.1	Differentiate between muscular strength and muscular endurance and how each affects the body. (23.A.5, 23.D.5a)
	PEH.BS.2.2	Identify the three types of muscle in the body: involuntary cardiac, involuntary smooth, and voluntary skeletal. (23.A.5)
	PEH.BS.2.3	Define the skeletal muscle fibers and their purpose for movement. (23.A.5)
	PEH.BS.2.4	Determine each type of muscle contraction: concentric and eccentric. (23.A.5)
	PEH.BS.2.5	Identify different exercises that relate to muscular strength and muscular endurance. (23.A.5a)

Flexibility		
PEH.BS.3	Outcome: Students will determine the importance of flexibility during physical activity.	
	Students will...	
	PEH.BS.3.1	Define flexibility and terms involved: range of motion, joint, ligament, and tendon. (20.A.5b)
	PEH.BS.3.2	Identify the three types of stretching: static, dynamic, ballistic. (20.A.5b)
	PEH.BS.3.3	Distinguish factors that limit joint movement. (20.A.5b, 20.C.5b)
	PEH.BS.3.4	List benefits and keys to flexibility. (20.A.5b, 20.C.5b)

Body Composition		
PEH.BS.4	Outcome: Students will analyze body composition and ways to assess body fat percentage.	
	Students will...	
	PEH.BS.4.1	Define body composition and how it affects overall health. (23.A.5a)
	PEH.BS.4.2	Identify the techniques used to assess body composition and body fat percentage. (20.A.5b)
	PEH.BS.4.3	Determine the risks and benefits of each different body pattern. (20.A.5b)

Nutrition		
PEH.BS.5	Outcome: Students will evaluate their own eating habits by analyzing the nutrients they consume.	
	Students will...	
	PEH.BS.5.1	Identify and define nutrition and the six essential nutrients. (22.D.4a)
	PEH.BS.5.2	Compare and contrast nutrients such as carbohydrates, proteins, and fats. (22.D.4a)
	PEH.BS.5.3	Explain how diet affects the body. (23.B.4a)
	PEH.BS.5.4	Evaluate their eating habits and how to improve their overall health. (22.D.4a)

Fitness		
PEH.BS.6	Outcome: Students will perform strength and conditioning exercises, develop an exercise plan, and execute exercises specific to the fitness components or cardiovascular endurance, flexibility, muscular strength, and muscular endurance.	
	Students will...	
	PEH.BS.6.1	Design and implement an individualized fitness plan. (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.BS.6.2	Execute training exercises specific to the health related fitness components. (20.A5b)
	PEH.BS.6.3	Describe and demonstrate proper technique as they perform body weight and dynamic movements during fitness activities. (20.A.5b)
	PEH.BS.6.4	Compare pre-and post-fitness test scores. (20.B.5a)

GRADE LEVEL: Applied Personal Fitness

Focus: Students will apply strength training, conditioning and sports nutrition principles to enhance their personal fitness levels. They will demonstrate proficient technique with bodyweight, power, and Olympic movements.

Power Lift		
PEH.APF.1	Outcome: Students will apply coaching cues and demonstrate proper technique while increasing strength in the bench press, deadlift, and squat.	
	Students will...	
	PEH.APF.1.1	Monitor strength progression of power lifts. (20.B.5a)
	PEH.APF.1.2	Demonstrate power lifts and their coaching cues with proficient technique. (19.A.5a)
	PEH.APF.1.3	Analyze power lifting movements to correct deficiencies. (19.B.5a)
	PEH.APF.1.4	Identify muscles used during power lifts. (19.A.5a)

Olympic Lift		
PEH.APF.2	Outcome: Students will apply coaching cues and demonstrate proper technique while increasing strength in the snatch and hang clean.	
	Students will...	
	PEH.APF.2.1	Monitor strength progression of Olympic lifts. (20.B.5a)
	PEH.APF.2.2	Demonstrate Olympic lifts and their coaching cues with proficient technique. (19.A.5a)
	PEH.APF.2.3	Analyze Olympic lifting movements to correct deficiencies. (19.B.5a)
	PEH.APF.2.4	Identify muscles used during Olympic lifts. (19.A.5a)

Body Weight Movements		
PEH.APF.3	Outcome: Students will evaluate which joints and muscles are used in body weight movements and perform them with proficiency.	
	Students will...	
	PEH.APF.3.1	Identify the purpose of each movement: flexibility, strength, mobility, muscle activation. (19.A.5b)
	PEH.APF.3.2	Identify joints and muscles used during various body weight movements. (19.A.5b)
	PEH.APF.3.3	Demonstrate body weight movements with proficiency. (19.A.5a)

Goal Setting		
PEH.APF.4	Outcome: Students will evaluate their personal fitness to create and apply a fitness goal.	
	Students will...	
	PEH.APF.4.1	Identify a personal weakness and create an individualized fitness growth goal (20.C.5a)
	PEH.APF.4.2	Verify that their goal is specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.). (20.C.5a)
	PEH.APF.4.3	Develop and implement an individualized action plan. (20.A.5b)
	PEH.APF.4.4	Predict obstacles and challenges that could impact attainment of their goal. (20.A.5b)
	PEH.APF.4.5	Develop a network of support for the duration of the goal. (20.C.5c)

Nutrition		
PEH.APF.5	Outcome: Students will analyze and evaluate their personal nutrition to create a healthy diet plan.	
	Students will...	
	PEH.APF.5.1	Evaluate and monitor personal nutrition through the use of a calorie journal. (20.C.5c)
	PEH.APF.5.2	Predict the effects of poor nutrition on sports performance. (20.B.5b)
	PEH.APF.5.3	Develop an optimal diet for their specific needs and training regimen. (20.A.5a)

GRADE LEVEL: Junior Leaders

Focus: Students will apply leadership skills through coaching, officiating, leading warm-ups, administering assessments, teaching progressions of skills, and organizing various activities.

Leadership Identification		
PEH.JRL.1	Outcome: Students will compare and contrast qualities of an effective leader.	
	Students will...	
	PEH.JRL.1.1	List and summarize qualities of an effective leader.
	PEH.JRL.1.2	Identify effective leaders to describe their actions in leadership roles.
	PEH.JRL.1.3	Design a personalized leadership plan.
	PEH.JRL.1.4	Compare and contrast the effectiveness of specific leaders.

Leadership Skills I		
PEH.JRL.2	Outcome: Students will analyze units of 9 th and 10 th grade physical education classes, create a physical education activity, and demonstrate effective instruction and management skills.	
	Students will...	
	PEH.JRL.2.1	Summarize units and skills within the 9 th and 10 th grade classes.
	PEH.JRL.2.2	Lead an existing activity to junior leader peers. (21.A.5a, 21.B.5a)
	PEH.JRL.2.3	Evaluate the leadership of junior leader peers for effectiveness as they teach units throughout the semester.
	PEH.JRL.2.4	Develop and teach an original activity for junior leader peers.
	PEH.JRL.2.5	Modify an existing activity for individuals with differing ability levels.

Leadership Skills II		
PEH.JRL.3	Outcome: Students will use leadership skills in preparation to teach younger students in various classes.	
	Students will...	
	Code	Component
	PEH.JRL.3.1	Demonstrate proper technique throughout a variety of activities and class transitions. (19.A.5a)
	PEH.JRL.3.2	Apply rules of play as they officiate and critique skills during activities (21.A.5a)
	PEH.JRL.3.3	Self-assess leadership skills throughout a unit. (21.A.5a)
	PEH.JRL.3.4	Identify positive and negative interactions between the student-leader and junior leader peers. (21.B.5a)

Fitness		
PEH.JRL.4	Outcome: Students will demonstrate application of fitness concepts.	
	Students will	
	PEH.JRL.4.1	Create and implement an individualized fitness plan (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.JRL.4.2	Evaluate trending fitness concepts as they relate to fitness consumerism (20.B.5b)
	PEH.JRL.4.3	Describe and demonstrate proper form as they perform body weight and dynamic movements during fitness activities.(20.A.5b)
	PEH.JRL.4.4	Collect and interpret individual fitness test data (20.B.5a)

GRADE LEVEL: Senior Leaders

Focus: Students will apply leadership skills through coaching, officiating, leading warm-ups, administering assessments, teaching progressions of skills, and organizing various activities.

9th and 10th Grade Units and Activities		
Code PEH.SRL.1	Outcome: Students will cooperatively lead and assist a variety of activities throughout the year.	
	Students will...	
	PEH.SRL.1.1	Model expected behaviors by leading and supporting students in 9 th and 10 th grade classes. (21.B.5a)
	PEH.SRL.1.2	Demonstrate skills to students in class. (21.A.5a)
	PEH.SRL.1.3	Collaborate with the grading teacher to identify strategies that could be used in class to be a positive role model for students.
	PEH.SRL.1.4	Write a reflection depicting the positives and negatives of being a Senior Leader.

Fitness Leadership		
Code PEH.SRL.2	Outcome: Students will cooperatively lead and assist in fitness activities throughout the year.	
	Students will...	
	PEH.SRL.2.1	Analyze proper technique of individuals while they complete fitness test. (19.C.5b)
	PEH.SRL.2.2	Demonstrate skills for activities during the fitness unit and provide corrective feedback to 9 th and 10 th grade students. (19.A.5a)
	PEH.SRL.2.3	Serve as a positive role model through positive engagement and participation with 9 th and 10 th grade students. (19.A.5b)

Fitness		
PEH.SRL.3	Outcome: Students will demonstrate application of fitness concepts.	
	Students will...	
	PEH.SRL.3.1	Create and implement an individualized fitness plan (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.SRL.3.2	Evaluate trending fitness concepts as they relate to fitness consumerism (20.B.5b)
	PEH.SRL.3.3	Describe and demonstrate proper form as they perform body weight and dynamic movements during fitness activities.(20.A.5b)
	PEH.SRL.3.4	Collect and interpret individual fitness test data (20.B.5a)

GRADE LEVEL: 11-12 BEGINNING DANCE

Focus: Students will analyze to improve the performance of self and others by applying and creating various movement patterns using basic musicality, traditional dance styles, explorative patterns, and cultural dances.

Basic Musicality		
PEH.D.1	Outcome: Students will translate the basics of musicality into movement patterns.	
	Students will...	
	PEH.D.1.1	Identify how dance moves derive from the seven movements of dance. (19.A.5a)
	PEH.D.1.2	Design dance sequences using a variety of directions and movements. (19.A.5b)
	PEH.D.1.3	Demonstrate dance sequences that integrate beats, rhythms, and tempos. (19.A.5a)

Traditional Dance Styles		
PEH.D.2	Outcome: Students will articulate different traditional dance styles through the practice of techniques and movement patterns.	
	Students will...	
	PEH.D.2.1	Define the traditional dance styles. (19.C.5a)
	PEH.D.2.2	Describe the history of traditional dance styles. (19.A.5a)
	PEH.D.2.3	Utilize the correct aesthetic movements within various dance patterns. (19.C.5b)
	PEH.D.2.4	Create dance sequences demonstrating various traditional dance styles. (19.B.5a)

Explorative Patterns		
PEH.D.3	Outcome: Students will demonstrate movement skills through performance of explorative patterns such as: Ballroom, Social, Modern, Folk, etc.	
	Students will...	
	PEH.D.3.1	Identify and select various explorative patterns. (19.A.5b)
	PEH.D.3.2	Construct and demonstrate movement skills applied to selected explorative patterns. (19.B.5b)
	PEH.D.3.3	Analyze dance performances according to criteria and offer supporting opinions and evidence. (19.C.5b)
	PEH.D.3.4	Revise and perform a dance for peers. (19.B.5b)

Cultural Dance		
PEH.D.4	Outcome: Students will research and present a portion of a cultural dance from around the world.	
	Students will...	
	PEH.D.4.1	Identify specific countries and their corresponding cultural dances. (19.A.5a)
	PEH.D.4.2	Construct an individual project using credible resources. (19.A.5a)
	PEH.D.4.3	Perform a portion of the cultural dance of their choice to their peers. (19.A.5a)

Fitness		
PEH.D.5	Outcome: Students will demonstrate application of fitness concepts.	
	Students will...	
	PEH.D.5.1	Create and implement an individualized fitness plan (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.D.5.2	Evaluate trending fitness concepts as they relate to fitness consumerism (20.B.5b)
	PEH.D.5.3	Describe and demonstrate proper form as they perform body weight and dynamic movements during fitness activities.(20.A.5b)
	PEH.D.5.4	Collect and interpret individual fitness test data (20.B.5a)

GRADE LEVEL: Personal Power

Focus: Students will apply fitness concepts to movements and activities, work toward a common goal by using teambuilding skills, and model self-defense techniques.

Fitness		
PEH.PP.1	Outcome: Students will demonstrate application of fitness concepts.	
	Students will...	
	PEH.PP.1.1	Create and implement an individualized fitness plan (20.A.5a.; 20.B.5a; 20.C.5c)
	PEH.PP.1.2	Evaluate trending fitness concepts as they relate to fitness consumerism (20.B.5b)
	PEH.PP.1.3	Describe and demonstrate proper form as they perform body weight and dynamic movements during fitness activities.(20.A.5b)
	PEH.PP.1.4	Collect and interpret individual fitness test data (20.B.5a)

Lifetime Motion		
PEH.PP.2	Outcome: Students will apply fitness concepts to movements and activities involved in living a long and healthy lifestyle.	
	Students will...	
	PEH.PP.2.1	Identify the Frequency, Intensity, Time, and Type (FITT) Principle and demonstrate how to apply it to various activities. (20.A.5a)
	PEH.PP.2.2	Identify community resources available to promote a healthy lifestyle.
	PEH.PP.2.3	Describe the five components of fitness and why they are important to exercising.
	PEH.PP.2.4	Create and implement an individualized nutrition plan.
	PEH.PP.2.5	Apply rules, strategies, and movement skills when performing lifetime activities.

Teambuilding		
PEH.PP.3	Outcome: Students will implement communication, cooperation, compromise, and leadership skills in all activities performed to complete a common goal.	
	Students will...	
	PEH.PP.3.1	Describe and implement communication, cooperation, and compromise and how these skills are used in any group activities. (21.A.5a)
	PEH.PP.3.2	Describe leadership and reflect on the various traits a good leader possesses.
	PEH.PP.3.3	Summarize their personal traits that contribute to the completion of a common goal.

Self-Defense		
PEH.PP.4	Outcome: Students will evaluate potentially dangerous situations and model self-defense techniques used to aid in the prevention of violence.	
	Students will...	
	PEH.PP.4.1	Create and utilize an action plan needed to avoid violence.
	PEH.PP.4.2	Identify potentially dangerous situations and how to improve personal safety awareness.
	PEH.PP.4.3	Identify the level of threat in order to take preventative measures and practice appropriate self-defense movements.
	PEH.PP.4.4	Demonstrate various self-defense techniques.