

PHYSICAL EDUCATION/HEALTH SCOPE and SEQUENCE

I = Introduced

T = Taught/Reinforced

M = Mastered

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

	K	1	2	3	4	5	6	7	8	9-12
19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	I	T	M							
19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	I	T	T	T	M					
19.A.3 Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	I	T	T	T	T	T	T	T	M	
19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	I	T	T	T	T	T	T	T	T	M
19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.	I	T	T	T	T	T	T	T	T	M

B. Analyze various movement concepts and applications.

19.B.1 Understand spatial awareness and relationships to objects and people.	I	T	M							
19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).			I	T	T	M				
19.B.3 Compare and contrast efficient and inefficient movement patterns.			I	T	T	T	T	T	M	
19.B.4 Analyze various movement patterns for efficiency and effectiveness.			I	T	T	T	T	T	T	M
19.B.5 Apply the principles of efficient movement to evaluate personal performance.				I	I	I	T	T	T	M

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

19.C.1 Demonstrate safe movement in physical activities.	I	T	M							
19.C.2a Identify and apply rules and safety procedures in physical activities.	I	T	T	T	T	M				
19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.	I	T	T	T	T	M				
19.C.3a Apply rules and safety procedures in physical activities.	I	T	T	T	T	T	T	T	M	
19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.	I	T	T	T	T	T	T	T	M	
19.C.4a Develop rules and safety procedures for physical activities.			I	T	T	T	T	T	T	M
19.C.4b Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.			I	T	T	T	T	T	T	M
19.C.5a Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.				I	T	T	T	T	T	M
19.C.5b Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.							I	T	T	M

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

A. Know and apply the principles and components of health-related fitness.

	K	1	2	3	4	5	6	7	8	9-12
20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	I	T	M							
20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	I	T	M							
20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	I	T	T	T	T	M				
20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.			I	T	T	M				
20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).							I	T	M	
20.A.3b Identify and participate in activities associated with the components of health-related fitness.				I	I	I	T	T	M	
20.A.4a Interpret the effects of exercise/physical activity on the level of health-related fitness.				I	I	I	T	T	T	M
20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	I	T	T	T	T	T	T	T	T	M
20.A.5 Implement an individualized health-related fitness plan which includes the principles of training.								I	T	M

B. Assess individual fitness levels.

20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	I	T	M							
20.B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.			I	T	T	M				
20.B.2b Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness				I	T	M				
20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology			I	I	T	T	T	T	M	
20.B.3b Evaluate the strengths and weaknesses of a personal fitness profile.							I	T	M	
20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology								I	T	M
20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each component.			I	T	T	T	T	T	T	M
20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.			I	T	T	T	T	T	T	M
20.B.5b Evaluate the effects of fitness choices and heredity on wellness.								I	T	M

C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

20.C.1 Identify a realistic health-related goal.	I	T	M							
20.C.2a Set a personal health-related fitness goal.			I	T	T	M				
20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).			I	T	T	M				
20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.				I	I	I	T	T	M	

	K	1	2	3	4	5	6	7	8	9-12
20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	I	T	M							
20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	I	T	M							
20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	I	T	T	T	T	M				
20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.			I	T	T	M				
20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).							I	T	M	
20.A.3b Identify and participate in activities associated with the components of health-related fitness.				I	I	I	T	T	M	
20.A.4a Interpret the effects of exercise/physical activity on the level of health-related fitness.				I	I	I	T	T	T	M
20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	I	T	T	T	T	T	T	T	T	M
20.A.5 Implement an individualized health-related fitness plan which includes the principles of training.								I	T	M
20.C.3b Identify opportunities within the community for regular participation in physical activities.			I	I	I	I	T	T	M	
20.C.3c Apply the principles of training to the health-related fitness goals.							I	T	M	
20.C.4a Set realistic, short-term, health-related fitness goals based on individual profiles.							I	T	T	M
20.C.4b Evaluate physical fitness services, products and advertising.								I	T	M
20.C.4c Design and implement a personal fitness program.									I	T-M
20.C.5a Set realistic, long-term, health-related fitness goals based on an individual profile.							I	T	T	M
20.C.5b Understand how aging, illness and injury affect physical activity.							I	T	T	M
20.C.5c Use profile data to monitor an individual wellness/fitness plan.							I	T	T	M

STATE GOAL 21: Develop team-building skills by working with others through physical activity.

A. Demonstrate individual responsibility during group physical activities.

	K	1	2	3	4	5	6	7	8	9-12
21.A.1a Follow directions and class procedures while participating in physical activities.	I	T	M							
21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	I	T	M							
21.A.1c Work independently on tasks for short periods of time.	I	T	M							
21.A.2a Accept responsibility for their own actions in group physical activities.	I	T	T	M						
21.A.2b Use identified procedures and safe practices without reminders during group physical activities.	I	T	T	T	T	M				
21.A.2c Work independently on task until completed.	I	T	T	T	T	M				
21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	I	T	T	T	T	T	T	T	M	
21.A.3b Participate in establishing procedures for group physical activities.	I	T	T	T	T	T	T	T	M	
21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	I	T	T	T	T	T	T	T	M	
21.A.4a Demonstrate decision-making skills both independently and with	I	T	T	T	T	T	T	T	T	M

others during physical activities.										
21.A.4b Apply identified procedures and safe practices to all group physical activity settings.	I	T	T	T	T	T	T	T	T	M
21.A.4c Complete a given task on time.	I	T	T	T	T	T	T	T	T	M
21.A.5 Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	I	T	T	T	T	T	T	T	T	M
B. Demonstrate cooperative skills during structured group physical activity.										
21.B.1 Work cooperatively with another to accomplish an assigned task.	I	T	M							
21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.	I	T	T	T	M					
21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	I	T	T	T	T	T	T	T	M	
21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	I	T	T	T	T	T	T	T	T	M
21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.		I	T	T	T	T	T	T	T	M

STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety.

	K	1	2	3	4	5	6	7	8	9-12
22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion)	I	T	M							
22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).	I	T	M							
22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	I	T	M							
22.A.2a Describe benefits of early detection and treatment of illness.			I	T	T	M				
22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).			I	I	T	M				
22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)			I	I	T	M				
22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).			I	T	T	T	T	T	M	
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).			I	T	T	T	T	T	M	
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).			I	T	T	T	T	T	M	
22.A.3d Identify various careers involved in health promotion, health care and injury prevention.							I	T	M	
22.A.4a Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).								I	T	M
22.A.4b Analyze possible outcomes of effective health promotion and								I	T	M

illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).										
22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).							I	T	T	M
22.A.4d Research and report about a career involved in health promotion, health care and injury prevention.								I	T	M
22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).								I	T	M
22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).								I	T	M
22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management).								I	T	M
B. Describe and explain the factors that influence health among individuals, groups and communities.										
22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	I	T	M							
22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).			I	T	T	M				
22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).			I	T	T	T	T	T	M	
	K	1	2	3	4	5	6	7	8	9-12
22.B.4 Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).								I	T	M
22.B.5 Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).								I	T	M
C. Explain how the environment can affect health.										
22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	I	T	M							
22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).			I	T	T	M				
22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).							I	T	M	
22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.							I	T	M	
22.C.4 Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).							I	T	T	M
22.C.5 Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).						I	T	T	T	M

STATE GOAL 23. Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

	K	1	2	3	4	5	6	7	8	9-12
23.A.1 Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	I	T	M							
23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).			I	T	T	M				
23.A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).				I	T	T	T	T	M	
23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).				I	T	T	T	T	T	M

B. Explain the effects of health-related actions on the body systems.

23.B.1 Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	I	T	M							
23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	I	T	T	T	T	M				
23.B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).	I	T	T	T	T	T	T	T	M	
23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).				I	T	T	T	T	T	M
23.B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).						I	T	T	T	M

C. Describe factors that affect growth and development.

23.C.1 Identify individual differences in growth and development among people.	I	T	M							
23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).			I	T	T	M				
23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).				I	T	M				
23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).				I	T	T	T	T	M	
23.C.4 Describe changes in physical health and body functions at various stages of the life cycle						I	T	T	T	M
23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system).						I	T	T	T	M

STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

	K	1	2	3	4	5	6	7	8	9-12
24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	I	T	M							
24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	I	T	M							

24.A.2a Identify causes and consequences of conflict among youth.	I	T	T	T	T	M				
24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	I	T	T	T	T	M				
24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.	I	T	T	T	T	T	T	T	M	
24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	I	T	T	T	T	T	T	T	M	
24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.				I	T	T	T	T	M	
24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.								I	T	M
24.A.4b Formulate strategies to prevent conflict and resolve differences.								I	T	M
24.A.5 Compare and contrast strategies to prevent conflict and resolve differences.								I	T	M
B. Apply decision-making skills related to the protection and promotion of individual health.										
24.B.1 Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	I	T	M							
24.B.2 Describe key elements of a decision-making process.				T	T	M				
24.B.3 Apply a decision-making process to an individual health concern.				I	T	T	T	T	M	
24.B.4 Explain how decision making affects the achievement of individual health goals.				I	T	T	T	T	T	M
24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community.				I	T	T	T	T	T	M
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.										
24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	I	T	M							
24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	I	T	T	T	T	M				
24.C.3 Apply refusal and negotiation skills to potentially harmful situations.	I	T	T	T	T	T	T	T	M	
24.C.4 Formulate a plan to achieve individual health goals.				I	T	T	T	T	T	M
24.C.5 Evaluate progress toward the attainment of a health goal.				I	T	T	T	T	T	M