
Benchmarks by Component

PEH.00.PE.H1 Students will demonstrate knowledge of both rules and safety by being assessed through observation.

PEH.00.PE.H1.C1 Follow simple directions and rules when first directed for all activities.

21.A.1a Follow directions and class procedures while participating in physical activities.

PEH.00.PE.H1.C2 Demonstrate an ability to perform safely using spatial awareness within the environment.

19.C.1 Demonstrate safe movement in physical activities.

21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.

PEH.00.PE.H1.C3 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills as well as combinations and sequences in each area.

19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.

PEH.00.PE.H2 Students will demonstrate an ability to recognize the changes their bodies go through during cardiovascular activity.

PEH.00.PE.H2.C1 Demonstrate the ability to locate their heart beat with hand on chest area and compare the difference between resting heart rate and exercise induced heart rate.

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

PEH.00.PE.H2.C2 Demonstrate the ability to explain some simple physiological changes the body incurs during physical activity.

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

PEH.00.PE.H3 Students will react appropriately to the differences that arise within their physical environment.

PEH.00.PE.H3.C1	Demonstrate the ability to react to both verbal and non-verbal cues.
21.A.1a	Follow directions and class procedures while participating in physical activities.
PEH.00.PE.H3.C2	Work cooperatively with other students regardless of personal differences.
21.A.1c	Work independently on tasks for short periods of time.
21.B.1	Work cooperatively with another to accomplish an assigned task.
PEH.00.PE.H3.C3	Demonstrate the ability to appropriately use an assortment of equipment.
19.B.1	Understand spatial awareness and relationships to objects and people.

PEH.01.PE.H1 Students will demonstrate knowledge of both rules and safety by being assessed through observation.

PEH.01.PE.H1.C1	Follow simple directions and rules when first directed for all activities.
21.A.1a	Follow directions and class procedures while participating in physical activities.
PEH.01.PE.H1.C2	Demonstrate an ability to perform safely using spatial awareness within the environment.
19.C.1	Demonstrate safe movement in physical activities.
21.A.1b	Use identified procedures and safe practices with little or no reinforcement during group physical activities.
PEH.01.PE.H1.C3	Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills as well as combinations and sequences in each area.
19.A.1	Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.

PEH.01.PE.H2 Students will demonstrate an ability to recognize the changes their bodies go through during cardiovascular activity.

PEH.01.PE.H2.C1 Demonstrate the ability to locate their heart beat with hand on chest area and compare the difference between resting heart rate and exercise induced heart rate.

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

PEH.01.PE.H2.C2 Demonstrate the ability to explain some simple physiological changes the body incurs during physical activity.

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

PEH.01.PE.H3 Students will react appropriately to the differences that arise within their physical environment.

PEH.01.PE.H3.C1	Demonstrate the ability to react to both verbal and non-verbal cues.
21.A.1a	Follow directions and class procedures while participating in physical activities.
PEH.01.PE.H3.C2	Work cooperatively with other students regardless of personal differences.
21.A.1c	Work independently on tasks for short periods of time.
21.B.1	Work cooperatively with another to accomplish an assigned task.
PEH.01.PE.H3.C3	Demonstrate the ability to appropriately use an assortment of equipment.
19.B.1	Understand spatial awareness and relationships to objects and people.

PEH.02.PE.H1 Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.

PEH.02.PE.H1.C1	Demonstrate the ability to perform a range of sports skills at their individual ability level.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.02.PE.H1.C2	Demonstrate the ability to apply the learned sports skills to lead-up games and activities.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.
PEH.02.PE.H1.C3	Demonstrate the ability to apply knowledge learned from lead-up games to modified team games.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.

PEH.02.PE.H2 Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

PEH.02.PE.H2.C1	Demonstrate the ability to describe the affects of exercise and lack of exercise on the human body as well as distinguishing between good and bad eating habits.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
20.B.1	Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).
PEH.02.PE.H2.C2	Demonstrate the ability to recognize the importance of a healthy lifestyle creating a habit of lifelong physical activity.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
20.B.1	Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).
PEH.02.PE.H2.C3	Demonstrate the ability to recognize the negative affects of drugs, tobacco, and alcohol.
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).

PEH.02.PE.H3 Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

PEH.02.PE.H3.C1	Demonstrate a willingness to work with other students toward a common goal.
21.A.1a	Follow directions and class procedures while participating in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.
21.B.1	Work cooperatively with another to accomplish an assigned task.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.02.PE.H3.C2	Accept responsibility for own class participation.
21.A.1a	Follow directions and class procedures while participating in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.
21.B.1	Work cooperatively with another to accomplish an assigned task.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.02.PE.H3.C3	Demonstrate an understanding of rules, regulations, and safety practices.
21.A.2b	Use identified procedures and safe practices without reminders during group physical activities.

PEH.03.PE.H1 Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.

PEH.03.PE.H1.C1	Demonstrate the ability to perform a range of sports skills at their individual ability level.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.03.PE.H1.C2	Demonstrate the ability to apply the learned sports skills to lead-up games and activities.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.
PEH.03.PE.H1.C3	Demonstrate the ability to apply knowledge learned from lead-up games to modified team games.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.

PEH.03.PE.H2 Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

PEH.03.PE.H2.C1	Demonstrate the ability to describe the affects of exercise and lack of exercise on the human body as well as distinguishing between good and bad eating habits.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
20.B.1	Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).
PEH.03.PE.H2.C2	Demonstrate the ability to recognize the importance of a healthy lifestyle creating a habit of lifelong physical activity.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
20.B.1	Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).
PEH.03.PE.H2.C3	Demonstrate the ability to recognize the negative affects of drugs, tobacco, and alcohol.
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).

PEH.03.PE.H3 Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

PEH.03.PE.H3.C1	Demonstrate a willingness to work with other students toward a common goal.
21.A.1a	Follow directions and class procedures while participating in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.
21.B.1	Work cooperatively with another to accomplish an assigned task.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.03.PE.H3.C2	Accept responsibility for own class participation.
21.A.1a	Follow directions and class procedures while participating in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.
21.B.1	Work cooperatively with another to accomplish an assigned task.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.03.PE.H3.C3	Demonstrate an understanding of rules, regulations, and safety practices.
21.A.2b	Use identified procedures and safe practices without reminders during group physical activities.

PEH.04.PE.H1 Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.

PEH.04.PE.H1.C1	Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.04.PE.H1.C2	Apply the concept of practice to improve skills in appropriate settings.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.04.PE.H1.C3	Recognize and describe critical elements of more complex movement patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.
PEH.04.PE.H1.C4	Identify ways that movement concepts can be used to refine movement skills
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.

PEH.04.PE.H2 Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

PEH.04.PE.H2.C1	Describe the physical, emotional, and psychological benefits of participation in health-related (healthy lifestyle) activities.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
PEH.04.PE.H2.C2	Demonstrate regular participation in health-related activities outside of class.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
PEH.04.PE.H2.C3	Describe those activities that are considered to be lifetime activities.
20.C.2a	Set a personal health-related fitness goal.
20.C.2b	Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).

PEH.04.PE.H3 Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

PEH.04.PE.H3.C1	Work cooperatively with others to obtain a common goal.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.04.PE.H3.C2	Follow rules and safe practices in all class activities without being reminded.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
21.A.2c	Work independently on task until completed.
PEH.04.PE.H3.C3	Distinguish between compliance and noncompliance with game rules and fair play.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.

PEH.05.PE.H1 Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.

PEH.05.PE.H1.C1	Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.05.PE.H1.C2	Apply the concept of practice to improve skills in appropriate settings.
19.A.2	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
PEH.05.PE.H1.C3	Recognize and describe critical elements of more complex movement patterns.
19.B.2	Identify the principles of movement (e.g., absorption and application of force, equilibrium).
19.C.2a	Identify and apply rules and safety procedures in physical activities.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.
PEH.05.PE.H1.C4	Identify ways that movement concepts can be used to refine movement skills.
19.C.2b	Identify offensive, defensive and cooperative strategies in selected activities and games.

PEH.05.PE.H2 Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

PEH.05.PE.H2.C1	Describe the physical, emotional, and psychological benefits of participation in health-related (healthy lifestyle) activities
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
PEH.05.PE.H2.C2	Demonstrate regular participation in health-related activities outside of class.
20.A.2a	Describe the benefits of maintaining a health-enhancing level of fitness.
20.A.2b	Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
PEH.05.PE.H2.C3	Describe those activities that are considered to be lifetime activities.
20.C.2a	Set a personal health-related fitness goal.
20.C.2b	Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).

PEH.05.PE.H3 Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

PEH.05.PE.H3.C1	Work cooperatively with others to obtain a common goal.
21.B.2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
PEH.05.PE.H3.C2	Follow rules and safe practices in all class activities without being reminded.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
21.A.2c	Work independently on task until completed.
PEH.05.PE.H3.C3	Distinguish between compliance and noncompliance with game rules and fair play.
19.C.2a	Identify and apply rules and safety procedures in physical activities.
21.A.2a	Accept responsibility for their own actions in group physical activities.

PEH.06.PE.H1 Students will demonstrate competence of game rules through proper game play in both group and independent settings.

PEH.06.PE.H1.C1	Demonstrate their knowledge of the rules prior to activity.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.06.PE.H1.C2	Demonstrate game rules through participation with others.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.06.PE.H1.C3	State game rules to others during activities.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.06.PE.H1.C4	Monitor and adjust game play to coincide with game rules.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
20.A.3b	Identify and participate in activities associated with the components of health-related fitness.

PEH.06.PE.H2 Students will improve their personal fitness level through analyzing and evaluating their intensity during activities.

PEH.06.PE.H2.C1	Monitor heart rate during game play.
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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.
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PEH.06.PE.H2.C2	Compare heart rate level to suggested heart rate levels during activity.
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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.
20.C.3c	Apply the principles of training to the health-related fitness goals.

PEH.06.PE.H2.C3	Adjust personal intensity during game play to increase their desired fitness level.
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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.
20.B.3b	Evaluate the strengths and weak-nesses of a personal fitness profile.

PEH.06.PE.H2.C4	Analyze personal fitness testing scores to identify areas of improvement.
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20.C.3a	Set realistic short-term and long-term goals for a health-related fitness component.
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PEH.06.PE.H3 Students will demonstrate responsibility and sportsmanship in class preparation and participation.

PEH.06.PE.H3.C1	Show responsibility in preparing for class by having a uniform, shoes, and lock.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.06.PE.H3.C2	Demonstrate sportsmanship by working collaboratively with teammates during game play.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.06.PE.H3.C3	Respect equipment through proper care for and use of equipment.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
PEH.06.PE.H3.C4	Demonstrate a positive competitive attitude in all game play situations.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.06.PE.H3.C5	Demonstrate teamwork through acceptable interpersonal communication skills with others.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph-ing a dance).

PEH.07.PE.H1 Students will demonstrate competence of game rules through proper game play in both group and independent settings.

PEH.07.PE.H1.C1	Demonstrate their knowledge of the rules prior to activity.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.07.PE.H1.C2	Demonstrate game rules through participation with others.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.07.PE.H1.C3	State game rules to others during activities.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.07.PE.H1.C4	Monitor and adjust game play to coincide with game rules.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
20.A.3b	Identify and participate in activities associated with the components of health-related fitness.

PEH.07.PE.H2 Students will improve their personal fitness level through analyzing and evaluating their intensity during activities.

PEH.07.PE.H2.C1	Monitor heart rate during game play.
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.
PEH.07.PE.H2.C2	Compare heart rate level to suggested heart rate levels during activity.
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.
20.C.3c	Apply the principles of training to the health-related fitness goals.
PEH.07.PE.H2.C3	Adjust personal intensity during game play to increase their desired fitness level.
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.
20.B.3b	Evaluate the strengths and weak-nesses of a personal fitness profile.
PEH.07.PE.H2.C4	Analyze personal fitness testing scores to identify areas of improvement.
20.C.3a	Set realistic short-term and long-term goals for a health-related fitness component.

PEH.07.PE.H3 Students will demonstrate responsibility and sportsmanship in class preparation and participation.

PEH.07.PE.H3.C1	Show responsibility in preparing for class by having a uniform, shoes, and lock.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.07.PE.H3.C2	Demonstrate sportsmanship by working collaboratively with teammates during game play.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.07.PE.H3.C3	Respect equipment through proper care for and use of equipment.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
PEH.07.PE.H3.C4	Demonstrate a positive competitive attitude in all game play situations.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.07.PE.H3.C5	Demonstrate teamwork through acceptable interpersonal communication skills with others.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreograph-ing a dance).

PEH.08.HL.H1 Students will establish positive health practices and available health care that can help reduce health risks.

PEH.08.HL.H1.C1	Identify, define and categorize communicable and non-communicable diseases
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
PEH.08.HL.H1.C2	Determine ways to protect against obtaining and transmitting diseases.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
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).
PEH.08.HL.H1.C3	List proactive lifestyle choices that can reduce the chances of obtaining non-communicable diseases.
22.A.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).
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).
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).
PEH.08.HL.H1.C4	Identify treatments for communicable and non-communicable diseases.
22.A.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).

PEH.08.HL.H2 Students will analyze the effects of their lifestyle choices on the body systems.

PEH.08.HL.H2.C1	Demonstrate the understanding of the body systems and their functions.
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).
PEH.08.HL.H2.C2	Categorize different parts of the body and their body system.
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).
PEH.08.HL.H2.C3	List effects of a sedentary lifestyle on the body systems.
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).
PEH.08.HL.H2.C4	Determine the effects of nutrition on the body systems.
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).

PEH.08.HL.H3 Students will assess the changes to individual exercise by applying fitness principles.

PEH.08.HL.H3.C1	Demonstrate understanding of the FITT principles.
20.A.3a	Identify the principles of training: frequency, intensity, time and type (FITT).
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.
PEH.08.HL.H3.C2	Participate in physical activity and measure the effects of fitness on the body.
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.
PEH.08.HL.H3.C3	Monitor effects of exercise by adjusting different fitness principles.
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.
PEH.08.HL.H3.C4	Determine which FITT principles can improve personal fitness goals.
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.

PEH.08.PE.H1 Students will demonstrate competence of game rules through proper game play in both group and independent settings.

PEH.08.PE.H1.C1	Demonstrate their knowledge of the rules prior to activity.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.08.PE.H1.C2	Demonstrate game rules through participation with others.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.08.PE.H1.C3	State game rules to others during activities.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
PEH.08.PE.H1.C4	Monitor and adjust game play to coincide with game rules.
19.C.3a	Apply rules and safety procedures in physical activities.
19.C.3b	Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.
20.A.3b	Identify and participate in activities associated with the components of health-related fitness.

PEH.08.PE.H2 Students will improve their personal fitness level through analyzing and evaluating their intensity during activities.

PEH.08.PE.H2.C1	Monitor heart rate during game play.
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.
PEH.08.PE.H2.C2	Compare heart rate level to suggested heart rate levels during activity.
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.
20.C.3c	Apply the principles of training to the health-related fitness goals.
PEH.08.PE.H2.C3	Adjust personal intensity during game play to increase their desired fitness level.
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.
20.B.3b	Evaluate the strengths and weak-nesses of a personal fitness profile.
PEH.08.PE.H2.C4	Analyze personal fitness testing scores to identify areas of improvement.
20.C.3a	Set realistic short-term and long-term goals for a health-related fitness component.

PEH.08.PE.H3 Students will demonstrate responsibility and sportsmanship in class preparation and participation.

PEH.08.PE.H3.C1	Show responsibility in preparing for class by having a uniform, shoes, and lock.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.08.PE.H3.C2	Demonstrate sportsmanship by working collaboratively with teammates during game play.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.08.PE.H3.C3	Respect equipment through proper care for and use of equipment.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
PEH.08.PE.H3.C4	Demonstrate a positive competitive attitude in all game play situations.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
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).
PEH.08.PE.H3.C5	Identify the basics of an exercise program.
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.
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
21.A.3b	Participate in establishing procedures for group physical activities.

- 21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).
- 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).

PEH.09.HL1.H Students will formulate a personal health plan for their lifelong wellness.

PEH.09.HL1.H1.C1	Define health using the 3 elements of health.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).
PEH.09.HL1.H1.C10	Set goals using the decision making model.
24.B.4	Explain how decision making affects the achievement of individual health goals.
PEH.09.HL1.H1.C2	Describe how the health continuum pertains to oneself.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).
PEH.09.HL1.H1.C3	List the lifestyle factors that increase a person's overall health.
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).
PEH.09.HL1.H1.C4	Analyze a variety of health information from many sources and recognize reliable sources of help.
22.A.4d	Research and report about a career involved in health promotion, health care and injury prevention.
PEH.09.HL1.H1.C5	Name influences on your health and correlate to one's own health.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
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).
PEH.09.HL1.H1.C6	List the major health risk factors.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
PEH.09.HL1.H1.C7	Relate protective to the appropriate risk factors.
22.A.5a	Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).
PEH.09.HL1.H1.C8	Define the communication skills and refusal skills to the building of self-esteem.
21.A.4b	Apply identified procedures and safe practices to all group physical activity settings.
24.A.4b	Formulate strategies to prevent conflict and resolve differences.
PEH.09.HL1.H1.C9	Identify basic stress-management skills.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).

24.A.5 Compare and contrast strategies to prevent conflict and resolve differences.

PEH.09.HL1.H Students will analyze their nutritional habits as it relates to the food guide pyramid.

PEH.09.HL1.H2.C1	Identify the various influences on one's diet.
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).
PEH.09.HL1.H2.C2	Define the macronutrients.
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).
PEH.09.HL1.H2.C3	Analyze the importance of macronutrients in your diet.
24.C.4	Formulate a plan to achieve individual health goals.
PEH.09.HL1.H2.C4	Define the micronutrients.
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).
PEH.09.HL1.H2.C5	Analyze the importance of micronutrients in your diet.
24.C.4	Formulate a plan to achieve individual health goals.
PEH.09.HL1.H2.C6	Analyze the dietary guidelines for Americans using the food guide pyramid.
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).
PEH.09.HL1.H2.C7	Analyze their diet as it relates to the food guide pyramid.
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).

PEH.09.HL1.H Students will apply their knowledge of the leading causes of death to their lifestyle.

PEH.09.HL1.H3.C1	Identify the leading causes of death based on the most recent statistics from the CDC.
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).
PEH.09.HL1.H3.C2	Analyze the leading causes of death for gender and age specific groups.
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).
PEH.09.HL1.H3.C3	Define each cause of death.
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).
PEH.09.HL1.H3.C4	Differentiate which causes of death are communicable and non-communicable.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
PEH.09.HL1.H3.C5	Describe methods to reduce your chances of early death.
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).

PEH.09.HL1.H Students will assess the negative effects of the use of tobacco products.

PEH.09.HL1.H4.C1	Analyze why young people start smoking.
21.A.4a	Demonstrate decision-making skills both independently and with others during physical activities.
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).
PEH.09.HL1.H4.C2	Analyze a cigarette's content.
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).
PEH.09.HL1.H4.C3	Identify other forms of tobacco that people use.
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).
PEH.09.HL1.H4.C4	Identify the effects of tobacco use.
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).
PEH.09.HL1.H4.C5	Identify the effects of smoke on the nonsmoker.
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).
24.B.5	Explain immediate and long-term impacts of health decisions to the individual, family and community.
PEH.09.HL1.H4.C6	Define the strategies for quitting smoking.
24.B.5	Explain immediate and long-term impacts of health decisions to the individual, family and community.
PEH.09.HL1.H4.C7	Recognize the move towards a smoke-free society.
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).

PEH.09.HL1.H Students will assess the negative effects of the use of alcohol.

PEH.09.HL1.H5.C2	Identify myths about alcohol and teens.
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).
PEH.09.HL1.H5.C3	Analyze the reasons why young people use alcohol.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
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).
24.B.5	Explain immediate and long-term impacts of health decisions to the individual, family and community.
PEH.09.HL1.H5.C5	Explain the effects of advertising and alcohol abuse.
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).
PEH.09.HL1.H5.C6	Identify the short-term effects of drinking on your body.
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).
PEH.09.HL1.H5.C7	Define alcoholism.
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).
PEH.09.HL1.H5.C8	Identify the stages of alcoholism.
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).
PEH.09.HL1.H5.C9	Evaluate the costs to society of abusing alcohol.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).

PEH.09.HL1.H Students will assess the negative effects of the various drug classifications.

PEH.09.HL1.H6.C1	Examine trends in teen drug use.
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).
PEH.09.HL1.H6.C2	Analyze why people begin using drugs.
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).
PEH.09.HL1.H6.C3	Identify the dangers of substance abuse.
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).
PEH.09.HL1.H6.C4	Critique the costs of substance abuse.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
PEH.09.HL1.H6.C5	Define and describe the effects of various types of psychoactive drugs including stimulants, depressants, narcotics, and hallucinogens.
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).
PEH.09.HL1.H6.C6	Define and describe marijuana, inhalants, and designer drugs.
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).
PEH.09.HL1.H6.C7	Analyze strategies for preventing substance abuse.
24.B.4	Explain how decision making affects the achievement of individual health goals.
PEH.09.HL1.H7.C1	Define adolescence.
23.C.4	Describe changes in physical health and body functions at various stages of the life cycle.

PEH.09.HL1.H Students will explain the functions of the reproductive systems and elaborate on the consequences of sexual activity.

PEH.09.HL1.H7.C2	Interpret physical and mental changes during puberty.
23.C.4	Describe changes in physical health and body functions at various stages of the life cycle.
PEH.09.HL1.H7.C3	Identify and diagram the male and female reproductive systems.
23.C.4	Describe changes in physical health and body functions at various stages of the life cycle.
PEH.09.HL1.H7.C4	Critique decisions about sexual activity.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
PEH.09.HL1.H7.C5	Analyze making the choice for abstinence.
24.B.4	Explain how decision making affects the achievement of individual health goals.
PEH.09.HL1.H7.C6	Identify consequences of sexual activity.
24.B.5	Explain immediate and long-term impacts of health decisions to the individual, family and community.
PEH.09.HL1.H7.C7	Define various STD's.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
PEH.09.HL1.H7.C8	Compare and contrast various contraceptives.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).
PEH.09.HL1.H7.C9	Analyze the reasons for and the benefits of the "Safe Haven" law.
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).

PEH.09.PE.H1 Students will demonstrate basic physical skills for both team and individual activities.

PEH.09.PE.H1.C1	Demonstrate knowledge of skills in individual and team sports, through creative movement and work-related activities.
19.A.4	Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
PEH.09.PE.H1.C2	Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
19.A.4	Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
PEH.09.PE.H1.C3	Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
19.C.4a	Develop rules and safety procedures for physical activities.
PEH.09.PE.H1.C4	Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
19.C.4b	Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.

PEH.09.PE.H2 Students will demonstrate knowledge of rules applied in team and individual activities.

PEH.09.PE.H2.C1	Compare and contrast their knowledge of rules for team and individual activities through class discussion.
19.C.5a	Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.
PEH.09.PE.H2.C2	Demonstrate their knowledge of the desired rules for activities through participation.
19.C.4a	Develop rules and safety procedures for physical activities.
PEH.09.PE.H2.C3	Demonstrate rule competency prior to starting an activity..
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.

PEH.09.PE.H3 Students will demonstrate knowledge of the proper technique needed for team and individual activities.

PEH.09.PE.H3.C1	Develop an understanding of proper technique through classroom discussion.
19.B.4	Analyze various movement patterns for efficiency and effectiveness.
PEH.09.PE.H3.C2	Model proper techniques for each activity.
19.B.4	Analyze various movement patterns for efficiency and effectiveness.
PEH.09.PE.H3.C3	Demonstrate proper technique through activity participation and classroom assessment.
19.B.4	Analyze various movement patterns for efficiency and effectiveness.

PEH.09.PE.H4 Students will understand the proper safety habits needed for individual and team activities.

PEH.09.PE.H4.C1	Explain why safety habits are important for individual and team activities.
19.C.4a	Develop rules and safety procedures for physical activities.
PEH.09.PE.H4.C2	Apply proper safety habits during classroom participation.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
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).
PEH.09.PE.H4.C3	Demonstrate all other classroom safety procedures.
21.A.4b	Apply identified procedures and safe practices to all group physical activity settings.

PEH.10.HL2.H Students will analyze their personal fitness levels and compare those to the norms.

PEH.10.HL2.H1.C1	Identify the benefits of physical fitness.
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).
PEH.10.HL2.H1.C2	Define the basic components of physical fitness.
23.A.4	Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).
PEH.10.HL2.H1.C3	Analyze ways to improve your physical fitness.
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).
PEH.10.HL2.H1.C4	Apply personal fitness goals.
24.B.4	Explain how decision making affects the achievement of individual health goals.
PEH.10.HL2.H1.C5	Identify the basics of an exercise program.
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).
PEH.10.HL2.H1.C6	Define a workout.
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.
PEH.10.HL2.H1.C7	Identify choices for physical activity.
20.A.4a	Interpret the effects of exercise/physical activity on the level of health-related fitness.
PEH.10.HL2.H1.C8	Analyze the importance of lifetime physical fitness.
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).

PEH.10.HL2.H Students will explain the causes of HIV and its transition to AIDS.

PEH.10.HL2.H2.C1	Identify how the immune system works.
23.A.4	Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).
PEH.10.HL2.H2.C2	Define HIV.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
PEH.10.HL2.H2.C3	Dissect how HIV attacks your immune system.
23.A.4	Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).
PEH.10.HL2.H2.C4	Show how HIV is transmitted.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
PEH.10.HL2.H2.C5	Examine how HIV progresses to AIDS.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
PEH.10.HL2.H2.C6	Analyze the consequences of HIV and AIDS.
22.B.4	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).

PEH.10.HL2.H Students will explain sources of stress and how it impacts their lives.

PEH.10.HL2.H3.C1	Identify and define the kinds of stressors.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).
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.
PEH.10.HL2.H3.C2	Analyze the bodies stress response.
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).
PEH.10.HL2.H3.C3	Define the kinds of fatigue.
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).
PEH.10.HL2.H3.C5	Analyze stress management skills.
22.A.4b	Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).

PEH.10.HL2.H Students will demonstrate proficiency in performing basic life saving skills (CPR, choking and AED.)

PEH.10.HL2.H4.C1	Define the Heimlich maneuver and use decision-making strategies to determine when to use it.
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).
PEH.10.HL2.H4.C10	Demonstrate how to do CPR on an adult model.
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).
PEH.10.HL2.H4.C2	Apply Heimlich skills to the child and adult models.
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).
PEH.10.HL2.H4.C3	Define the unconscious choking maneuver and when to use it.
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).
PEH.10.HL2.H4.C4	Demonstrate how to do unconscious choking maneuver on infant models.
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).
PEH.10.HL2.H4.C5	Demonstrate how to do unconscious choking maneuver on child models.
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).
PEH.10.HL2.H4.C6	Demonstrate how to do unconscious choking maneuver on adult models.
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).
PEH.10.HL2.H4.C7	Define CPR and when t use decision-making strategies to determine when to use it.
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).
PEH.10.HL2.H4.C8	Demonstrate how to do CPR on an infant model.
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).
PEH.10.HL2.H4.C9	Demonstrate how to do CPR on an child model.
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).

PEH.10.HL2.H Students will demonstrate proficiency in the proper use of the AED Skills.

PEH.10.HL2.H5.C1	Define the AED and to use decision-making strategies to determine when to use it.
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).
PEH.10.HL2.H5.C2	Identify key components of the AED machines.
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).
PEH.10.HL2.H5.C3	Demonstrate how to use the AED machine on the child model.
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).
PEH.10.HL2.H5.C4	Demonstrate how to use 2 types of an AED machine on the adult models.
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).

PEH.10.HL2.H Students will explain and demonstrate first aid techniques for a variety of life threatening situations.

PEH.10.HL2.H6.C1	Explain the benefits of first aid.
22.A.4b	Analyze possible outcomes of effective health promotion and 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).
PEH.10.HL2.H6.C10	Chart sudden illnesses and the appropriate care for those patients.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
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).
PEH.10.HL2.H6.C11	Chart the 4 types of poisoning and the appropriate care for those patients.
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).
PEH.10.HL2.H6.C12	Demonstrate splinting techniques for various muscle and bone injuries.
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).
PEH.10.HL2.H6.C13	Chart the different types of heat emergencies and recognize the different ways to care for those patients.
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).
PEH.10.HL2.H6.C14	Chart the different types of cold emergencies and recognize the different ways to care for those patients.
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).
PEH.10.HL2.H6.C2	Explain each part of the chain of survival.
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).
PEH.10.HL2.H6.C3	Identify the 3 C's of emergency care.
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).
PEH.10.HL2.H6.C4	Apply knowledge of the leading causes of death and determine the appropriate first aid response.
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).

PEH.10.HL2.H6.C5	Demonstrate the 3 ways to control bleeding.
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).
PEH.10.HL2.H6.C6	Demonstrate bandaging techniques for various types bleeding of situations.
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).
PEH.10.HL2.H6.C7	Demonstrate the variety of ways to safely carry an injured person.
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).
PEH.10.HL2.H6.C8	Define shock and recognize the signs and symptoms of shock.
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).
PEH.10.HL2.H6.C9	Define heart emergencies and recognize the signs and symptoms of heart attacks.
22.A.4a	Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
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).

PEH.10.WK.H1 Students will apply their knowledge of an active life style toward life long wellness.

PEH.10.WK.H1.C1	Develop personal goal(s) and a plan to achieve their goal(s).
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
20.C.5a	Set realistic, long-term, health-related fitness goals based on an individual profile.
PEH.10.WK.H1.C2	Participate in a daily walking program in both group and individual settings.
19.A.4	Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.
PEH.10.WK.H1.C3	Apply the use of technology in recording walking intensity.
19.B.4	Analyze various movement patterns for efficiency and effectiveness.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
PEH.10.WK.H1.C4	Record log results of walking intensity.
19.B.4	Analyze various movement patterns for efficiency and effectiveness.
PEH.10.WK.H1.C5	Analyze current results to establish positive life style effects.
20.A.4a	Interpret the effects of exercise/physical activity on the level of health-related fitness.
PEH.10.WK.H1.C6	Apply knowledge of fitness concepts towards life long wellness.
20.A.5	Implement an individualized health-related fitness plan which includes the principles of training.

PEH.10.WK.H2 Students will apply respect, teamwork, and positive attitude towards their wellness goals.

PEH.10.WK.H2.C1	Demonstrate personal responsibility.
21.B.4	Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).
PEH.10.WK.H2.C2	Demonstrate initiative in performing and participating in class activities.
21.B.4	Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).
21.B.5	Demonstrate when to lead and when to be supportive to accomplish group goals.
PEH.10.WK.H2.C3	Demonstrate positive attitude by encouraging and cooperating with others.
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).
21.B.4	Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).
PEH.10.WK.H2.C4	Demonstrate the ability to work independently with consistent effort.
21.A.4c	Complete a given task on time.
PEH.10.WK.H2.C5	Demonstrate understanding of equipment safety.
21.A.4b	Apply identified procedures and safe practices to all group physical activity settings.
PEH.10.WK.H2.C6	Demonstrate respect for others by arriving on time.
21.A.4c	Complete a given task on time.
PEH.10.WK.H2.C7	Incorporate good communication skills with teacher and other students.
19.C.5b	Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.
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).
PEH.10.WK.H2.C8	Model good citizenship which includes non-discrimination of others.
21.B.5	Demonstrate when to lead and when to be supportive to accomplish group goals.

PEH.11.RIS.H Students will apply the proper techniques needed for the required lifts used in class.

PEH.11.RIS.H1.C1	Demonstrate control when performing a combination and sequence of muscle and joint movement in the bench press.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
20.A.5	Implement an individualized health-related fitness plan which includes the principles of training.
PEH.11.RIS.H1.C2	Demonstrate control when performing a combination and sequence of muscle and joint movement in the squat.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
20.B.5a	Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
20.B.5b	Evaluate the effects of fitness choices and heredity on wellness.
20.C.5a	Set realistic, long-term, health-related fitness goals based on an individual profile.
PEH.11.RIS.H1.C3	Demonstrate control when performing a combination and sequence of muscle and joint movement in the dead lift.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
20.B.5a	Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
20.B.5b	Evaluate the effects of fitness choices and heredity on wellness.
20.C.5a	Set realistic, long-term, health-related fitness goals based on an individual profile.
PEH.11.RIS.H1.C4	Demonstrate control when performing a combination and sequence of muscle and joint movement in the auxiliary lifts.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
20.B.5a	Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
20.B.5b	Evaluate the effects of fitness choices and heredity on wellness.
20.C.5a	Set realistic, long-term, health-related fitness goals based on an individual profile.

PEH.11.RIS.H Students will analyze their classmates and monitor their own technique.

PEH.11.RIS.H2.C1	Model the proper technique for each of the three core lifts for the instructor.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
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).
21.B.5	Demonstrate when to lead and when to be supportive to accomplish group goals.

PEH.11.RIS.H2.C2	Model proper lifting technique for one another.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
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).
21.B.5	Demonstrate when to lead and when to be supportive to accomplish group goals.

PEH.11.RIS.H2.C3	Perform self-correcting methods through peer guidance.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
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).
21.B.5	Demonstrate when to lead and when to be supportive to accomplish group goals.

PEH.11.RIS.H Students will apply proper safety protocols when performing exercises and monitoring their partners.

PEH.11.RIS.H3.C1	Use proper safety equipment.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
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).
PEH.11.RIS.H3.C2	Perform the proper spotting technique.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
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).
PEH.11.RIS.H3.C3	Model proper lifting techniques through assigned modified activities.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
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).
PEH.11.RIS.H3.C4	Demonstrate all other classroom safety procedures.
19.A.5	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.
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).

PEH.11.RIS.H Students will evaluate progress toward identified fitness goals.

PEH.11.RIS.H4.C1	List fitness goals for this class, including core lift improvement.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
PEH.11.RIS.H4.C2	Perform 8 to 10 rep maximum lifts in the three core areas (bench, squat, and deadlift).
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
PEH.11.RIS.H4.C3	Perform prescribed programs of lifting according to workout cycle.
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
PEH.11.RIS.H4.C4	Perform 8 to 10 reps maximum lifts in the three core areas to assess progress at the conclusion of the semester. (Core index number will be determined and improvement noted.)
19.B.5	Apply the principles of efficient movement to evaluate personal performance.
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.
