

## PE/Health 2

### **Physical Education**

#### Standard 1: Skilled Movement

##### **Goal 1.1: Demonstrate competency in motor skills and movement patterns**

*1.1 PE/Health objective does not apply.*

1.2 Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).

1.3 Demonstrates a combination of movements

#### Standard 2: Movement Knowledge

##### **Goal 2.1: Demonstrate understanding movement concepts, principles, strategies**

*2.1 PE/Health objective does not apply.*

2.2 Improve performance by varying quality of movement

#### Standard 3: Physically Active Lifestyle

##### **Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge,**

3.1 Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)

3.2 Explore and participate in health enhancing physical activities

*3.3 PE/Health objective does not apply.*

3.4 Define one activity associated with each component of health-related fitness.

#### Standard 4: Personal Fitness

##### **Goal 4.1: Achieve and maintain a health enhancing level of fitness.**

4.1 Participate and sustain moderate or vigorous activity.

4.2 Identify the physiological signs associated with physical activity.

4.3 Know the components of health-related fitness.

#### Standard 5: Personal and Social Responsibility

**Goal 5.1: Exhibit responsible and social behavior that respects self and others in**

5.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.

*5.2 PE/Health objective does not apply.*

5.3 Exhibit self-control in movement.

5.4 Recognize and support differences.

**HEALTH**

Standard 1: Healthy Lifestyles

**Goal 1.1: Acquire the essential skills to lead a healthy life.**

2.1 Describe the concepts of fitness and wellness.

2.2 Recognize body signals that indicate sickness or wellness.

2.3 Identify the rules and procedures for safe living.

2.4 Identify personal emotions, how they are expressed, and appreciate the consequences

2.5 Identify tobacco, alcohol, medicines, and other drugs.

2.6 Explain the reasons for wise food selection.

2.7 Identify physical characteristics of growth and development.

2.8 Explain ways family membership changes.

2.9 Identify how to choose a health product

2.10 Describe the characteristics of a healthful environment

Standard 2: Risk Taking Behavior

**Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

2.1 Recognize ways illness is spread.

2.2 Identify consequences for one's own behavior.

2.3 Identify temptations, curiosity, peer influence, and harmful risk-taking.

2.4 Identify behaviors that put a person at risk.

Standard 3: Communication Skills for Healthy Relationships

**Goal 3.1: Demonstrate the ability to use communication skills to enhance health.**

2.1 Identify ways to show respect for self and others.

2.2 Describe refusal and decision-making skills.

2.3 Demonstrate how to communicate with friends

Standard 4: Consumer Health

**Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs**

2.1 Identify age-appropriate health care items.

2.2 Identify the different components of a health product label.

2.3 Identify community health workers and their roles

Standard 5: Mental and Emotional Wellness

**Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.**

2.1 Identify actions that relate to emotions.

2.2 Recognize that people are unique and worthwhile, both physically and emotionally.

2.3 Discuss benefits of exercise and how it can enhance mental and emotional health.

2.4 Identify safe environments.