

ACADEMIC STANDARDS AND BENCHMARKS

HEALTH AND P.E.

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Health

Grade 2

1. Students will comprehend concepts related to health promotion and disease prevention.
 - a. Identify that healthy behaviors impact personal health.
 - b. Recognize that there are multiple dimensions of health.
 - c. Describe ways to prevent communicable diseases.
 - d. List ways to prevent common childhood injuries.
 - e. Describe why it is important to seek health care.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services
 - a. Identify trusted adults and professionals who can help promote health.
 - b. Identify ways to locate school and community health helpers.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - a. Demonstrate healthy practices and behaviors to maintain or improve personal health.
 - b. Demonstrate behaviors to avoid or reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
 - a. Identify how the family influences personal health practices and behaviors.
 - b. Identify what the school can do to support personal health practices and behaviors.
 - c. Describe how the media can influence health behaviors.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
 - a. Demonstrate healthy ways to express needs, wants and feelings.
 - b. Demonstrate listening skills to enhance health.
 - c. Demonstrate ways to respond when in and unwanted, threatening or dangerous situation.
 - d. Demonstrate ways to tell a trusted to tell a trusted adult if threatened or harmed.

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6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
 - a. Identify situations when a health-related decision is needed.
 - b. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
 - c. Identify a short-term personal health goal and take action toward achieving the goal.
 - d. Identify who can help when assistance is needed to achieve a personal health goal.
7. Students will demonstrate the ability to advocate for personal, family and community health.
 - a. Make requests to promote personal health.
 - b. Encourage peers to make positive health choices.

Grade 5

8. Students will comprehend concepts related to health promotion and disease prevention.
 - a. Describe the relationship between healthy behaviors and personal health.
 - b. Identify examples of emotional, intellectual, physical, and social health.
 - c. Describe ways in which a safe and healthy school and community environment can promote personal health.
 - d. Describe ways to prevent common childhood injuries and health problems.
 - e. Describe when it is important to seek health care.
9. Students will demonstrate the ability to access valid health information and health-promoting products and services
 - a. Identify characteristics of valid health information, products and services.
 - b. Locate resources from home, school and community that provide valid health information.
10. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - a. Identify responsible personal health behaviors.
 - b. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
 - c. Demonstrate a variety of behaviors to avoid or reduce health risks.
11. Students will analyze the influence of culture, media, technology and other factors on health.

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- a. Describe how family influences personal health practices and behaviors.
 - b. Identify the influence of culture on health practices and behaviors.
 - c. Identify how peers can influence healthy and unhealthy behaviors.
 - d. Describe how the school and community can support personal health practices and behaviors.
 - e. Explain how media influences thoughts, feelings, and health behaviors.
 - f. Describe ways technology can influence personal health.
12. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- a. Demonstrate effective verbal and non-verbal communication skills to enhance health.
 - b. Demonstrate refusal skills to avoid or reduce health risks.
 - c. Demonstrate non-violent strategies to manage or resolve conflict.
 - d. Demonstrate how to ask for assistance to enhance personal health.
13. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- a. Identify health-related situations that might require a thoughtful decision.
 - b. Analyze when assistance is needed when making a health-related decision.
 - c. List healthy options to health-related issues or problems.
 - d. Predict the potential outcomes of each option when making a health-related decision.
 - e. Choose a healthy option when making a decision.
 - f. Describe the outcomes of a health-related decision.
 - g. Set a personal health goal and track progress toward its achievement.
 - h. Identify resources to assist in achieving a personal health goal.
14. Students will demonstrate the ability to advocate for personal, family and community health.
- a. Express opinions and give accurate information about health issues.
 - b. Encourage others to make positive health choices.

Grade 6

15. Students will comprehend concepts related to health promotion and disease prevention.
- a. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

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- b. Explain how health is influenced by the interaction of body systems.
 - c. Describe how family and peers influence the health of adolescents.
16. Students will demonstrate the ability to access valid health information and health-promoting products and services
- a. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
17. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- a. Explain the importance of assuming responsibility for personal health behaviors.
 - b. Demonstrate strategies to improve or maintain personal and family health.
18. Students will analyze the influence of culture, media, technology and other factors on health.
- a. Analyze how information from peers influences health.
19. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- a. no benchmarks
20. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- a. Analyze how health-related decisions are influenced by individual, family, and community values.
21. Students will demonstrate the ability to advocate for personal, family and community health.
- a. Analyze various communication methods to accurately express health information and ideas.
 - b. Express information and opinions about health issues.

Grade 7

22. Students will comprehend concepts related to health promotion and disease prevention.
- a. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Explain the relationship between positive health behaviors and the prevention of injury.
 - b. Explain how appropriate health care can prevent premature death and disability.
 - c. Describe how lifestyles, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

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23. Students will demonstrate the ability to access valid health information and health-promoting products and services
 - a. Analyze how media influences the selection of health information and products.
24. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - a. Distinguish between safe and risky or harmful behaviors in relationships.
 - b. Demonstrate strategies to manage stress.
25. Students will analyze the influence of culture, media, technology and other factors on health.
 - a. Describe the influence of cultural beliefs on health behaviors and the use of health services.
26. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
 - a. Describe how the behavior of family and peers affects interpersonal communication.
 - b. Analyze the possible causes of conflicts among youth in schools and communities.
27. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
 - a. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
 - b. Predict how decisions regarding health behaviors have consequences for self and others.
28. Students will demonstrate the ability to advocate for personal, family and community health.
 - a. Demonstrate the ability to influence others in making positive health choices.

Grade 8

29. Students will comprehend concepts related to health promotion and disease prevention.
 - a. Analyze how environment and personal are interrelated.
 - b. Describe ways to reduce risks related to adolescent health problems.
 - c. Describe how family and peers influence health of adolescents.
30. Students will demonstrate the ability to access valid health information and health-promoting products and services
 - a. Analyze the validity of health information, products, and services.

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31. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - a. Analyze a personal health assessment to determine health strengths and risks.
 - b. Demonstrate ways to avoid and reduce threatening situations.
32. Students will analyze the influence of culture, media, technology and other factors on health.
 - a. Analyze how messages from media and other sources influence health behaviors.
33. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
 - a. Demonstrate communication skills to build and maintain healthy relationships.
34. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
 - a. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
 - b. Apply strategies and skills needed to attain personal health goals.
35. Students will demonstrate the ability to advocate for personal, family and community health.
 - a. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.

Grade 10

36. Students will comprehend concepts related to health promotion and disease prevention.
 - a. Analyze how behavior can impact health maintenance and disease prevention
 - b. Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
 - c. Explain the impact of personal health behaviors on the functioning body systems.
 - d. Analyze how the family, peers, and community influence the health of individuals.
 - e. Analyze how the environment influences the health of the community.
 - f. Describe how to delay onset and reduce risks of potential health problems during adulthood.
 - g. Analyze how public health policies and government regulations influence health promotion and disease prevention.
 - h. Analyze how the prevention and control of health problems are influenced by research and medical advances.

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37. Students will demonstrate the ability to access valid health information and health-promoting products and services
 - a. Evaluate the validity of health information, products, and services
 - b. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
 - c. Evaluate factors that influence personal selection of health products and services.
 - d. Demonstrate the ability to access school and community health services for self and others.
 - e. Analyze the cost and accessibility of health care services.
 - f. Analyze situations requiring professional health services.
38. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
 - a. Analyze the role of individual responsibility for enhancing health.
 - b. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
 - c. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
 - d. Develop strategies to improve or maintain personal, family and community health.
 - e. Develop injury prevention and management strategies for personal, family and community health.
 - f. Demonstrate ways to avoid and reduce threatening situations.
 - g. Evaluate strategies to manage stress.
39. Students will analyze the influence of culture, media, technology and other factors on health.
 - a. Analyze how cultural diversity enriches and challenges health behaviors.
 - b. Evaluate the effect of media and other factors on personal, family, and community health.
 - c. Evaluate the impact of technology on personal, family, and community health.
 - d. Analyze how information from the community influences health.
40. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
 - a. Analyze how interpersonal communication affects relationships.
 - b. Demonstrate healthy ways to express needs, wants, and feelings.

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- c. Demonstrate ways to communicate care, consideration, and respect of self and others.
 - d. Demonstrate strategies for solving interpersonal conflicts without harming self or others.
 - e. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
 - f. Analyze the possible causes of conflict in schools, families, and communities.
 - g. Demonstrate strategies used to prevent conflict.
41. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- a. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
 - b. Analyze health concerns that require collaborative decision making.
 - c. Predict immediate and long term impact of health decisions on the individual, family, and community.
 - d. Implement a plan for attaining a personal health goal.
 - e. Evaluate progress toward achieving personal health goals.
 - f. Formulate an effective plan for lifelong health.
42. Students will demonstrate the ability to advocate for personal, family and community health.
- a. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
 - b. Express information and opinions about health issues.
 - c. Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.
 - d. Demonstrate the ability to influence and support others in making positive health choices.
 - e. Demonstrate the ability to work cooperatively when advocating for healthy communities.
 - f. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Physical Education

Grade 2

1. Uses a variety of basic and advanced movement forms

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- a. Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, galloping, sliding)
 - b. Uses a variety of basic non - locomotor skills (e.g., bending, twisting, stretching, turning, lifting).
 - c. Uses a variety of basic object control skills (e.g., underhand & overhand throw, catch, hand dribble, foot dribble, kick and strike).
 - d. Uses simple combinations of fundamental movement skills (e.g., locomotor, non - locomotor, object control, body, control, rhythmical skills).
 - e. Uses control in weight - bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take - offs and landings)
 - f. Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees)
 - g. Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms, combines traveling patterns to music)
 - h. Uses smooth transitions between sequential motor skills (e.g., even, uneven, fast, slow).
 - i. Uses locomotor skills in rhythmical patterns (e.g., even, uneven, fast, slow).
2. Uses movement concepts and principles in the development of motor skills.
 - a. Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).
 - b. Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through)
 - c. Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others.
 - d. Understands the critical elements of a variety of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow - through, accuracy of throw).
 - e. Uses feedback to improve performance (e.g., peer-coach review).
 - f. Understands the importance of practice in learning skills.
 3. Understands the benefits and costs associated with participation in physical activity.
 - a. Understands the health benefits of physical activity (e.g., good health, physical endurance).
 4. Understands how to monitor and maintain a health - enhancing level of physical fitness.
 - a. Engages in basic activities that cause cardio-respiratory exertion (e.g., running, galloping, skipping, hopping, swimming).

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- b. Aware of body pulse points for heart beat.
 - c. Knows the physiological indicators (e.g., perspiration, increased heart rate and breathing rate) that accompany moderate to vigorous physical activity.
 - d. Engages in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands).
 - e. Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion).
 - f. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g. aerobic capacity, body composition, muscle strength, endurance, and flexibility).
 - g. Knows similarities and differences in body height, weight, and shape.
5. Understands the social and personal responsibility associated with participation in physical activity.
- a. Follows rules and procedure (e.g., playground, classroom, gymnasium) with little reinforcement.
 - b. Uses equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use).
 - c. Understands the purpose of rules in games.
 - d. Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports).
 - e. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task
 - f. Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).
 - g. Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity.

Grade 5

6. Uses a variety of basic and advanced movement forms
- a. Uses mature form in object control skills (e.g., understand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass)
 - b. Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove).
 - c. Uses mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances (e.g., combining steps to perform

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certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer).

- d. Uses mature form in balance activities on a variety of apparatuses (e.g., balance board, large apparatus).
 - e. Uses control in weight - bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take - offs and landings) e. Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball).
7. Uses movement concepts and principles in the development of motor skills.
 - a. Uses information from a variety of internal and external sources to improve performance (e.g. group projects, student journal, self-assessment, peer and coach review).
 - b. Understands principles of practice and conditioning that improve performance.
 - c. Understands proper warm-up and cool-down techniques and reasons for using them.
 - d. Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants)
 8. Understands the benefits and costs associated with participation in physical activity.
 - a. Knows about opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs)
 - b. Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment).
 - c. Knows factors that inhibit physical physical activity (e.g., substance abuse).
 - d. Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator).
 - e. Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability).
 - f. Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities).
 9. Understands how to monitor and maintain a health - enhancing level of physical fitness.
 - a. Engages in activities that develop and maintain cardio-respiratory fitness (e.g., timed or distance walk/run and other endurance activities at specified heart rate).
 - b. Engages in activities that develop and maintain muscular strength (e.g., push-ups, curl-ups, isometric strength activities, jump rope).

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- c. Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches).
 - d. Know the effects of physical activity and nutrition on body composition.
 - e. Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate).
 - f. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g. aerobic capacity, body composition, muscle strength, endurance, and flexibility).
 - g. Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition).
 - h. Uses information from fitness assessments to improve selected fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).
 - i. Participates in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports).
10. Understands the social and personal responsibility associated with participation in physical activity.
- a. Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations.
 - b. Works in a group to accomplish a set goal in both cooperative and competitive activities.
 - c. Understands the role of physical activities in learning more about others of like and different backgrounds (e.g., gender, culture, ethnicity, disability).
 - d. Understands the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability).
 - e. Understands the origins of different sports and how they have evolved.

Grade 8

11. Uses a variety of basic and advanced movement forms
- a. Uses intermediate sport-specific skills for individual, dual, and team sports
 - b. Uses intermediate sport-specific skills for dance and rhythmical activities.
 - c. Uses intermediate sport-specific skills for outdoor activities
12. Uses movement concepts and principles in the development of motor skills.
- a. Understands principles of training and conditioning for specific physical activities.
 - b. Understands the critical elements of advanced movement skills (e.g., such as a racing start in freestyle swimming).

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- c. Uses basic offensive and defensive strategies in a modified version of a team and individual sport.
 - d. Understands movement forms associated with highly skilled physical activities (e.g., moves that lead to successful serves, passes, and spikes in an elite volleyball game)
13. Understands the benefits and costs associated with participation in physical activity.
- a. Understands long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition).
 - b. Understands long-term psychological benefits of regular participation in physical activity (e.g., healthy self-image, stress reduction, strong mental and emotional health).
14. Understands how to monitor and maintain a health - enhancing level of physical fitness.
- a. Engages in more advanced activities that develop and maintain cardio-respiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).
 - b. Engages in more advanced activities that develop and maintain muscular strength and endurance (e.g., calisthenics activities, resistance, and weight training).
 - c. Engages in more advanced levels of activity that develop and maintain flexibility).
 - d. Understands the role of exercise and other factors in weight control and body composition.
 - e. Understands basic principles of training that improve physical fitness (e.g., threshold, overload, specificity, frequency, intensity, duration, and mode of exercise).
 - f. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility).
 - g. Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals.
 - h. Knows how to differentiate the body's response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve, taking pulse at rest and during exercise).
15. Understands the social and personal responsibility associated with participation in physical activity.
- a. Understands the importance of rules, procedures, and safe practice in physical activity settings.
 - b. Understands proper attitudes toward both winning and losing.

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- c. Knows the difference between inclusive (e.g., changing rules of activity to include less skilled players) and exclusionary (e.g., failing to pass ball to less skilled players) behaviors in physical activity settings.
- d. Understands physical activity as a vehicle for self-expression (e.g., dance, gymnastics, and various sport activities).
- e. Understands the concept that physical activity (e.g., sport, games, dance) is a microcosm of modern culture and society.

Grade 12

- 16. Uses a variety of basic and advanced movement forms
 - a. Uses advanced sport-specific skills in selected physical activities (e.g., aquatics, dance, outdoor pursuits, individual, dual, and team sports and activities)
 - b. Uses skills in complex rather than modified versions of physical activities (e.g., more players or participants, rules and strategies)
 - c. Understands the biomechanical concepts that govern different types of movement (e.g., gymnastics skills)
- 17. Uses movement concepts and principles in the development of motor skills.
 - a. Understands how sport psychology affects the performance of physical activities (e.g., the effect of anxiety on performance)
 - b. Understands the physiological principles governing fitness maintenance and improvement (e.g., overload principle, law of specificity).
 - c. Uses offensive and defensive strategies and appropriate rules for sports and other physical activities.
 - d. Uses offensive and defensive strategies and appropriate rules for sports and other physical activities.
- 18. Understands the benefits and costs associated with participation in physical activity.
 - a. Understands factors that impact the ability to participate in physical activity (e.g., type of activity, cost, available facilities, equipment required, personnel involved).
 - b. Understands how various factors (e.g., age, gender, race, ethnicity, socioeconomic status, and culture) affect physical activity preferences and participation
 - c. Understands the potentially dangerous consequences and outcomes from participation in physical activity (e.g., physical injury, potential conflicts with others).
- 19. Understands how to monitor and maintain a health - enhancing level of physical fitness.
 - a. Knows personal status of cardio-respiratory endurance.

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- b. Knows personal status of muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.
 - c. Knows personal status of flexibility of the joints of the arms, legs, and trunk.
 - d. Knows personal status of body composition.
 - e. Meets health-related fitness standards for appropriate level of a physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance and flexibility).
 - f. Knows how to monitor and adjust activity levels to meet personal fitness needs.
 - g. Understands how to maintain an active lifestyle throughout life (e.g., participate regularly in physical activities that reflect personal interests).
 - h. Designs a personal fitness program that is based on the basic principles of training and encompasses all components of fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition).
20. Understands the social and personal responsibility associated with participation in physical activity.
- a. Uses leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.
 - b. Works with others in a sport activity to achieve a common goal (e.g., winning a team championship).
 - c. Understands how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical).
 - d. Includes persons of diverse backgrounds and abilities in physical activity.
 - e. Includes persons of diverse backgrounds and abilities in physical activity.
 - f. Understands the history and purpose of international competitions (e.g., Olympics, Special Olympics, Pan American Games, World Cup Soccer).
 - g. Understands the role of sport in a diverse world (e.g., the influence of professional sport in society, the usefulness of dance as an expression of multiculturalism, the affect of age and gender on sport participation patterns).
 - h. Understands the concept of “sportsmanship” and the importance of responsible behavior while participation in physical activities.