

Excellence *in* Health & Physical Education: Consensus Curriculum Instructional Framework



**CATHOLIC
SCHOOLS**

DIOCESE *of* RICHMOND

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Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

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Introduction

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, Excellence in Health & Physical Education: Consensus Curriculum Instructional Framework.

"Catechesis aims to bring about in the believer an ever more mature faith in Jesus Christ, a deeper knowledge and love of his person and message, and a firm commitment to follow him."
(National Directory of Catechesis, No. 19)

The Consensus Curriculum Instructional Framework serves as the structure for health & physical education instruction in all Catholic schools in the Diocese of Richmond. This document identifies the standards and benchmarks that comprise the health & PE programs and articulates what students should know and be able to do. Additionally, it guides and supports teachers in delivering high-quality, effective instruction. The purpose is to assist all students as they mature into skilled learners while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh, The 2024 National Physical Education Standards (SHAPE America), as well as the Virginia Department of Education Health and Physical Standards of Learning Curriculum Frameworks (2022). This document represents a compilation of information gleaned from these sources.

Philosophy Statement

In Catholic education, we believe that each person is a unique creation, made in the image and likeness of God (Genesis 1:27), and called to glorify Him through care for the body, mind, and spirit. The integration of health and physical education within our schools reflects a holistic vision of human flourishing. This discipline invites students to recognize the sacredness of life and to respond to God's gift of the body with stewardship, gratitude, and reverence.

In the Diocese of Richmond, Health and Physical Education promotes virtuous living, wellness, safety, and physical development rooted in the dignity of the human person. Instruction aims to cultivate healthy habits, personal discipline, social responsibility, and a deeper understanding of how we are called to honor God through the way we live, move, and relate to others. These programs equip students with knowledge and skills to make ethical, life-affirming decisions, respect their bodies and those of others, and engage fully and joyfully in life.

The standards outlined in this document reflect a Christ-centered approach to education that prepares students to live fully, love generously, and serve faithfully—all while upholding the moral teachings of the Catholic Church.

Guiding Goals and Outcomes

Students in Catholic schools of the Diocese of Richmond will:

- **Honor the body as a temple of the Holy Spirit** (1 Corinthians 6:19-20) by making choices that promote physical health, emotional balance, and moral virtue.

- **Engage in physical activity** as a joyful and life-giving response to God's gift of movement and vitality.
- **Demonstrate self-discipline and respect** for others in all physical and health-related interactions, reflecting Christ's call to love our neighbor (Mark 12:31).
- **Understand the value of community** by collaborating, communicating, and caring for the well-being of others in both athletic and wellness environments.
- **Discern cultural, media, and peer influences** in light of Catholic moral teaching, and make informed decisions that reflect truth and human dignity.
- **Develop habits of virtue** such as perseverance, temperance, fortitude, and gratitude through goal setting, fitness planning, and self-reflection.
- **Promote safety, inclusion, and peace**, seeing every person as a brother or sister in Christ and responding to the needs of others with compassion.

Organizational Structure and Learning Strands

The integrated Health and Physical Education Standards are organized into six key strands, each rooted in the Church's vision for the formation of the whole person:

1. Motor Skills: Respect for the Body

Students develop competency in motor skills and learn to care for their bodies through knowledge of anatomy, physiology, and kinesiology. Instruction emphasizes the body's design as a gift from God, created with purpose and worthy of care. Movement is seen not only as physical but also as a source of joy, creativity, and connection with others and with God.

2. Movement: Expression of the Whole Person

Students engage in movement as a means of expressing joy, creativity, and unity of body, mind, and spirit. Through activities that promote coordination, rhythm, spatial awareness, and purposeful motion, students learn that movement is a form of praise, play, and presence. Grounded in the belief that the human body is a temple of the Holy Spirit, movement becomes a vehicle for building relationships, fostering inclusion, and experiencing the beauty of creation.

3. Fitness: Strength in Stewardship

Students develop physical fitness through activities that enhance strength, endurance, flexibility, and overall health. Instruction emphasizes that caring for one's body is an act of stewardship—honoring the body as a sacred gift from God. Through goal-setting, perseverance, and discipline, students cultivate lifelong habits that support physical and spiritual well-being. Fitness is presented not as a pursuit of perfection, but as a commitment to honoring God through healthy choices and virtuous living.

4. Social/Emotional: Living in Virtue

Students explore the intersection of emotional health, virtue, and relationship-building. Informed by Catholic Social Teaching and the virtues of charity, empathy, and justice, they develop communication skills, resilience, emotional regulation, and respect for the dignity of others. Inclusion is emphasized as a reflection of Christ's love for all people.

5. Community: Mission and Advocacy

Students act as stewards of health in their homes, schools, and communities. They develop leadership skills and learn to promote environments of safety, peace, and respect. Grounded in Gospel values, students are called to become advocates for the well-being of others and contributors to a culture of life.

6. Health: Nutrition, Wellness, and Fitness Planning

Students engage in learning that promotes lifelong health and wellness, grounded in responsibility to God and self. They explore principles of balanced nutrition, functional fitness, and disease prevention, and learn to design personal health plans that reflect moderation, prudence, and care for their long-term well-being.

Safety and the Sacredness of Life

A cornerstone of Catholic education is the belief in the sacredness of every human life. As such, safety in health and physical education is paramount. Teachers are entrusted with maintaining an environment that protects both the physical and emotional well-being of every student. All practices must be developmentally appropriate, inclusive, and grounded in the moral responsibility we hold as educators and caregivers.

Integration with Catholic Teaching and Liturgical Life

The content and experiences in this curriculum may also be integrated into school-wide efforts to promote spiritual development. Examples include:

- Participating in liturgical movement during Masses or retreats.
- Leading wellness initiatives during Catholic Schools Week.
- Incorporating themes from Theology of the Body into discussions on identity, purpose, and respect for self and others.
- Connecting health and physical education lessons with saints who exemplify discipline, sacrifice, and service (e.g., St. Sebastian, St. Gianna Beretta Molla, St. John Paul II).

In the Diocese of Richmond, Health and Physical Education is more than a subject—it is a ministry of formation that prepares students to live holy, healthy, and virtuous lives. Through instruction rooted in Catholic faith and tradition, students come to see themselves and others as temples of the Holy Spirit, called to pursue excellence in body and soul for the glory of God and the service of others.

Structure of the Framework

To guide the organization of the Consensus Curriculum, the Diocese of Richmond categorizes the Health & Physical Education essential skills and understandings into five grade-level bands. Within each band, the six strands repeat. These strands provide the focus of instruction and progressively increase demand as students progress through the bands.

Grade band specific matter follows. The format for each grade begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

Benchmarks, which are the core content and specific knowledge students will know or be able to articulate at their grade level. They are minimum competencies that are measurable.






Essential Knowledge, or the key facts, concepts, and ideas needed to successfully meet benchmarks. These provide more detail about the teaching and learning of the benchmarks.

Essential Questions, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

It is important to recognize that certain elements of our instruction are revisited in greater depth at each grade level. Students receive spiraling instruction which develops skills in physical development, fitness, and healthy habits.

Finally, instructional **Resources/Experiences**, sample **Pacing Guides**, and **Instructional Outlines** are provided electronically in the evolving Curriculum Corner to assist teachers in long- and short-term planning.

Scope and Sequence

	Motor Skills  Respect for the Body <p>Students develop competency in motor skills and learn to care for their bodies through knowledge of anatomy, physiology, and kinesiology. Instruction emphasizes the body's design as a gift from God, created with purpose and worthy of care. Movement is seen not only as physical but also as a source of joy, creativity, and connection with others and with God.</p>	Movement  Expression of the Whole Person <p>Students engage in movement as a means of expressing joy, creativity, and unity of body, mind, and spirit. Through activities that promote coordination, rhythm, spatial awareness, and purposeful motion, students learn that movement is a form of praise, play, and presence. Grounded in the belief that the human body is a temple of the Holy Spirit, movement becomes a vehicle for building relationships, fostering inclusion, and experiencing the beauty of creation.</p>	Fitness  Strength in Stewardship <p>Students develop physical fitness through activities that enhance strength, endurance, flexibility, and overall health. Instruction emphasizes that caring for one's body is an act of stewardship—honoring the body as a sacred gift from God. Through goal setting, perseverance, and discipline, students cultivate lifelong habits that support physical and spiritual well-being. Fitness is presented not as a pursuit of perfection, but as a commitment to honoring God through healthy choices and virtuous living.</p>	Social/Emotional  Living in Virtue <p>Students explore the intersection of emotional health, virtue, and relationship-building. Informed by Catholic Social Teaching and the virtues of charity, empathy, and justice, they develop communication skills, resilience, emotional regulation, and respect for the dignity of others. Inclusion is emphasized as a reflection of Christ's love for all people.</p>	Community  Mission and Advocacy <p>Students act as stewards of health in their homes, schools, and communities. They develop leadership skills and learn to promote environments of safety, peace, and respect. Grounded in Gospel values, students are called to become advocates for the well-being of others and contributors to a culture of life.</p>
Elementary	The student will demonstrate competency in a variety of motor skills and movement patterns.	The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	The student will be able to exhibit responsible personal and social behavior that respects self and others.
Middle School	The student will demonstrate competency in a variety of motor skills and movement patterns.	The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interactions.	The student will exhibit responsible personal and social behavior that respects self and others.
High School	<p>L1: The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p>L2: The student will demonstrate competency in a variety of motor skills and movement patterns.</p>	<p>The student will apply knowledge of principles, strategies, and tactics related to movement and fitness concepts.</p> <p>The student will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>	<p>The student will develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.</p> <p>The student will develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.</p>		<p>The student will develop social skills through movement.</p> <p>The student will develop social skills through movement.</p>

Health



Nutrition, Wellness, and Fitness Planning

Students engage in learning that promotes lifelong health and wellness, grounded in responsibility to God and self. They explore principles of balanced nutrition, functional fitness, and disease prevention, and learn to design personal health plans that reflect moderation, prudence, and care for their long-term well-being.

Elementary

The student will demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance health to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Middle School

- The student will apply health concept skills to the management of personal and family health.
- The student will identify and explain health concepts to understand personal health.
- The student will use decision-making skills to promote health and personal wellness.
- The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents

High School

- The student will use functional health information to support health and well-being of self and others.
- The student will analyze influences that affect health behaviors, disease, and well-being of self and others.

Kindergarten and 1st Grade

Motor Skills



Standard HPE K.1 & 1.1

The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify body parts and show body awareness b. Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance c. Demonstrate ball Skills (throwing, catching, dribbling, kicking) d. Explore parachute activities	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Form wide, narrow, curled & twisted body shapes Roll sideways in a narrow body shape Contrast the actions of curling & stretching Perform jumping & landing actions with balance Execute a single jump with self-turned rope Jump a long rope with teacher-assisted turning Perform locomotor skills in response to creative dance Maintain momentary stillness on different bases of support Locomotor skills at variety of speeds Throw underhand with opposite foot forward Drop a ball and catch it before it bounces twice Catch a large ball tossed by a skilled thrower Dribble a ball with one hand, attempting the second contact Tap a ball using the inside of the foot, sending it forward Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern Volley a lightweight object (balloon), sending it upward Strike a lightweight object with a paddle or short handled racket 	<ul style="list-style-type: none"> Why is it important to move our bodies in different ways? In which sports do we dribble, throw, catch, kick, volley a ball?

Standard HPE K.2 &1.2**Movement**

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Differentiate between movement in personal (self-space) & general space b. Practice agility (start, stop, change directions) c. Demonstrate movement and relationship to objects: over, under, behind, through 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Move in personal space to a rhythm • Travel in 3 different pathways • Travel in general space with different speeds • Start, stop, change directions • Move over, under, behind, through objects 	<ul style="list-style-type: none"> • How do you move efficiently and safely within a physical setting? • How does your movement affect your performance?

Standard HPE K.3 & 1.3**Fitness**

The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Recognize that food provides energy for physical activity b. Recognize activities that build heart fitness c. Explain the importance of personal hygiene and germ protection d. Explore a variety of physical recreational activities 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Define diet and fitness • Identify food groups • Explain the location and function of the heart • Perform stretching, muscle-strengthening and cardio-respiratory exercise • Identify active-play opportunities outside physical education class 	<ul style="list-style-type: none"> • Why do we need food?

**Standard HPE K.4 & 1.4**

The student will exhibit responsible personal and social behavior that respects self and others.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Follow teacher directions for safe participation and proper use of equipment with minimal reminders b. Demonstrate ability to share and be cooperative and safe with others c. Explain the concept of being safe d. Recognize the difference between positive and negative emotions e. Respect the skill level and ability of others f. Appreciate the influence of different cultures on games, sports , and dance	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Follow directions in group settings (e.g., safe behaviors, following rules, taking turns) Acknowledge responsibility for behavior when prompted Follow instruction/ directions when prompted Recognize the established protocol for class activities Demonstrate cooperation Describing fire safety rules and gymnasium safety Recognize an emergency and know when to call 9-1-1 Identify members of the community who provide health and safety services Identify trusted adults 	<ul style="list-style-type: none"> What are characteristics of good sportsmanship? What role does cooperation play in physical activities/sports? Why is respect for individual differences so important?

Standard HPE K.5 & 1.5**Community**

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Recognize physical activity is important for good health b. Discuss the enjoyment of playing with friends c. Identify physical activities that are enjoyable d. Participate in regular physical activity 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Understand physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions. 	<ul style="list-style-type: none"> • Why do we do physical activity? • How do you feel when you play with your friends? Why?

2nd Grade & 3rd Grade

Motor Skills



Standard HPE 2.1 & 3.1

The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate body movements b. Demonstrate ball skills with hands and feet, or with an object 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Differentiate among twisting, curling, bending & stretching actions • Combine balance and weight transfers with movement concepts to create and perform a dance • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates throwing and catching in a variety of practice tasks. • Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. • Demonstrates dribbling with feet in a variety of practice tasks. • Demonstrates striking with hands above waist, below waist, and with a long handled implement in a variety of practice tasks. • Volley an object upward with consecutive hits 	<ul style="list-style-type: none"> • Why is it important to move our bodies in different ways? • In which sports do we dribble, throw, catch, kick, volley a ball? • Why are the skills and game knowledge important to participate in physical activities/sports?

Standard HPE 2.2 & 3.2**Movement**

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Combine movement concepts with locomotive skills b. Apply movement concepts and strategies for safe movement within dynamic environments. c. Apply movement concepts to different types	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Change directions, levels, force, time in walking, jogging, skipping, galloping, • Identifies simple strategies in chasing and fleeing activities. • Dances, gymnastics, rhythms, and individual performance activities. 	<ul style="list-style-type: none"> • How do you move efficiently and safely within a physical setting? • How does your movement affect your performance?

Standard HPE 2.3 & 3.3**Fitness**

The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Describe how movement positively affects personal health. b. Recognize the importance of warm-up and cool-down relative to vigorous physical activity c. Identify preferred physical activities based on personal interests. 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Lists ways that movement positively affects personal health. • Perform warmup and cool down activities. • Describe the purpose of a warmup and a cool down 	<ul style="list-style-type: none"> • Why do we warm up/cool down? • How does movement affect your health? • Why do we warm up before physical activity? • Why do we cool down after physical activity?

**Standard HPE 2.4 & 3.4**

The student will exhibit responsible personal and social behavior that respects self and others.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify and participate in physical activities representing different cultures. b. Demonstrate respectful behaviors that contribute to positive social interaction in group activities. c. Respond appropriately to directions and feedback from the teacher.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Make safe choices with physical education equipment. • Solves problems independently, with partners, and in small groups. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. 	<ul style="list-style-type: none"> • What are characteristics of good sportsmanship? • What role does cooperation play in physical activities/sports? • Why is respect for individual differences so important?

Standard HPE 2.5 & 3.5**Community**

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Recognize physical activity is important for good health b. Discuss the enjoyment of playing with friends c. Identify physical activities that are enjoyable d. Participate in regular physical activity 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. • Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. 	<ul style="list-style-type: none"> • Why do we do physical activity? • How do you feel when you play with your friends? Why?

4th Grade & 5th Grade

Motor Skills



Standard HPE 4.1 & 5.1

The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Demonstrate body movements b. Demonstrate mature ball skills with hands and feet, or with an object c. Demonstrate striking skills at various levels. d. Demonstrate throwing skills at various levels. e. Demonstrate catching skills at various levels. f. Demonstrates jumping rope in a variety of practice tasks.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Combine varied locomotor skills in a variety of practice tasks. Combine locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. Throw overhand, underhand, during movement in a variety of practice tasks. Demonstrate jumping and landing in a non-dynamic environment. Demonstrate transferring weight from feet to hand and hands to feet in a non-dynamic environment. Catch above the head, at chest or waist level, and below the waist in a variety of practice tasks. Dribble with hands and feet in non-dynamic and dynamic practice tasks with control of ball and body while increasing and decreasing speed. Strike with hands above waist, below waist, and with a long-handled implement in a variety of practice tasks. Volley underhand using a mature pattern Volley a ball using a 2-hand overhead pattern, sending it upward to a target Jump with a single rope forward, backward, and begin various tricks 	<ul style="list-style-type: none"> How do locomotor skills affect sports performance? Why is it important to dribble, strike, throw, & catch a ball in various sports?

Standard HPE 4.2 & 5.2**Movement**

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Apply basic offensive and defensive strategies/tactics in chasing and fleeing activities b. Define and provide examples of movement activities for developing the health-related fitness components. c. Apply movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. d. Apply the movement concepts of speed, endurance, and pacing for running 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Play various tag games • Play lead up games for various sports or activities 	<ul style="list-style-type: none"> • Why are some activities more beneficial to our health than others? • Is speed the most important factor in running?

Standard HPE 4.3 & 5.3**Fitness**

The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Chart and analyze physical activity outside physical education class for fitness benefits of activities b. Identify the need for warm-up and cool-down relative to various physical activities c. Analyze results of fitness assessment, comparing results to fitness components for good health d. Analyze the impact of food choices and hydration relative to physical activity, youth sports, & personal health 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Complete a fitness log • Complete fitness test assessments • Identify areas of remediation needed from personal test and/ or design a fitness plan to address ways to use physical activity with teacher assistance. 	<ul style="list-style-type: none"> • How do the food and fitness choices we make affect our health?

Standard HPE 4.4 & 5.4**Social/Emotional**

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Compare and examine the health benefits of participating in physical activity b. Express the enjoyment of participating in challenging and/or favorite physical activity c. Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Reflect on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> How does physical activity benefit my well-being?

**Standard HPE 4.5 & 5.5**

The student will be able to exhibit responsible personal and social behavior that respects self and others.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify and participate in physical activities representing different cultures. b. Demonstrate respectful behaviors that contribute to positive social interaction in group activities. c. Respond appropriately to directions and feedback from the teacher.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> • Make safe choices with physical education equipment. • Solves problems independently, with partners, and in small groups. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. 	<ul style="list-style-type: none"> • Why is communication important in sports/fitness activities?

Elementary Health

Health



Standard Health K-5

The student will demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance health to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices b. Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one's personal health.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Identify the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains) and a variety of foods and beverages from each group. Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy). Explain the importance of water and healthy food choices for digestion and body function. Describe hygiene habits that promote good health. Define germs and describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu). Explain the need for regular health checkups and screenings (e.g., medical, dental). Describe the importance of having a healthy heart, brain, and lungs. 	<ul style="list-style-type: none"> Why is it important to make healthy food choices? How does my health affect other people's health around me?

Middle School



Motor Skills

Standard PE MS1

The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Use skill combinations competently in specialized versions of individual, dual, and team activities. b. Demonstrate incorporating complex movement sequences to a rhythm. c. Display appropriate use of speed, force, and form in a variety of movement activities. d. Demonstrate the ability to use fine motor skills.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate correct technique in a variety of outdoor activities. • Demonstrate movement sequences within varied dance forms. • Demonstrate appropriate form in a variety of health-related fitness activities. • Demonstrate appropriate form in a variety of skill-related fitness activities. • Demonstrate a striking motion with a long-handled implement. • Demonstrate a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • Demonstrate striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • Demonstrate a proper catch with or without an implement in a variety of practice tasks and small-sided games. • Demonstrate throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • Demonstrate a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • Demonstrate a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • Demonstrate the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 	<ul style="list-style-type: none"> • Why is the development of motor skills essential? • Why are skills and game knowledge important to participate in physical activities/sports? • How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?

- Demonstrate a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games.
- Demonstrate sending and receiving in combination with locomotor skills in a variety of small-sided games.
- Demonstrate a dribbling skill in a variety of practice tasks and small-sided games.
- Demonstrate dribbling an object with an implement in a variety of practice tasks and small-sided games.
- Demonstrate a shot on goal with and without an implement in a variety of practice tasks and small-sided games.
- Demonstrate multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
- Demonstrate a defensive ready position in a variety of practice tasks and small-sided games.

Standard PE MS2**Movement**

The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed, and pathways. b. Analyze skill patterns of self and partner c. Understand, analyze, and apply basic offensive and defensive tactics in non complex, modified and specialized games/sports/activities. d. Apply biomechanical principles (center of gravity, base of support, trajectory) to understand and perform skillful movements. 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Identify the effective use of movement concepts within multiple dynamic environments. • Demonstrate knowledge of offensive tactics to create space with movement in invasion games • Demonstrate knowledge of reducing open space with movement and denial in invasion games. • Select and apply the appropriate shot and technique in net and wall games. • Demonstrate knowledge of offensive tactics in striking and fielding games. • Demonstrate knowledge of defensive positioning tactics in striking and fielding games. • Demonstrate problem-solving skills in a variety of games and activities. • Apply knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • Identify and compare the components of health and skill-related fitness. • Self-select and monitor physical activity goals based on a self-selected health-related fitness assessment. • Implement the principles of exercise (progression, overload, and specificity) for different types of physical activity. • Apply knowledge of skill-related fitness to different types of physical activity. • Explain the relationship of aerobic fitness and RPE Scale to physical activity effort. 	<ul style="list-style-type: none"> • How does your movement affect your performance? • How do you move efficiently and safely within a physical setting? • How does being physically fit contribute to the life and dignity of a person?

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| <ul style="list-style-type: none">• Apply knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities.• Demonstrate knowledge of heart rate and describe its relationship to aerobic fitness.• Identify ways to be physically active.• Examine how rest impacts the body's response to physical activity.• Analyze skill performance by identifying critical elements.• Evaluate usefulness of technology tools to support physical activity and fitness goals.• Explain the relationships between nutrition, physical activity, and health factors.• Demonstrate knowledge of safety protocols in teacher-selected outdoor activities. | |
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Standard PE MS3**Fitness**

The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate correct form when performing physical activities. b. Describe and apply basic principles of training (FITT, overload, progression) and their relationship to implementing safe and progressive personal fitness. c. Develop a comprehensive personal fitness plan, including goals, strategies, and a timeline for maintenance or improvement. d. Participate in an annual standardized physical fitness assessment. e. Use measurement and assessment data to develop goals for improvement in at least two fitness components f. Explain, investigate, and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity. 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Recognizes and explains the benefits of participation in physical activity. • Completes multiple physical fitness tests • Design and implement a program of remediation for any weakness based on the results of health- related fitness assessment. • Completes a variety of fitness workouts • Identify each of the components of the overload principle (FITT formula) for different types of physical activity • Maintain a physical activity log 	<ul style="list-style-type: none"> • How do you measure one's physical fitness? • How do you maintain physical fitness? • Why is physical fitness important?

Standard PE MS4**Social/Emotional**

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interactions.

- a. Seek and participate in and outside of school activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
- b. Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

To be successful with this standard, students are expected to:

- Identify and describe the benefits of participation in physical activity
- Describe how social interaction impacts individual engagement in physical activity.
- Demonstrate sportsmanship and emotional control while participating in sports activities.
- Develop an appreciation for activities that could be enjoyed throughout one's life.
- Monitor and maintain a health enhancing level of physical fitness
- Emphasize teamwork, fair play and fun in games
- Utilize a variety of techniques to manage one's emotions and behaviors in a physical activity setting.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How can physical activity/sports provide a wide range of lifelong benefits?
- How does physical education enhance total well-being -- social, mental, emotional, and physical?
- How can participation in sports and athletic activities contribute to our charge to care for our health and for others' health?

**Standard PE MS5**

The student will exhibit responsible personal and social behavior that respects self and others.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Apply safety procedures, rules, and appropriate etiquette in physical activity settings b. Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner. c. Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Understand and accept others' differences during a variety of physical activities. • Demonstrate consideration for others and contribute positively to the group or team. • Use communication skills to negotiate strategies and tactics in a physical activity setting. • Implement and provide constructive feedback to and from others when prompted and supported by the teacher. • Explain the value of a specific physical activity in culture. • Demonstrate the ability to follow game rules in a variety of physical activity situations. • Recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment. • Solve problems amongst teammates and opponents. • Apply and respect the importance of etiquette in a physical activity setting. • Explain how communication, feedback, cooperation, and etiquette relate to leadership roles. 	<ul style="list-style-type: none"> • What are characteristics of good sportsmanship? • How should I behave if my team is winning? Losing? • What role does cooperation play in physical activities/sports? • How does good sportsmanship contribute to the dignity of each person?

Middle School Health

Health



Standard Health MS1

The student will apply health concept skills to the management of personal and family health.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify the traits of a person with good self-image b. Identify factors that influence your self-image, behavior, and school success over which one has control c. Identify healthy methods teens can use to cope with emotional health issues d. Recognize situations that are stressful for adolescents e. Identify healthy ways to relieve stress f. Explain the mental, emotional, and physical changes of puberty and the development of adolescent independence g. Understand the concept of body image h. Identify factors that affect the perception of body image i. Explain the difference between positive and negative peer pressure j. Recommend strategies to prevent, safely defend oneself and others, or get help with bullying and cyberbullying.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Describe how family and peers affect personal health Anticipate situations in which disappointment may occur Discuss ways to cope with disappointment Identify medical or counseling services for mental and emotional health problems Explain how difficult family situations may affect individual family members and explore ways to adjust to these difficult changes 	<ul style="list-style-type: none"> What does it mean to be physically and emotionally healthy? What factors in my life affect my mental and emotional health? What can I do to prevent and resolve conflict?



Standard Health MS 2

The student will identify and explain health concepts to understand personal health.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Describe the goal-setting process b. Analyze why goal setting is a critical component of a personal fitness program c. Identify how developing positive relationships promotes wellness d. Explain how proper rest, nutrition, water, and exercise can help prevent illness e. Identify nutrients that have a positive effect on physical performance f. Discuss the benefits of physical activity and fitness g. Explore methods of determining a healthy weight h. Identify behaviors that maintain healthy body systems i. Describe the impact of eating disorders on total wellness j. Recognize signs and symptoms of common eating disorders k. Define disease and differentiate between communicable and noncommunicable diseases l. Identify examples of pathogenic diseases, genetic diseases/disorders and age-related diseases m. Explain the causes, symptoms, treatment, and transmission of infectious diseases n. Use Christian values in the decision-making process	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Describe and give examples of the difference between short- and long-term goals Explain and give examples of the 6 nutritional groups Recognize the seven dietary guidelines Explain the basic information printed on a food label Name some nutritious snacks Identify nutrient dense foods Understand what is meant by a serving size and how it is determined Explain the importance of breakfast Describe a healthy breakfast Describe how sleep affects your physical and mental performance Identify how physical fitness impacts cognitive performance Identify recreational or leisure activities 	<ul style="list-style-type: none"> How does what I eat affect my physical health? What can I do to avoid or reduce health risks?

<ul style="list-style-type: none">• Identify the physical, mental, and emotional effects of eating disorders• Explain why individuals develop eating disorders• Compare and contrast communicable and noncommunicable diseases• Describe risk factors associated with communicable and noncommunicable diseases• Describe diseases caused by environmental factors. Give examples of diseases caused by specific behaviors• Explain preventive health care measures and how they are effective for various disease	
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Standard Health MS 3

The student will use decision-making skills to promote health and personal wellness.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Describe the effects of alcohol and tobacco on body functions b. Identify the benefits of staying tobacco, alcohol and drug-free c. Identify risky behaviors that could cause harm to self or others and less risky alternative activities d. Describe effective assertive behaviors when saying NO: have a determined tone of voice; maintain eye contact; and have a committed facial expression e. Differentiate between proper use and misuse of prescription and nonprescription medications. f. Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs. g. Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors. h. Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs. 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Define addiction and substance use disorder. • Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses. • Determine ways of saying no • Identify different types of drugs. • Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior. • Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use. 	<ul style="list-style-type: none"> • What protective factors can help me avoid drug use, misuse, or abuse? • What can I do to show or tell others that I am not interested in using illegal drugs?



Standard Health MS 4

The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Identify sources of health-related information, especially for adolescents b. Evaluate which sources are more reliable and appropriate than others c. List examples of false advertising in health products d. Define social factors that affect community health e. Identify environmental factors that affect community health f. Identify the community's support of recreational and leisure activities g. Use God-given gifts as service to others h. Demonstrate respect for all life from conception to natural death	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to:	<ul style="list-style-type: none"> How do I know if health related information is reliable? What are some factors that affect my health and the health of the community?

High School

HSPE1.1

Motor Skills



The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate activity-specific movement skills and proper mechanics in various physical activities. b. Demonstrate balance and body control while moving at different speeds while manipulating a variety of athletic equipment. c. Play modified team sports using all the basic skills and strategies of the sport and some advanced skills. d. Acquire skills to participate in lifetime physical activities e. Demonstrate and create movement sequences based on one or more forms of dance. 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Learn basic rules of the game (ex. score keeping, number of players, playing field lines) • Students will develop motor skills across a variety of environments. 	<ul style="list-style-type: none"> • How do motor skills contribute to an individual's physical literacy journey? • How can knowing the rules of the game influence a student's participation level? • How can a growth mindset affect a student's ability to demonstrate competency in a variety of motor skills and movement patterns?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Demonstration of specific skills • Use cues to break down skills • Individual/ partner skill development • Small-sided games/ activities • Modified sport-specific games • Use positive feedback during and at completion of skill practice or gameplay • Youtube videos on sport-specific activities • Peer checklists of skills • Pre/ post assessments of basic skills • Multiple choice quiz on rules of the game 	

HSPE1.2**Movement**

The student will apply knowledge of principles, strategies, and tactics related to movement and fitness concepts.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Use the acquired skills to perform strategically during gameplay b. Establish a goal and create a practice plan to improve performance for a self-selected skill c. Evaluate perceived exertion during physical activity and adjust effort d. Analyze how health and fitness impacts quality of life after high school e. Apply heart rate concepts to ensure safety and maximize health-related fitness outcomes f. Demonstrate knowledge of tactics and strategies within recreational and backyard games g. Demonstrate knowledge of tactics and strategies within lifetime sports and activities 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Efficient movement improves performance • Personalized fitness goals and plans can be creative, enjoyable, and individually rewarding • Health and skill related fitness to enhance overall well-being • The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey 	<ul style="list-style-type: none"> • How can students assess their personal fitness? • What steps can students take to improve their performance for a sport specific skill? • How can students be lifetime physically literate individuals?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> • Rate of Perceived Exertion Chart • Various assessment method <ul style="list-style-type: none"> ○ Formative: 3, 2, 1 charts, K, W,L charts, thumbs up/ down, student- self reflection checklist, peer observation, teacher observation ○ Summative: SMART goals, FITT Principle, teacher skill assessment, pre and post skills assessments, quiz on skills and/ or terminology 	

HSPE1.3**Fitness**

The student will develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
Collaborate with peers regardless of skill level in partner and small group situations Recognize participation level and personal behavior to include all participants in activities Exhibit respectful and mature Christian behavior to contribute to a positive learning environment Identify and participates in physical activity that positively affects health Choose and participates in physical activity based on personal interests Choose and successfully participates in self-selected physical activity at a level that is appropriately challenging	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Understand physical activity/ sports can provide opportunities for personal enjoyment, challenge, self-expression, and social interactions 	<ul style="list-style-type: none"> How can physical activity/ sports provide a wide range of lifelong benefits? How does physical education enhance the various dimensions of wellness?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> Vocabulary Terms: physical activity, physical fitness, exercise, and workout SPARK by Dr. John Ratey DOSE of PE (dopamine, oxytocin, serotonin, and endorphins) poster 8 Dimensions of Wellness Wheel Students track performance based upon affective domain (Today I will...) Students track performance based upon cognitive domain (I will apply...) Power of Yet statements Vary activity intensity Discuss emotions associated with exercise OPEN (Online Physical Education Network)	

HSPE1.4**Community****The student will develop social skills through movement.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Demonstrate awareness of other people's emotions and perspectives in a physical activity setting b. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity c. Encourage and supports others through their interactions in a physical activity setting d. Implements and provides feedback to improve performance without prompting from the teacher e. Analyze the value of a specific physical activity in a variety of cultures f. Apply best practices for practicing safely in physical activity (e.g. injury prevention, spacing, hydration, use of equipment, implementation of rules) g. Think critically and solve problems in physical activity settings, both as an individual and in groups. h. Evaluate the effectiveness of leadership skills when participating in a variety of physical activity settings. 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Students will develop social skills necessary to exhibit empathy, respect, and nourish relationships. • Communication skills (verbal and nonverbal) • Leadership skills • Cultural awareness • Conflict resolution 	<ul style="list-style-type: none"> • What strategies can be used to promote responsible decision-making and problem-solving skills? • In what ways can sports foster sportsmanship and teamwork? • What leadership skills should a team captain possess?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Scenario Examples • Vocabulary words (empathy, sympathy, respect, boundaries, self-advocacy) • Social and Emotional Learning in Physical Education (PLT4M) • SHAPE America Blog • The Good Sport Code of Conduct • Calm Corner • Conflict Corner 	

**HSPE2.1**

The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Demonstrate and describe offensive and defensive skills and strategies in team and individual sports. b. Identify, explain, and apply health related fitness components and skill-related fitness components in a variety of physical activities c. Combine and apply movement patterns simple to complex in a variety of sports d. Demonstrate appropriate techniques in cardiovascular training e. Demonstrate appropriate technique in flexibility training f. Demonstrate appropriate technique in muscular strength and muscular endurance training	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Understand physical and cognitive skills are necessary to successfully participate in a variety of physical activities, sports, and lifetime activities. 	<ul style="list-style-type: none"> Why is the development of motor skills essential? Why are the skills and game knowledge important to participate in physical activities/ sports?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> Use positive feedback during and at completion of skill practice or gameplay Skills checklist Pre and post assessment skills test Quiz on game knowledge and rules Technology for finding activities and sport- specific cues 	

HSPE2.2**Movement**

The student will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Discuss the benefits of a physically active lifestyle as it relates to young adulthood b. Design and implement a plan that applies knowledge of aerobic strength/ endurance and flexibility training exercises c. Apply movement concepts and principles (e.g. force, motion, and rotation) to analyze and improve performance of self and/ or others in a selected skill d. Analyze and apply technology as tools to support a healthy, active lifestyle 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to understand:</p> <ul style="list-style-type: none"> • Efficient movement improves performance • Physical movement can be creative, enjoyable, and individually rewarding • Students will become proficient at the cognitive and physical domains in a variety of physical activities 	<ul style="list-style-type: none"> • How do you move efficiently and safely within a physical activity setting? • Describe how physical activity and inactivity can impact a young adult's health? • How can a growth mindset affect a student's ability to demonstrate competency in a variety of motor skills and movement patterns?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Advanced skill lead up games • Advanced small sided games • Gameplay • Tournaments • Use positive feedback during and at completion of skill practice or game play • Peer checklists of skills • Pre/ post assessments of basic skills • Multiple choice quiz on rules of the game 	

HSPE2.3**Fitness**

The student will develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Collaborate with peers regardless of skill level in partner and small group situations b. Recognize participation level and personal behavior to include all participants in activities c. Exhibit respectful and mature Christian behavior to contribute to a positive learning environment d. Identify and participate in physical activity that positively affects health e. Choose and participate in physical activity based on personal interests f. Select and participate in physical activities that meet the need for social interaction. g. Analyze factors on regular participation in physical activity after high school (e.g. life choices, economics, motivation, and accessibility) h. Analyze and apply self-selected techniques to manage one's emotions in a physical activity setting i. Reflect on movement experiences during physical education to develop understanding of how movement is personally meaningful j. Choose and successfully participates in self-selected physical activity at a level that is appropriately challenging	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to: <ul style="list-style-type: none"> Understand physical activity/ sports can provide opportunities for personal enjoyment, challenge, self-expression, and social interactions 	<ul style="list-style-type: none"> How can physical activity/ sports provide a wide range of lifelong benefits? How does physical education enhance the various dimensions of wellness?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> Vocabulary Terms: physical activity, physical fitness, exercise, and workout SPARK by Dr. John Ratey DOSE of PE (dopamine, oxytocin, serotonin, and endorphins) poster 8 Dimensions of Wellness Wheel Students track performance based upon affective domain (Today I will...) Students track performance based upon cognitive domain (I will apply...) Power of Yet statements Vary activity intensity Discuss emotions associated with exercise OPEN (Online Physical Education Network)	

HSPE2.4**Community****The student will develop social skills through movement.**

Benchmarks Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Apply best practices for participating safely in physical activity (e.g. injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection) b. Perform a variety of rhythmic movements and dances. c. Think critically and solves problems in physical activity settings, both as an individual and in groups d. Evaluate the effectiveness of leadership skills when participating in a variety of physical activity settings 	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to understand:</p> <ul style="list-style-type: none"> • Students will develop social skills necessary to exhibit empathy, respect, and nourish relationships. • Communication skills (verbal and nonverbal) • Leadership skills • Cultural awareness • Conflict resolution 	<ul style="list-style-type: none"> • What strategies can be used to promote responsible decision-making and problem-solving skills? • In what ways can sports foster sportsmanship and teamwork? • What leadership skills should a team captain possess?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> • Scenario Examples • Vocabulary words (empathy, sympathy, respect, boundaries, self-advocacy) • Social and Emotional Learning in Physical Education (PLT4M) • SHAPE America Blog • The Good Sport Code of Conduct 	



High School Health

HS.H.1

Health

The student will use functional health information to support health and well-being of self and others.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Apply ways to build upon strengths and assets to support individual and community health and well-being. b. Analyze the relationships between various dimensions of wellness (as related to health outcomes). c. Evaluate behaviors that reduce or prevent illness and injuries. d. Examine connections between individual health literacy, organized health literacy, and health outcomes. e. Analyze the benefits and barriers to practicing a variety of health behaviors. f. Analyze the relationship between access to health care and overall health and well-being. g. Identify stressful situations and recognize ways to avoid situations that may cause stress. h. Recognize peer pressure. i. Recognize personal short- and long-term effects of alcohol and drug use j. Examine alcohol and drug laws and school policies	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
To be successful with this standard, students are expected to understand: <ul style="list-style-type: none"> Application of functional health information provides a foundation for promoting health and well being Students will learn the preventative, protective, and risk factors associated with health outcomes in a variety of contexts (individually, interpersonally, community, societal, and environmental) Individuals can apply personal standards regarding the use of alcohol, tobacco, and other controlled substances 	<ul style="list-style-type: none"> How does the 8 dimensions of wellness affect individuals and communities? How does nutrition affect the physical well-being of an individual? How can the misuse/ abuse of prescription drugs and alcohol affect my physical and mental health?
Suggested Resources/ Experiences Information to help support instruction	
<ul style="list-style-type: none"> Physical Dimension of Wellness Emotional Wellness Wheel Create a personal fitness plan Create a personal meal plan Recognize peer pressure and alcohol and other drug use American School Health Association www.ashaweb.org Glencoe Health Textbook (vocabulary terms) 	

- My Plate www.choosemyplate.gov
- USDA www.nutrition.nal.usda.gov
- American School Health Association

Stress

- Identify major and minor sources of stress (social wellness, intellectual wellness, environmental wellness, etc.)
- Types of stress (eustress, technostress, distress, trauma, toxic stress)
- Stress responses (fight, flight, freeze, appease)
- Health effects of stress on the body systems
- Stress management (identify stressors, set healthy boundaries, manage time, positive reappraisal, relaxation techniques)

Alcohol and Drug Information

- Identify state and national laws regarding alcohol, tobacco, and other substances
- Discuss short and long term effects of underage drinking and drug use
- Guest Speakers (attorney, police officer, or pediatrician)
- CATCH My Breath (resource for vape products)
- Glencoe Health textbook
- CDC
- American School Health Association
- John Hopkin's Library

**HS.H.2**

The student will analyze influences that affect health behaviors, disease, and well-being of self and others.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. b. Formulate strategies to manage influences that impact health and well-being (consumer health, marketing) c. Use resources to manage influences that impact health and well-being d. Identify the physical dimension of wellness (integumentary system, skeletal system, muscular system, respiratory system, lymphatic and immune system, nervous system, digestive system) e. Identify the health benefits of sleep f. Identify and analyze communicable and non-communicable diseases 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to understand:</p> <ul style="list-style-type: none"> • Students will learn the functions of the body and preventative care for their physical health. • Students will understand the importance and stages of sleep • Students will learn the value of proper nutrition, rest, and regular physical activity. • Students will analyze the differences between communicable and noncommunicable diseases and how to care for each type. 	<ul style="list-style-type: none"> • How do you care for your physical health daily? • How do the functions of each body system affect a person's overall health? • What communicable diseases do people commonly encounter? • What skills can you use to protect yourself and others from communicable diseases?
Suggested Resources/ Experiences	
Information to help support instruction	
<ul style="list-style-type: none"> • Physical Dimension of Wellness <p>Essential Health Skills for High School G-W (Fourth Edition)</p> <ul style="list-style-type: none"> • Integumentary System (skin, hair, and nails) • Skeletal System (bone tissue, bone structure, joints) • Muscular System (muscle tissue, muscle pairs) • Cardiovascular System (heart, blood vessels, blood) • Respiratory System (upper respiratory system, lower respiratory system) • Lymphatic and Immune Systems (lymphatic vessels and lymph nodes, spleen and thymus, and white blood cells) • Nervous System (brain, spinal cord) • Digestive System (mouth, teeth, esophagus, stomach, small intestine, pancreas, liver, gallbladder, and small intestine) <p>Stages of Sleep</p> <ul style="list-style-type: none"> • Stages of Sleep (stage 1, 2, 3, and REM sleep) • Sleep Needs (controlling exposure to light, screen time, set and follow a schedule) <p>Communicable Diseases</p>	

- Vocabulary Terms: bacteria, virus, endemic, epidemic, common cold, COVID-19, emerging infectious diseases, influenza, pandemic, stomach flu, strep throat
- Preventing Communicable Diseases (hand washing, respiratory etiquette, vaccination, and vaccine
- Treating Communicable Diseases (bacterial infections, viral infections, fungal infections, parasitic infections).

Noncommunicable Diseases

- Vocabulary Terms: heart disease, cancer, chronic respiratory disease, and diabetes