

HEALTH, SAFETY & PHYSICAL EDUCATION: ALIGNMENT TO THE STANDARDS

HEALTH: K-3: The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades K, 1, 2 and 3. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle. (10.1)

Community well-being is dependent upon a balance of personal and social responsibility. (10.2)

Safety impacts individual and community well-being. (10.3)

Concepts

Everyone goes through physical, social and emotional changes as we grow from infancy to adulthood. (10.1.3A)

The body consists of organs and systems that work together to ensure good health. (10.1.3B)

The food guide pyramid helps us eat a healthy diet which includes nutrients from a variety of food sources. (10.1.3C)

Basic knowledge about drugs can help children make healthy choices about their use. (10.1.3D)

Childhood health problems can be caused by germs, environmental factors and heredity. (10.1.3E)

Trusted community helpers promote and teach practices that help us to stay safe and healthy. (10.2.3A)

Health information is found everywhere and has many different forms. (10.2.3B)

Family, school, and community media sources influence health behaviors. (10.2.3C)

Healthy choices are made through the decision-making process. (10.2.3D)

Life, health and a healthy environment are inseparable. (10.2.3E)

Competencies

Describe how growth in identifying and managing our emotions can impact personal well-being and relationships with others through the lifespan. (10.1.3A)

Show how heredity and healthy choices regarding nutrition, drug use and disease prevention impact the way our body systems function. (10.1.3B, C, D, E)

Identify trusted community members who can provide valid safety and health information as well as health services and products. (10.2.3A, B, C)

Show the steps in a decision-making process. (10.2.3D)

Recognize environmental factors that affect our lives. (10.2.3E)

Essential Questions

How would you know that you have managed your emotions well?

How do personal choices impact your health?

How would you identify and choose a trusted community (adult) member to help you be healthy?

What makes your home and community a healthy place to live, play and work?

Exemplars

Read The Giving Tree by Shel Silverstein and explain how the boy and tree grow old together. (10.1.3A)

Draw a picture of how you will look as an adult and in your old age. (10.1.3A)

Describe or illustrate: “Ways I Am Unique” and “Ways We Are Alike.” (10.1.3A)

Respond to a teacher generated scenario with an emotionally appropriate response. (10.1.3A)

Identify healthy foods, activities and hygiene practices that you and your family use on a daily basis. (10.1.3B, C, D, E)

Draw a cartoon strip entitled “Tobacco Free Is the Way to Be!” (10.1.3B, C, D, E)

Make a collage of trusted adults in the community that keep us safe and healthy. (10.2.3A, B, C)

Given class generated scenarios, use the decision-making model to address the situations in a healthy way. (10.2.3D)

Label drawings on a poster with healthy ways to protect yourself against the sun. (Slip, Slap, Slop) (10.2.3E)

Identify items to include in a class Earth Poster promoting “Reduce, Reuse, Recycle.” (10.2.3E)

Vocabulary

Grade 1:

Angry - Feeling very upset with someone or something. (10.1)

Bones - The hard pieces of the body that are joined together to form the skeleton. Your bones hold up your body and protect the soft inside parts like your heart. (10.1)

Choices - Picking an option from alternatives. (10.1, 10.2, 10.3)

Conflict - A disagreement between two or more people or two or more choices. (10.1, 10.2, 10.3)

Emergency - A serious situation that occurs without warning and calls for quick action. (10.3)

Emotions - The way you feel inside. It is feelings such as angry, happy, sad and afraid. (10.1)

Family - A group of people related by blood, adoption, marriage or who live together. (10.1, 10.2, 10.3)

Food groups - All foods can be sorted into groups based on their food type such as milk or grains. We need to eat foods from all food groups. (10.1)

Friend - Someone you know and like. (10.1, 10.3)

Germs - Tiny, living things that can make you sick. (10.1, 10.2, 10.3)

Grow - To become bigger. As we grow our body and mind goes through many changes. (10.1)

Health - Being the best you can be. How your body feels, how your mind thinks, how you feel about the things that happen to you and how you get along with others, as well as being free of illness or disease. (10.1, 10.2, 10.3)

Heart - A muscle in our chest that is about the size of your closed fist that pumps blood all through your body. (10.1)

Litter - Trash on the ground or in the water. (10.2)

Lungs - Two large organs that are like two balloons in our chest that are used for breathing. As you breathe in the balloons fill up with air. When you breathe out, the part of the air that the body does not need goes back out. (10.1)

MyPyramid - A tool to help us eat healthy by selecting foods from all food groups. (10.2)

Muscles - Are like thick ropes attached to your bones and help you move. (10.1)

Neighborhood - The area where you live. (10.2, 10.3)

Nutritious - Foods and drinks that are good for you and that keep you healthy. (10.1)

Refusing - Saying “NO” firmly and respectfully. (10.1, 10.3)

Risks - Something that threatens your health and can cause injury, illness or death. It is taking a chance knowing that something bad could happen. (10.1, 10.2, 10.3)

Self-Protection Strategies - Actions a person can take to protect oneself and others from harm such as using a helmet when riding a bike, wearing a seat belt, washing your hands, never touching someone else's blood or picking up a syringe from the street or the beach. (10.1, 10.2, 10.3)

Slip, Slap, Slop - A strategy to protect our bodies from the sun. Slip on a shirt. Slap on a hat. Slop on sunscreen. (10.2)

Stranger - Someone who you do not know or you do not know very well. (10.3)

Trusted Adult - An adult such as your parents, principal or policeman who helps us make good decisions, protect us and is someone you can go to talk to or ask for help. (10.1, 10.2, 10.3)

Unique - Each person is special. Each person is different. People are different in how they think, act, look and live. (10.1, 10.2)

Grade 2

Allergy - The body's bad reaction to something. (10.1, 10.3)

Body Language - How we show others what we mean without using words. (10.1, 10.3)

Body Organs - A part of your body that has a special purpose such as your heart, lungs and eyes. (10.1)

Body Systems - Groups of body parts that work together to form systems. When parts are put together they can do things that they could not do by themselves. [Science Netlinks: Benchmarks](#) (10.1)

Bully - A person who teases and who makes others feel afraid or who pressures someone to do something they do not want to do. (10.3)

Communicate - Telling our thoughts, emotions and information to another person. (10.1, 10.3)

Consequence - What happens because of a choice. (10.1, 10.2, 10.3)

Decision - Looking at all possible solutions and making a choice. (10.1, 10.2, 10.3)

Emotions - Feelings such as happy, sad, angry and afraid. We need to learn how to express our feelings in a positive way. How we express our feelings can help or hurt us or others. (10.1)

Family Roles - Every member of the family has a different job to do. Our role within the family changes throughout our lives. (10.1)

Family Traditions - Something that a family does regularly such as every summer or at a holiday. They may be done because they are fun or are part of a religious celebration. (10.1)

Goal - What someone wants to achieve. Achieving the goal takes planning and hard work. A goal can be short-term or long-term. (10.2)

Health - A quality of life, which is made up of many parts. How your body feels, how your mind thinks, how you feel about the things that happen to you and how you get along with others as well as being free of illness or disease. (10.1, 10.2, 10.3)

Hygiene practices - Things that we do every day to stay healthy such as dental care, tooth care and washing/bathing. (10.3)

I- message - A strong statement in which a person describes how he/she feels by using the word “I”. (10.1, 10.3)

Muscular System - Body system that helps us to move and includes the muscles of the body. (10.1)

Need - Something that is necessary for sustaining life. (10.1)

Noise - Sounds that can harm you. (10.2)

Refusal Skills - Actions you can take to say when someone wants you to do something that could hurt you or you do not want to do or to leave a situation that makes you feel uncomfortable or afraid. (10.1, 10.3)

Skeletal System - The body system responsible for providing a support framework, protecting body organs, working with muscles to produce movement and producing red blood cells. The system is comprised of bones. (10.1)

Stress - Events that occur around and to us. Stress can be good or bad. Some good ways to deal with stress are to make a plan, take a walk or talk to someone. (10.1, 10.3)

Universal Precautions- A method of stopping the spread of germs. It is a way of protecting yourself from disease such as never touching another person’s blood. (10.1, 10.2, 10.3)

Want - Something that we desire. (10.1)

Grade 3

Alcohol - A drug which causes changes in the mind and body. (10.1)

Circulatory System - Body system that relates to the heart and blood. (10.1)

Community Helpers - Adults in our school, neighborhood and town who keep us safe and healthy. (10.2)

Compassion - Showing concern and a desire to help. Respecting everyone, especially if they have a hereditary disorder or are different in some way. (10.1, 10.2, 10.3)

Decision-making Process - Steps we can use to make wise choices. Step 1. What is the problem? Step 2. What are the possible choices? 3. For each choice, what are the possible good and bad results (consequences) of the choice? Step 4. Make your decision by picking the best choice and act on your decision. Step 5. Think about your choice. Did you make the best choice? (10.1, 10.2, 10.3)

Digestive System - The body system responsible for processing food and breaking it down into usable nutrients so that the body has fuel to burn. (10.1)

Drug - Anything other than food that affects the way the body functions or the mind works. (10.1)

Environment - Everything that surrounds us. (10.1, 10.2, 10.3)

Food Groups - Types of food we eat. (10.1)

Gene - One of the parts of the cells of all living things. Genes are passed from parents to children and determines how we look and the way we grow. (10.1)

Germ/Pathogen - A very tiny cell or structure that can causes disease. (10.1, 10.2, 10.3)

Good Friend - Someone we like who respects us, shares our lives and supports us. (10.1, 10.3)

Hereditary - A personal quality such as eye color or hair color that is passed on through your birth parents. (10.1)

Infectious Disease - An illness caused by or spread by germs and can be passed from person to person or animal to person such as a cold, the flu or chickenpox. (10.1)

Life Cycle - The stages of life from birth to death. The stages of life are infancy, childhood, adolescence, adulthood and late adulthood. (10.1)

Media - Methods such as radio, TV, Internet, texting, magazines, movies or newspapers by which information, ideas and messages are communicated. (10.2)

Medicine - A drug used to treat disease, relieve pain or help the body or mind. A medicine should only be taken when it is given by a trusted adult. (10.1, 10.2, 10.3)

Noninfectious Disease - An illness caused by something other than germs and/or cannot be spread from person to person such as asthma, allergies, diabetes or sickle-cell anemia. (10.1)

Nutrients - Things that the body needs and are found in foods. (10.1)

Pathogen - A germ that causes disease. (10.1, 10.2, 10.3)

Peer Group - Our age-mate friends who share our interests, activities and other parts of our lives. (10.1, 10.3)

Pollution - Damage to the natural environment. (10.2)

Recycle - To use again and again such as paper and plastic. (10.2)

Respiratory System - Body system that relates to breathing and lung function. (10.1)

Sickle-cell Anemia - A disorder in which the red blood cells have a sickle shape and clump together. A sickle shape is similar to the letter C. ((10.1)

Tobacco - A drug which causes changes in the mind and body. (10.1)

Waste Disposal - Methods to get rid of trash and/or garbage. (10.2)

HEALTH 4-6 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 4, 5 and 6. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Our family and close friends, education and other factors such as finances are important in determining how we grow and develop from small children to the teenage years.
(10.1.6A)

The way our multiple body systems function determines our level of health. (10.1.6B)

Nutritional factors, such as food selection and caloric content, have a major impact on health.
(10.1.6C)

Many factors such as peers, body image, and stress are factors that influence teens’ drug use. (10.1.6D)

Many diseases can be prevented or eliminated by healthy life choices such as moderate diet, exercise and not smoking. (10.1.6E)

Your well-being is linked to responsible healthy habits. (10.2.6A)

The quality of information determines the wisdom of the choice. (10.2.6B)

Media messages contribute to the development of health attitudes and behaviors. (10.2.6C)

Your safety and health are influenced by how personal decisions are made. (10.2.6D)

A healthy lifestyle and healthy environment are interdependent. (10.2.6E)

Competencies

Summarize the impact of communication and goal-setting skills on relationships, education and socioeconomic status.

Clarify the relationships among stress, peer pressure, nutritional factors and personal choices such as avoiding risky use of drugs, with well-functioning body systems and disease prevention.

Select healthy attitudes and habits that promote individual growth and responsible decision making.

Identify factors that positively and negatively impact both our health and environment.

Essential Questions

How would you describe the impact that communication and goal-setting have on life?

What can you observe and infer about the way your personal choices affect the functioning of the body?

What choices should you make to act and grow responsibly?

What can we do to improve our health and environment?

Exemplars

Construct and interpret role play scripts that showcase healthy communication skills: 1) in friendships, 2) at school/in class, AND 3) in the neighborhood/community. (10.1.6A)

Using a formula template, show the causative relationship between the factors of the personal choices, attitudes and social influences on disease prevention behaviors (10.1.6B, C, D, E)

Example: Choice + Attitude + Social Influences = Optimal Disease Prevention Behavior
Not Smoking + I believe I have control + Friends Who Don't Smoke = Smoke Free Lifestyle

Produce a personal contract that promotes personal and social health. (10.2.6A, B, C, D)

From a short story prompt predict two different endings about what the Earth will be like in 100 years if we: 1) reduce environmental hazards AND 2) do not change the way we use our environmental resources. (10.2.6A, E)

Vocabulary

Grade 4

Addiction - A compelling need to continue a harmful behavior. (10.1)

Adolescence - The time of life between childhood and adulthood when you go through many changes. During this time, the body goes through many changes such as growth spurts, increase in body hair, sweat may have an odor and girls may start to develop breasts. Socially, friends and peer group become more important. (10.1)

Advertising - An attempt to persuade people to purchase or use a product or service. (10.2)

Assertive - Expressing what you want or saying how you feel without hurting others or interfering with their rights. Being assertive may include repeating your position, compromising or walking away. (10.1, 10.3)

Caloric Content - The amount of energy found in food. Excessive amounts eaten are stored as fat. (10.1)

Chronic Disease - Illnesses that develop from genetics, health behaviors and environment that can be managed but not cured such as diabetes or sickle cell anemia. (10.1)

Communicable - Diseases that are spread from person to person through direct and indirect contact. (10.1)

Death - The ending of life. The body's important organs and body systems can no longer function. (10.1, 10.2, 10.3)

Energy Dense Foods - Foods that have few nutrients and are generally high in calories. Also known as empty calorie foods or junk food. Examples of energy dense foods are white bread, ice cream, candy and pastries. (10.1)

Energy Output - The number of calories burned for all body functions. (10.1)

Family Support System - It is important for everyone to have someone to go to and talk with when you are upset or suffer from a loss. Your family is a special support group who will help you. Your family can make you feel better or help you respond in a healthful manner. (10.1, 10.2, 10.3)

Grieving - The process of dealing with a loss such as a parent, friend or pet. The person may be extremely sad, emotionally hurt or angry. It is important for people to be supported by family and friends when loss occurs. Young people should be encouraged to talk to someone about their fears and feelings. There are generally five stages to the grieving process: denial, anger, bargaining, depression and acceptance. (10.1)

Illegal drug - It is illegal for individuals under age 21 years of age to purchase and/or use alcohol. It is illegal for individuals under the age of 18 to purchase tobacco products. Marijuana, cocaine, methamphetamines, LSD and heroin are examples of illegal drugs for everyone. (10.1, 10.3)

Integumentary System - Body system that includes the skin, hair and nails. The function of the skin is to provide protection for body organs, prevent germs from entering the body and to control body temperature. (10.1)

Involuntary Muscle Movement - Movement that we cannot control. (10.1)

Loss - To have something taken away. (10.1, 10.3)

Mainstream Smoke - Smoke that is inhaled directly into the smoker's mouth and lungs from cigarettes, cigars or pipe. (10.1, 10.2, 10.3)

Nervous System - Body system that acts as the body's computer by receiving, interpreting and sending messages that help guide all other body systems. The central nervous system includes the brain and the spinal cord. (10.1)

Nicotine - The highly addictive drug found in tobacco. (10.1,10.3)

Nutrients - The substances in food that are needed for health. Nutrients help with body processes, help with growth and repair of cells and provide energy. The nutrients are proteins, carbohydrates, minerals, vitamins, fats and water. (10.1)

Nutrient Dense Foods - Foods that provide a lot of nutrients and generally few calories. Examples of nutrient dense foods are brightly colored fruits and vegetable such as broccoli, berries, apples and tomatoes. (10.1)

Nutrient Requirements - The amount of carbohydrates, protein, water, fat, vitamins and minerals needed for individual well-being. (10.1)

Peer Pressure - The influence that people of similar age place on a person to behave in a certain way. (10.1, 10.3)

Prevention - Actions you can take to stop something from happening, to keep something from happening or to lessen the impact if something occurs. Examples of prevention actions are balancing food intake and activity to prevent obesity, wearing a seat belt when in the car, wearing safety equipment when riding your bike or getting immunized against diseases. (10.1, 10.2, 10.3)

Risky Behavior - Action or behavior that someone chooses that can be harmful to our health and can cause injury, illness or death. (10.1, 10.2, 10.3)

Socio-economic - Factors related to income and social status. (10.1)

Tobacco - A plant that contains nicotine (a drug) that is used in cigarettes, cigars, smokeless tobacco and pipes. (10.1)

Voluntary Muscle Movement- Movement that we can control. (10.1)

Grade 5

Accessing Information - A health skill in which the student must identify specific sources, evaluate the validity of the sources, provide a rationale for the appropriateness of the source, demonstrate the ability to access appropriate community resources to meet specific needs and identify the type of help available from the source. (10.1, 10.2, 10.3)

Analyzing Influences - A health skill in which the student must identify and analyze external factors (media, parents, ethnic, legal, peers, societal), identify and analyze internal factors (curiosity, interests, desires, fears, likes/dislikes), address interrelationships and complexity of influences and present a variety of influences as appropriate. (10.1, 10.2, 10.3)

Body Image - The way that you see your body. (10.1, 10.2)

Caloric Content - The amount of calories or energy that a food or beverage contains. (10.1)

Cancer - Uncontrolled cellular growth. (10.1)

Cardiovascular Disease - A group of illnesses related to the heart and blood vessels. (10.1, 10.2)

Consumer - Person who chooses sources of information and buys or uses products and services. (10.1, 10.2)

Diabetes - The inability of a person's body to use sugar in a normal way. (10.1)

Drug Abuse - When any drug is used in a way that is unhealthy or against the law. (10.1, 10.2)

Energy Balance - To be healthy it is important that the calories in the food and beverages that we eat (energy input) are equal to the calories we burn through physical activity (energy output). If our energy input is more than our energy output, we will gain weight. If our energy output is more than our energy input, we will lose weight. (10.1, 10.2)

Energy Output - The amount of energy (calories) you burn. (10.1, 10.2)

Excretory System - The body system that rids the body of liquid wastes and controls the amount of water in the body. The bladder and the kidneys belong to the excretory system. (10.1)

Fertilization - The joining together of two special reproduction cells, the egg and sperm cells. (10.1)

Harassment - Unwanted and disrespectful comments and/or actions. (10.1, 10.3)

HIV (Human Immunodeficiency Virus) - A virus that causes AIDS and makes the body unable to fight disease by destroying the body's immune system. (10.1, 10.2, 10.3)

Inhalants - Chemicals that affect our mood and behavior when inhaled. (10.1, 10.2)

Life Skills - Healthful actions a student learns and practices for the rest of his/her life. Some important life skills are decision-making, goal setting, analyzing influences, accessing information, interpersonal communication skills, self-management skills and advocacy. (10.1, 10.2, 10.3)

Menstrual Cycle - As a female matures, the body begins to go through a rhythmic cycle of approximately one month. (10.1)

Ovum/ova - The female reproductive cell also known as the egg. (10.1)

Puberty - The stage of life in which boys and girls physically begin to be men and women and are able to have children. (10.1)

Prevention Strategies - Actions we can take to stop or slow down something that could harm us such as not smoking, maintaining proper weight, eating a balanced diet, practicing abstinence, being physically active, using safety equipment or immunizations. (10.1, 10.2, 10.3)

Refusal Skills - Communication skills that allow students to avoid dangerous situations. (10.1, 10.2, 10.3)

Reproduction - The process by which things produce offspring. (10.1)

Reproductive System - The system of organs involved in producing offspring. The male and female reproductive systems are different. The female reproductive system is comprised of the uterus, ovaries, fallopian tubes, vagina and cervix. The male reproductive system includes the penis, scrotum, testicles, vas deferens, seminal vesicle, semen, prostate and urethra. (10.1)

Second-hand Smoke - Exhaled smoke or smoke that enters the air from a burning cigarette, cigar or pipe. (10.1, 10.2)

Sperm - The male reproductive cell. (10.1)

Steroid - Drugs that are made from hormones. (10.1, 10.2, 10.3)

Tar - A thick oily dark mixture made by burning tobacco and other substances. (10.1)

Grade 6

Abstinence - The conscious decision not to participate in sexual activity and having the skills to support that decision. This is a prevention strategy. (10.1, 10.2)

Advocacy - Taking action to influence others about a health related concern such as smoking. A health skill in which the student must show evidence of a clear, health-enhancing stand, support the position with relevant information, show an awareness of audience, encourage others to make healthful choices and demonstrate passion and or conviction. (10.1, 10.2, 10.3)

Air Pollution - Contamination of the earth's atmosphere by substances that pose a health threat to living things. (10.1, 10.2)

Alcohol - A drug that depresses the central nervous system, dulls the mind, impairs thinking and judgment, decreases coordination and impairs the ability to respond quickly to dangerous situations. (10.1, 10.2)

Alcoholism - A disease in which there is physical and psychological dependence on alcohol. (10.1, 10.2)

Anabolic Steroids - Synthetic male hormone (testosterone) that produces muscle growth but also can cause very harmful changes to one's health and behavior. (10.1, 10.2, 10.3)

Antibody - A special protein that helps the body fight infection. (10.1)

Biological Sex - Whether a person has male or female genitals and/or chromosomes. (10.1)

Carbon Monoxide - A gas byproduct of burning tobacco that blocks oxygen from getting into the blood system. (10.1, 10.2)

Conception - The sperm travels through the vagina and the cervix, up through the uterus and into the fallopian tubes where it meets and fertilizes the egg that was released from the ovary. (10.1)

ELISA - A blood test used to check for antibodies of HIV. (10.1, 10.3)

Endocrine System - A body system that includes a group of hormone-producing organs that maintain balance between all body systems. (10.1)

Estrogen - The female hormone which helps a girl to develop as a mature woman. The hormone influences changes during puberty (secondary sex characteristics) and influences the menstrual cycle. (10.1)

Gender-role Stereotypes - The way that society expects people to behave based on their biological sex. (10.1, 10.3)

Hallucinogens - A drug that distorts perceptions causing the user to see or hear things that are not real. (10.1, 10.2)

Helper T-cells - White blood cells that destroy pathogens by initiating the production of antibodies. (10.1, 10.3)

HIV Negative - Describes a person who does not have HIV antibodies in the blood. (10.1, 10.3)

HIV Positive - Describes a person who has HIV antibodies in the blood. (10.1, 10.3)

Hormones - Chemical substances that influence the actions of body organs and structures. (10.1)

Immune System - The body system that protects your body by removing harmful organisms from the blood and combats pathogens. (10.1, 10.3)

Immunizations - Vaccines that are given to protect against disease and infection. (10.1, 10.2)

Lead - A metallic element often used in pipes and paints in older homes that can cause health problems if taken into the body. (10.2)

Marijuana - The dried leaves and tops of the cannabis plant that contains THC. It can be smoked or mixed in food for intoxicating effects. (10.1, 10.2, 10.3)

Nutrition Facts Labels - Information on food labels that tell us about the product. The information includes serving size, total calories, calories from fat, total fat, saturated fat, cholesterol, sodium, carbohydrates, percent of daily value, vitamins and minerals, calories per gram of carbohydrate, fat and protein. The order in which the ingredients are listed indicates their proportions in the food. (10.1, 10.2)

Pituitary - An endocrine gland, found in the brain, that releases the human growth hormone (HGH). (10.1)

Pre-menstrual Syndrome (PMS) - A chronic condition in which emotional, behavioral and physical symptoms occur approximately one week prior to the start of menstruation. PMS can be dealt with by moderate exercise, good nutrition and, if one's doctor deems it appropriate, medication. (10.1)

Protective Factors - Actions and situations that promote healthy youth behaviors and decrease the chance that you will engage in risky behaviors. (10.1, 10.2, 10.3)

Radon - An odorless, radioactive gas that can seep through cracks in basement walls and cause indoor air pollution. Radon is known to cause lung cancer. Radon can be removed by increasing the exchange of indoor-outdoor air. (10.1, 10.3)

Risk Factors - Things that increase the likelihood of a negative outcome. (10.1, 10.2, 10.3)

Roid Rage - An outburst of anger and hostility caused by using steroids. (10.1, 10.2, 10.3)

Self-Management - A health skill in which the student must identify healthful behaviors, demonstrate healthful behaviors, habits and/or techniques, identify protective behaviors and list steps in correct order if appropriate. (10.1, 10.2, 10.3)

Socially Acceptable - Behaviors and actions that are considered appropriate. These behaviors are influenced by family beliefs, culture, religion, morals and values. (10.1, 10.2, 10.3)

Stereotypes - Believing that all member of a group will behave the same way. (10.1, 10.2, 10.3)

Testosterone - The male hormone which helps a boy to develop as a mature man. The hormone influences changes during puberty (secondary sex characteristics). (10.1)

Thyroid - An endocrine gland that controls how the body regulates energy, body heat production and bone growth. (10.1)

Tolerance - The condition that results when repeated use of a drug causes it to have less of an effect on the brain. The user often increases the amount of the drug in order to get the same effect. This can lead to an overdose. (10.1, 10.2)

STI/STD (Sexually Transmitted Infection/Sexually Transmitted Disease) - An infection that is spread through sexual contact. (10.1, 10.2, 10.3)

Western Blot - A blood test used to check for antibodies of HIV and to confirm an ELISA test. (10.1, 10.3)

HEALTH 7-9 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 7, 8 and 9. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Late adolescence and early adulthood are impacted by a variety of factors such as interpersonal communication, substance abuse, STD transmission and relationships, etc. that can enhance or be harmful to our health. (10.1.9A)

The way our multiple body systems function together is critical to optimal health. (10.1.9B)

Several factors, such as body image, advertising and peer influence play a major role in nutritional choices during the teen years. (10.1.9C)

Life skills, family involvement and professional assistance can help teens prevent or intervene in drug use for themselves and others. (10.1.9D)

Maintaining optimal health is often a result of personal choices. (10.1.9E)

Self care requires awareness of and the ability to access appropriate health care products and services. (10.2.9A)

Each individual is responsible for evaluating health information when making consumer choices. (10.2.9B)

Consumers need to be aware of inconsistent health messages in the media. (10.2.9C)

Responsible decision making provides control of your own well-being. (10.2.9D)

A fine balance exists between human health and the environment. (10.2.9E)

Competencies

Examine how personal choices such as the decision to use/not use drugs, life skills and media will affect optimal health throughout adulthood.

Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems.

Examine the factors that influence adolescent health information, practices and consumer choices.

Investigate the relationships among personal health status, health practices and the environment.

Essential Questions

How are your present choices connected to your health throughout your adult life?

What can you point out about the influence your parents and health professionals have on optimal health?

How can the choices you make today, influence your future health and happiness?

What are the pros and cons of adopting an “environmentally responsible” lifestyle?

Exemplars

Use a graphic organizer to illustrate the impact of one personal health choice on your well-being now and throughout adulthood. (10.1.9A, C, D) (10.2.9C, D)

Create a sample dialogue for teens to initiate a conversation with a trusted adult that: 1) Accesses accurate health information, 2) provides medical services for adolescents AND 3) promotes responsible** preventative self-care, such as: smoking cessation, physical exams, monthly breast self exams (BSE) and testicular self exams (TSE). (10.1.9B, D) (10.2.9A, B)

** Responsible = safe, legal, healthful, follows parental guidelines, shows respect to self and others and shows good character.

Write a research-based piece for the school newspaper advocating for inexpensive healthy snacks for school vending machines or snack bars. (10.1.9B, D) (10.2.9A, B)

List all your personal health products and practices used during a typical day, then:

- identify the waste created (packaging, aerosols, feminine hygiene products, washing/showering)
- determine which can be reduced, recycled and/or reused;

AND

Keep a log for one week of one personal health “reduce” practice, one “recycle” practice and one “reuse” practice. Provide a summary of the impact on the environment. (10.1.9E) (10.2.9A, E)

Vocabulary

Grade 7

Abstinence - Voluntarily choosing not to do something such as choosing not to drink or not to become sexually active. (10.1, 10.2, 10.3)

Addiction - A person no longer has control over their alcohol/tobacco/other drug use. (10.1, 10.2)

Adolescent - The time from childhood to adulthood when the body goes through many physical, emotional, mental and social changes. (10.1, 10.2, 10.3)

Al-anon - A support group for people who have family members or friends with alcohol problems or are alcoholics. (10.1, 10.2)

Al-ateen - A support group for teens who have family members or friends with alcohol problems or are alcoholics. (10.1, 10.2)

Alcoholics Anonymous (AA) - A recovery program for people who have problems with alcohol or are alcoholics. (10.1, 10.2)

Body Image - A measure of how you see and feel about your appearance and how comfortable you are with your body. (10.1, 10.2)

Chemical Dependency - The compelling need to take a drug even though it harms the body, mind or relationships. Also known as addiction. (10.1, 10.2)

Conflict Resolution Skills - Steps that can be taken to settle a disagreement in a responsible way.(10.1, 10.2, 10.3)

Dating - Have social plans with another person. Dating provides the opportunity for young people to learn more about themselves and others. (10.1, 10.2, 10.3)

Dietary Guidelines - A set of diet and lifestyle recommendations developed to improve health and reduce nutrition-related disease risk in the population of the United States. (10.1, 10.2)

Dependence - A condition in which people have to have a drug or they will experience withdrawal. (10.1, 10.2)

Discrimination - Treating certain people differently than others. (10.1, 10.2, 10.3)

Disease Prevention - Actions taken to stop a disease from developing or to stop the disease from spreading. (10.1, 10.2, 10.3)

Eating Disorders - A mental disorder in which a person has a compelling need to starve, binge, or binge and purge. (10.1, 10.2)

Enabler - A person who supports the harmful behavior of others. An enabler may make excuses for the person. (10.1, 10.2, 10.3)

Exercise Addiction - The compelling need to exercise. Exercise becomes the focus of the person's life. (10.1, 10.2)

Fad Diets - Weight-loss plans that are popular for only a short time. (10.1, 10.2)

Family Relationship - The connections between family members, including members of the extended family such as aunts, uncles, grandparents, stepparents, etc. (10.1, 10.2, 10.3)

Goal Setting - A health skill in which the student must show clear progression through a goal-setting process by including a clear goal statement, identifying a realistic goal, presenting a plan for reaching the goal and evaluating or reflecting on the action. (10.1, 10.2, 10.3)

Hate Crime - A crime committed because of prejudice against a person or group of people. (10.1, 10.2, 10.3)

Healthy Relationship - A relationship that promotes self-respect, encourages productivity and health, is supportive and is free of violence, drug misuse and abuse. (10.1, 10.2, 10.3)

Interpersonal Communication - The exchange of thoughts, feelings and beliefs between two or more people. (10.1, 10.2, 10.3)

Intervention - An action by people who want someone to get treatment. (10.1, 10.2, 10.3)

Intimidation - Intentionally coercing or frightening someone to do or not do something against his/her will. (10.1, 10.2, 10.3)

Prejudice - Suspicion, intolerance or irrational hatred directed at an individual or a group of people. (10.1, 10.2, 10.3)

Relationships - The connection we have with others. There are many different types of relationships. (10.1, 10.2, 10.3)

Resiliency - The ability to be able to adjust, recover or bounce back and learn from difficult experiences. (10.1, 10.2, 10.3)

Student Assistance Program - A school-based program to help prevent and treat alcohol or drug dependences, abuse and other issues which impede a student's ability to achieve academic success. (10.1, 10.2, 10.3)

Support Group - Group of people who help one another deal with an addiction, a disease or a difficult situation. (10.1, 10.2, 10.3)

Unhealthy/harmful Relationship - A relationship that harms a person's self-respect, interferes with their productivity and health, is not supportive and includes violence or intimidation or drug abuse or abuse. (10.1, 10.2, 10.3)

Grade 8

Anxiety Disorder - Real or imagined fears that prevent a person from enjoying life. (10.1, 10.3)

Attention Deficit Disorder - A learning disability in which a person is restless, easily distracted and cannot keep his/her attention focused on what he/she is doing. (10.1, 10.3)

Attention Deficit Hyperactivity Disorder (ADHD) - A learning disability, in which the person is easily distracted, is not able to sit or stand still and cannot keep their attention focused on what they are doing. The individual may be impulsive. (10.1, 10.3)

Bipolar Disorder - A person's mood swings from extreme happiness to depression. (10.1, 10.2)

Conceit - Excessive appreciation of one's self-worth. (10.1, 10.3)

Decision Making - A health skill in which the student must show a progression through a decision-making process by identifying the decision to be made, considering options and consequences, taking action or making the decision and evaluating or reflecting on the decision. (10.1, 10.2, 10.3)

Delay - Voluntarily deciding to postpone participation in an activity such as drinking, smoking or having sex. (10.1, 10.3)

Depression - Long-lasting feelings of hopelessness, sadness or helplessness. (10.1, 10.3)

Dyslexia - A learning disability in which a person has difficulty spelling, reading and writing. (10.1, 10.3)

Health Care - Professional medical health services that promotes a person's health. (10.1, 10.2, 10.3)

Health Care Services - Work performed by a health care provider. Examples of health services that an adolescent may use are maintaining oral health by getting teeth cleaned, eye care, filling a prescription, getting checkups, emergency services, counseling, testing for diseases such as allergies, HIV or pregnancy or addressing specific disorders such as diabetes, asthma or sickle cell anemia. (10.1, 10.2, 10.3)

Health Maintenance - Ways to reduce the risk of developing a disease including heart disease, stroke and high blood pressure. (10.1, 10.2, 10.3)

Injury Prevention and Safety - The area of health that focuses on following safety guidelines to reduce the risks of unintentional injuries. (10.1, 10.2, 10.3)

Interpersonal Communications - A health skill in which the student must demonstrate interactions among individuals, demonstrate message tactics and strategies (clear, organized ideas, use of “I” messages, respectful tone, body language), demonstrate refusals (clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off). (10.1, 10.2, 10.3)

Intentional Injuries - An injury resulting from self-directed violence. (10.1, 10.2, 10.3)

Mental Disorder - An emotional or mental condition that makes it difficult for a person to live in a certain way. (10.1, 10.3)

Mind-body Connection - The relationship between mental, emotional and physical responses. How a person responds to his/her emotions can affect the person’s physical health. (10.1, 10.2, 10.3)

Negative Self-esteem - A person’s belief that he/she is not worthy, valuable, capable of being loved and does not deserve respect. A person with negative self-esteem often feels that others would be better off without them. (10.1, 10.3)

Phobia - An extreme fear of certain people, objects or situations. (10.1, 10.3)

Positive Self-esteem - A person’s belief that he/she is worthy, valuable, capable of being loved and deserves respect. (10.1, 10.3)

Prejudice - Suspicion, intolerance or irrational hatred directed at an individual or a group of people. (10.1, 10.2, 10.3)

Self-esteem - One’s belief about his/her own self-worth, value, ability to succeed and capability of being loved. (10.1, 10.3)

Stress Management Skills - Actions or strategies that help an individual handle stress in a healthful, effective way. (10.1, 10.2, 10.3)

Suicide - The intentional taking of one’s own life. (10.1, 10.2, 10.3)

Suicide-Prevention Strategies - Techniques that can be used by family and friends to prevent a person from thinking about, attempting or completing suicide. (10.1, 10.2, 10.3)

Unintentional Injuries - An injury caused by accidents. Accidents are the leading cause of visits to the emergency room and death for children. (10.1, 10.2, 10.3)

Valid Health Information - The information is reliable and reputable, is based upon current research and has scientific evidence to support it. (10.1, 10.2, 10.3)

Grade 9

Acquaintance Rape - Rape in which the rapist is known to the person being raped such as a relative or a neighbor. (10.1, 10.3)

Collaboration - To work jointly with others. (10.1, 10.2, 10.3)

Community Health Services - Medical services that are available to people of all ages within the community. (10.1, 10.2, 10.3)

Contraception - A chemical, physical or surgical method of preventing fertilization of the egg/ovum. (10.1)

Date Rape - Rape that occurs in a dating situation. (10.1, 10.2, 10.3)

Empathy - The ability to imagine and understand how someone else feels. (10.1, 10.2, 10.3)

Goal - A desired achievement toward which a person works. (10.1, 10.2, 10.3)

Goal Setting - The process of deciding on something you want, planning how to get it and then working towards the objective. (10.1, 10.2, 10.3)

Long-term Goal - Something a person plans to achieve over a period of time. (10.1, 10.2, 10.3)

Lyme Disease - A bacterial disease transmitted by the bite of tiny infected ticks on field mice and deer. (10.1, 10.2)

Negotiation - Discussions with another person or persons to arrive at an agreement. (10.1, 10.3)

Rape - The use of physical force (threatened or real) to make someone have sex without their consent. (10.1, 10.2, 10.3)

Rohypnol - A drug often involved in date rape. This drug can cause blackouts and partial memory loss. (10.1, 10.2, 10.3)

Sexuality - The feeling and attitudes a person has about his/her body, sex role and relationships. (10.1, 10.2, 10.3)

Short-term Goal - Something a person plans to achieve in the near future. (10.1, 10.2, 10.3)

Violence - The use of physical force to injure, damage or destroy oneself, others or property. (10.1, 10.2, 10.3)

West Nile Virus - A virus that is spread by infected mosquitoes and can cause serious, life-altering and even fatal disease. To help control this virus, it is important to eliminate standing water where mosquitoes can lay eggs. (10.1, 10.2, 10.3)

HEALTH 10-12 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 10, 11 and 12. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Relationships, career choices and both chronic and communicable diseases are examples of factors that play a powerful role in shaping our entire adult lifespan. (10.1.12A)

A wide variety of factors such as fitness level, health status and environment, etc., can enhance or be harmful to efficient functioning of our body systems. (10.1.12B)

Responsibilities, cost and nutritional knowledge are examples of factors that impact the food choices we make as adults. (10.1.12C)

The decision to use/not use drugs is impacted by the effects on the individual, family and community. (10.1.12D)

A variety of medical advances and governmental policies has made an impact in the prevention and control of health problems. (10.1.12E)

A responsible health consumer is able to utilize appropriate self-care practices and products in concert with professional health care services. (10.2.12A)

Each individual is responsible for accessing valid health information to make, implement and evaluate their consumer choices. (10.2.12B)

Consumers need to resolve inconsistent health messages found in the media to make informed responsible decisions. (10.2.12C)

Goal setting sets the foundation for a lifetime of responsible health decision making. (10.2.12D)

There is a direct cause and effect relationship between well-being and the environment. (10.2.12E)

Competencies

Design a personal plan for healthy living throughout the entire adult lifespan.

Critique how an individual's personal health impacts the community and how the community impacts an individual's health.

Select and implement personal health-enhancing behaviors that reduce health disparities and minimize risk factors throughout the lifespan.

Evaluate, access and contribute to health information programs and services that improve family, community and/or environmental health.

Essential Questions

How would you generate a plan to be healthy throughout the entire adult lifespan?

How could you verify that a link exists between personal and community health?

What criteria will you use to determine if your health behaviors are responsible now and in the future?

What health information resources are available to improve the health and well-being of your family, community and world?

Exemplars

Construct personal guidelines for a healthy life based upon the following indicators:

- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention (10.1.12A, B, C, D, E) (10.2.12B, C, D, E)

HECAT-Health Education Curriculum Analysis Tool. CDC. 13 Apr. 2009
<<http://www.cdc.gov/HealthyYouth/HECAT/index.htm>>.

CDC-Family Health-Tips for a Safe and Healthy Life. CDC. 13 Apr. 2009 <<http://www.cdc.gov/family/tips/>>

Create an action plan for a given health problem that you and your community face. Include data that shows the scope of the problem, how individuals are affected, possible solutions and the potential impact of those solutions on you and your family. (10.2.12D, E)

Using the Internet, library or community resources gather specific background information about a health program and/or service (i.e. walk a thons, volunteering, and community clinics) that has a positive impact on the health and well-being of a community. Include overall impact of the program/service, population served, cost/delivery ratio, opportunities for volunteering and/or employment and future sustainability. (10.1.12A, B, C, D, E) (10.2.12A, B, C, D, E)

Vocabulary

Grade 10

Adult - A responsible contributing member of society who can legally enter into contracts. A mature adult possesses characteristics such as self-control, stability, independence, seriousness, responsibility, tact, objectivity, decision-making capability and respect for self and others. (10.1, 10.2, 10.3)

Alzheimer's Disease - A progressive disease in which the nerve cells in the brain degenerates. There are generally three stages. In stage one the person is forgetful, loses interest, feels anxious and depressed. In stage two the person is disconnected and restless and has increased memory loss especially of recent events. In stage three the person becomes very disoriented, confused and completely dependent on others. (10.1, 10.2)

Arthritis - A painful inflammation of the joints. (10.1, 10.2)

Atherosclerosis - A disease in which fat or plaque accumulates on the artery walls which causes a narrowing of the arterial passageways and reduces the blood flow. (10.1, 10.2)

Acquired Immunodeficiency Syndrome (AIDS) - A disorder of the human immune system in a person infected with HIV. It is characterized by a severe breakdown of the immune system which leaves the person susceptible to infection. (10.1, 10.2, 10.3)

Binge Drinking - Having a large amount of alcohol in a short amount of time which can result in alcohol overdose or death. (10.1, 10.2, 10.3)

Blood Alcohol Concentration (BAC) - The amount of alcohol in a person's blood. (10.1, 10.2, 10.3)

Body Mass Index (BMI) - An index of weight in relation to height that is used to assess healthy body weight. (10.1, 10.2)

Centers for Disease Control and Prevention (CDC) - A branch of the federal government dedicated to the prevention and control of disease through research, data collection, investigation and the development of public health guidelines. (10.1, 10.2)

Diabetes - A disease in which the body produces little or no insulin. Diabetes can be Type 1 or Type 2. (10.1, 10.2)

Detoxification Unit - A medical facility where a person can go through the process of removing all alcohol or drugs from the body. (10.1, 10.2, 10.3)

Driving Under the Influence (DUI) - A charge given to a driver over the age of 21 caught driving with a blood alcohol concentration (BAC) that exceeds 0.08 percent or to a driver under the age of 21 with any detectable BAC. (10.1, 10.2, 10.3)

Epidemic - The occurrence of more cases of a disease than would be expected in a community or region during a given time period. A sudden severe outbreak of a disease. (10.1, 10.2)

Fetal Alcohol Syndrome (FAS) - A group of birth defects caused by the effects of alcohol on an unborn child. (10.1, 10.3)

Genital Herpes - A sexually transmitted disease caused by the herpes simplex virus which produces genital sores. The virus remains in the body for life as there currently is no known cure. (10.1, 10.2, 10.3)

Genital Warts - A sexually transmitted disease caused by certain types of the human papilloma virus (HPV) which produces wart-like growths on the genitals which are very contagious. The virus remains in the body for life as there currently is no known cure. (10.1, 10.2, 10.3)

Globalization of Disease - Due to the mobility of society, diseases such as bird flu, TB or ebola no longer remain in a localized area but now can travel quickly around the world. (10.1, 10.2)

Health Careers - Profession or occupation in the health field for which one trains such as physician, registered nurse, health education teacher, emergency medical technician, dentist, audiologist, clinical psychologist, certified athletic trainer, community health educator, occupational therapist, physical

educator, a licensed practical nurse, physical therapist, school psychologist, social worker, recreation therapist and many more. (10.1, 10.2, 10.3)

Health Maintenance Organization (HMO) - A managed care plan in which patients must use a doctor who contracts with an insurance company. (10.1, 10.2)

Health Status - The condition of a person's body, mind, emotions and relationships. A person's health status impacts his/her quality of life. (10.1, 10.2, 10.3)

Hepatitis - Inflammation of the liver which can result in liver damage. It can be caused by chemicals such as drugs or alcohol or pathogens. The most common forms are Hepatitis A, Hepatitis B and Hepatitis C. (10.1, 10.3)

High Blood Pressure - Blood pressure of 140/90 or higher for an extended period of time. The heart must work harder to pump enough blood and oxygen to the body. (10.1, 10.2)

Human Papilloma Virus (HPV) - A group of viruses that can be sexually transmitted. The virus infects the skin and mucous membranes. There are more than 40 HPV types that can infect the genitals of men and women. The virus causes genital warts and some strains of HPV cause cervical cancer. (10.1, 10.2, 10.3)

Insulin - A hormone that regulates the body's blood sugar level. (10.1, 10.2)

Medical Fraud - Making false claims about a medical product or service. (10.1, 10.2)

MRSA - A potentially dangerous type of staph infection that is resistant to certain antibiotics and may cause serious skin and other infections and requires medical attention. (10.1, 10.2, 10.3)

Organ Donation - The removal of an organ or tissues of the human body from a person who has recently died, or from a living donor, for the purpose of transplantation. Organs and tissues are removed in a procedure similar to surgery. People of all ages may become organ and tissue donors. (10.1, 10.2, 10.3)

Organ Donor - Someone from whom an organ or tissue is taken for transplantation. (10.1, 10.2, 10.3)

Over the Counter Medications (OTC) - Any medicine that can be bought without a prescription. (10.1, 10.2)

Overdose - The taking of too much of a drug that causes sickness, loss of consciousness, permanent damage or even death. (10.1, 10.3)

Pandemic - A global disease outbreak. (10.1, 10.2)

Parkinson's disease - A brain disorder that causes muscle tremor, stiffness and weakness. (10.1, 10.2,)

Preferred Provider Organization (PPO) - A managed care plan that offers the patient an option to see a doctor who does not contract with the insurance company. The patient pays a higher fee to use this option. (10.1, 10.2)

Protective Factors - Something that increases the likelihood of a positive outcome. (10.1, 10.2, 10.3)

Quality of Life - The degree to which a person lives life to the fullest capacity. (10.1, 10.2, 10.3)

Transplantation - An operation moving an organ from one organism (the donor) to another (the recipient). (10.1, 10.2, 10.3)

Unit Pricing - The price of food by weight, serving or some other unit. (10.1, 10.2)

Universal Precautions - Steps taken to prevent the spread of disease by treating all human blood and certain body fluids as if they contain HIV, HBV and other pathogens. (10.1, 10.2, 10.3)

World Health Organization (WHO) - The directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health. (10.1, 10.2)

Grade 11

Amniotic Sac - A pouch of fluid that surround the fetus and acts as a shock absorber. (10.1)

Amniocentesis - A diagnostic procedure in which a needle is inserted through the uterus to extract fluid from the amniotic sac. (10.1)

Cesarean Section - Procedure in which the baby is removed surgically from the mother. (10.1)

Colostrum - A yellowish fluid produced by the mother's breast for the first few days after childbirth in preparation of milk production. It provides the baby with all of the mother's antibodies. (10.1)

Embryo - The name given to the developing baby from conception through the second month after conception. (10.1)

Emotional Maturity - The mental and emotional capabilities of a person are fully developed. (10.1, 10.2, 10.3)

Fetal Ultra-sound - A diagnostic procedure which uses high frequency sound waves to provide an image of the developing fetus in order to monitor the fetus. (10.1)

Fetus - The name given to the developing baby from the ninth week until birth. (10.1)

Genetic Counseling - Process in which a trained professional interprets medical information concerning genetics to prospective parents. (10.1, 10.2)

Infertility - The inability to conceive a child. (10.1)

Labor - The process of childbirth. (10.1)

Low Birth Weight Baby - An infant that is less than 5.5 pounds at the time of birth. (10.1)

Miscarriage - The natural ending of a pregnancy before a baby is developed enough to survive on its own. (10.1)

Placenta - An organ that anchors the embryo to the uterus and screens out many harmful chemicals and disease germs. In the third stage of labor, the placenta is expelled. (10.1)

Physical Maturity - The physical body and all its organs are fully developed. (10.1, 10.2, 10.3)

Pregnancy - The time between conception and birth. During this time it is extremely important that the mother-to-be and developing baby are under a doctor's care. (10.1, 10.2)

Prenatal Care - Care given to the mother-to-be and the baby during pregnancy. (10.1, 10.2)

Post-Partum Depression - A reaction to the drastic changes in hormone production for a new mother, about 75% of new mothers experience mild depression (post-partum blues) and about 10% experience a much deeper form of depression. (10.1)

Stages of Labor - The stages of labor are: full dilation of the cervix, birth of the baby and expulsion of the placenta. (10.1)

Synergistic - The interaction of two or more drugs that result in a greater effect than when taken separately. (10.1, 10.2, 10.3)

Trimesters - The three-month periods that the pregnancy is divided into. (10.1)

Umbilical Cord - A ropelike structure that connects the embryo to the placenta. Blood from the mother carries nutrients and oxygen to the embryo through the cord and waste products from the embryo move to the mother's bloodstream through the cord to be excreted. (10.1)

Grade 12

Blended Family/Stepfamily - A previously married person marries again resulting in a family consisting of the marriage partners, children that one or both had previously and the children they may have by their marriage to each other. (10.1)

Breast Self-examination - A screening procedure for breast cancer in which a female checks her breasts for lumps and other changes. The self-examination should occur on a monthly basis. (10.1, 10.2)

Caregiver - A person who provides care for a person who needs assistance. The caregiver is often a family member. (10.1, 10.2)

Custodial Parent - The parent with whom a child or children lives following a divorce. The parent who has the legal right to make decisions about the health and well-being of a child or children. (10.1, 10.2, 10.3)

Disability - A physical or mental condition which limits a person's ability to function in major life activities such as communication, walking or self-care. The condition is likely to continue indefinitely and results in the need for supportive services. (10.1, 10.2, 10.3)

Divorce - A legal process to end a marriage in which a judge or court decides the terms of the divorce in regards to property, custody and monetary support.(10.1, 10.3)

Federal Trade Commission (FTC) - A federal agency which enforces consumer protection laws and monitors trade practices and the advertising of foods, drugs and cosmetics. (10.1, 10.2)

Food and Drug Administration (FDA) - Federal agency that monitors the safety of cosmetics and food and the safety and effectiveness of new drugs, medical devices, prescriptions and over the counter drugs. (10.1, 10.2)

Halfway Houses - A facility where recovering addicts can live for several months and receive constant support and counseling. (10.1, 10.2)

Handicap - A disability or disadvantage that severely limits but does not prevent the successful performance of a task or the achievement of an objective. (10.1, 10.2, 10.3)

Health Care Facility - A place that provides health care such as hospitals, health centers and extended care facilities. (10.1, 10.2, 10.3)

Health Insurance - A plan in which private companies or government programs pay for part or all of a person's medical costs. (10.1, 10.2, 10.3)

Hospice - A facility or home services for people who are dying and their families. (10.1, 10.2)

Insurance - Coverage by contract where one party guarantees another against loss by a specified event. There are many types of insurance. Some examples are health insurance, home insurance, car insurance, flood insurance, pet insurance, renter's insurance, long-term care insurance and disability insurance. (10.1, 10.2, 10.3)

Joint Custody - An arrangement in which both parents keep legal custody of a child or children following a divorce. (10.1, 10.2)

Lasik - A surgical procedure intended to reduce a person's dependency on glasses or contact lenses. The procedure permanently changes the shape of the cornea using an excimer laser. (10.1, 10.2)

Local Health Departments - The official agency that has responsibility for providing health services and programs for people living within a community. (10.1, 10.2)

Mammogram - The image of the breast tissue created by mammography, which is a highly sensitive x-ray screening test to detect breast lumps and the early detection of cancer. (10.1, 10.2)

Medicare - Government health insurance plan for people 65 years of age and older. Medicare covers only a portion of a person's health care costs. (10.1, 10.2)

Osteoporosis - A condition in which the bones become thin and brittle. (10.1, 10.2)

Pap Smear - A screening test in which cells scraped from the cervix are examined to detect cervical cancer. (10.1, 10.2)

Physical Dependence - Repeated drug use that causes tolerance. (10.1, 10.2, 10.3)

Psychological Dependence - A state of emotionally or physically needing a drug in order to function. (10.1, 10.2, 10.3)

Regulatory Agency - An organization/agency that enforces laws to protect the general public. (10.1, 10.2)

Retirement - The period of a person's life during which he/she is no longer working. (10.1, 10.2)

Single Custody - Arrangement in which one parent keeps legal custody of the child or children following a divorce. (10.1, 10.2, 10.3)

State Health Department - The official agency that has responsibility for providing health services and programs for people living within a State. (10.1, 10.2)

Telemedicine - Practice of medicine over a distance through the use of telecommunication equipment. (10.1, 10.2)

Testicular Self-examination - A screening procedure for testicular cancer in which a male checks his testes for lumps or tenderness. If found early, testicular cancer has a high rate of cure. (10.1)

United States Department of Agriculture (USDA) - Agency that enforces standards to ensure the safe processing of food and oversees the distribution of food information to the public. (10.1, 10.2)

Visitation Rights - Guidelines set for the visitation of children by the parent who does not have custody following a divorce. (10.1, 10.2, 10.3)

SAFETY K-3 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades K, 1, 2 and 3. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Good choices and actions (safe practices) can keep you from getting hurt in your home, at school and in your community. (10.3.3A)

There are many good choices and actions (safe practices) you can use in an emergency situation. (10.3.3B)

There are good choices and actions (safe practice strategies) to avoid or resolve conflict situations. (10.3.3C)

Good choices and actions (safe practices) need to be applied in physical activity settings. (10.3.3D)

Competencies

Recognize good choices and actions (safe practices) in the home, school, community and physical activity settings.

Essential Questions

What can I do to take care of myself wherever I am and when I play?

How can I be safe in my home, school, community and during exercise?

What can I do to be safe in any environment?

Exemplar

Ask students to respond to the following scenario and discuss the consequence of each answer. Your family is camping at a lake with a beach. You get up early and are playing ball on the beach with a friend. The ball goes into the lake. How would you go about getting your ball back? What should you do? What should you NOT do? (10.3.3A)

Have you ever thought about what you would do if you woke up at night and realized there was a fire in your home? Of course, you would want to get to safety as soon as possible!

Your challenge is to develop a fire escape plan for your whole family. Since you will not know exactly where the fire may start, you will need to think about different escape routes for each room and pick a meeting place for your whole family once you are outside of the home. Use graph paper to draw a floor plan of your home and yard. Use colored pencils to show the routes for each room. Be sure to provide a key to your map, so it can be read easily. Then write a description of your plan, so your family will understand exactly what to do. In your description, explain the importance of fire escape plans and describe the health risks of fires in the home. Share your plan with your family. (10.3.3A)

Vocabulary

Grade K

Conflict - A disagreement between two or more people or two or more choices. (10.1, 10.2, 10.3, 10.4, 10.5)

Emergency - A serious situation that occurs without warning and calls for quick action. (10.3)

Family - A group of people related by blood, adoption, marriage or who live together. (10.3, 10.4)

Physical Activity - Any kind of body movement that uses our big muscles. (10.3, 10.4, 10.5)

Safe - Little or no harm. (10.1, 10.2, 10.3, 10.4, 10.5)

Safe Touch - Proper contact with something or someone. Touches that make us feel good such as a hug or a high-five. (10.1, 10.3)

Safety - Freedom from danger or harm. (10.1, 10.2, 10.3, 10.4, 10.5)

Safe Practice - An act that is free from harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Safety Rules - Guidelines that help us stay safe. There are many examples of safety rules. Wear shoes such as sneakers on a playground. Don't play on slippery or wet surfaces. Never try to put bodies, arms, fingers, or any body parts into any small spaces. Don't play on hot metal surfaces. Don't cross in front or behind a person on the swing. When playing on a seesaw, only get off of the seesaw when both you and your partner have your feet on the ground. Never push or pull others while playing on equipment. (10.1, 10.2, 10.3, 10.4, 10.5)

Secret Touch - When someone touches our private body parts or mouth and tells you not to tell anyone because it is a secret. This is an unsafe touch and you should tell a trusted adult as quickly as possible. (10.1, 10.3)

Sunburn - Painful reddening of the skin caused by the sun. (10.1, 10.2, 10.3)

Unsafe - Harmful, dangerous and likely to cause harm. (10.1, 10.2, 10.3, 10.4, 10.5)

Unsafe Practice - An act that can cause harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Unsafe Touch - Improper contact with something or someone. A touch which hurts or makes us feel uncomfortable. Always tell a trusted adult when this happens. (10.1, 10.3)

Grade 1

Abuse - To use in a way that is not right. (10.1, 10.3)

Choice - Picking an option from alternatives. (10.1, 10.2, 10.3)

Conflict - A disagreement between two or more people or two or more choices. (10.1, 10.2, 10.3, 10.4, 10.5)

Community - Where you live and the close surrounding area. (10.1, 10.2, 10.3)

Emergency - A serious situation that occurs without warning and calls for quick action. (10.3)

Family - A group of people related by blood, adoption, marriage or who live together. (10.1, 10.2, 10.3, 10.4, 10.5)

Friend - Someone you know and like. (10.1, 10.3)

Frostbite - Injury to a part of the body as a result of exposure to cold temperatures. (10.1, 10.2, 10.3)

Pedestrian - A person traveling on foot. (10.2, 10.3)

Physical Activity - Any kind of body movement that uses our big muscles. (10.3, 10.4, 10.5)

Protective Equipment - Clothing or equipment which keeps us from harm. There are many examples of protective equipment. Helmets for football, bicycling, baseball, in-line skating, skateboarding, riding horses and softball. Wrist guards, knee and/or elbow pads for in-line skating, bicycling, hockey, soccer, basketball and skateboarding. Shin pads for soccer players. Mouth guards for football, hockey and basketball. Face guards and chest guards for baseball catchers. (10.3, 10.4, 10.5)

Refusal - Choosing not to do something. (10.1, 10.3, 10.4)

Risky - Something that threatens your health or may cause injury, illness or death. (10.1, 10.2, 10.3, 10.4, 10.5)

Safe - Little or no harm. (10.1, 10.2, 10.3, 10.4, 10.5)

Safety - Freedom from danger or harm. (10.1, 10.2, 10.3, 10.4, 10.5)

Safe Practice - An act that is free from harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Safe Touch - Proper or appropriate contact with something or someone. Touches that make us feel good such as a hug or a high-five. (10.1, 10.3)

Safety Rules - Guidelines that help us stay safe. There are many examples of safety rules. Wear shoes such as sneakers on a playground. Don't play on slippery or wet surfaces. Never try to put bodies, arms, fingers, or any body parts into any small spaces. Don't play on hot metal surfaces. Don't cross in front or behind a person on the swing. When playing on a seesaw, only get off of the seesaw when both you and your partner have your feet on the ground. Never push or pull others while playing on equipment. (10.1, 10.2, 10.3, 10.4, 10.5)

Secret Touch - When someone touches our private body parts or mouth and tells you not to tell anyone because it is a secret. This is an unsafe touch and you should tell a trusted adult as quickly as possible. (10.1, 10.3)

Self-Protection Strategies - Actions a person can take to protect oneself and others from harm such as using a helmet when riding a bike, wearing a seat belt, washing your hands, never touching someone else's blood or picking up a syringe from the street or beach. (10.1, 10.2, 10.3, 10.4, 10.5)

Stranger - Someone who you do not know or you do not know very well. (10.1, 10.3)

Sunburn - When you are outside in the sun too long, your skin can become painful and red. It is important to wear sunscreen when you go outside so this does not happen. (10.1, 10.2, 10.3)

Unsafe Practice - An act that can cause harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Unsafe Touch - Improper contact with something or someone. A touch which hurts or makes us feel uncomfortable. Always tell a trusted adult when this happens. (10.1, 10.3)

Grade 2

Abuse - To give bad treatment that causes harm. (10.1, 10.3)

Avoid - Staying away from. (10.1, 10.2, 10.3)

Bicycle Safety - Wearing a helmet, knee and elbow pads, riding the correct size of bike, using the bike properly and riding only during daylight. (10.3)

Bully - A person who teases, who makes others feel afraid or who pressures someone to do something they do not want to do. (10.1, 10.3, 10.4)

Conflict - A disagreement between two or more people or two or more choices. (10.1, 10.2, 10.3, 10.4, 10.5)

Consequence - What happens because of a choice. (10.1, 10.2, 10.3, 10.4, 10.5)

Cool-Down - A period of light activity that allows the body to adjust back to normal. (10.3, 10.4, 10.5)

Decision - Looking at all possible solutions and making a choice. (10.1, 10.2, 10.3, 10.4, 10.5)

First Aid - Emergency care given to an injured or sick person before a doctor comes. (10.1, 10.2, 10.3, 10.4, 10.5)

I- Message - A strong statement in which you describe how you feel by using the word “I”. (10.1, 10.3, 10.4, 10.5)

Private body parts - Any part of your body that your bathing suit covers and your mouth. (10.1, 10.3)

Put-down - A comment or action intended to hurt someone’s feelings. (10.1, 10.3, 10.4, 10.5)

Protective Equipment - Clothing or equipment which keeps us from harm. There are many examples of protective equipment. Helmets for football, bicycling, baseball, in-line skating, skateboarding, riding horses and softball. Wrist guards, knee and/or elbow pads for in-line skating, bicycling, hockey, soccer, basketball and skateboarding. Shin pads for soccer players. Mouth guards for football, hockey and basketball. Face guards and chest guards for baseball catchers. (10.3, 10.4, 10.5)

Resolve - To find a solution. (10.1, 10.2, 10.3, 10.4, 10.5)

Safety Rules - Guidelines that help us stay safe. There are many examples of safety rules. Wear shoes such as sneakers on a playground. If you hear thunder, get inside. If there is smoke in a house or building, stay low and get outside. Wear a seatbelt when in the car. Don’t cross in front or behind a person on the swing. Cross the street only in the crosswalk. Never approach an animal that you do not know. Never get in a car with a stranger. (10.1, 10.2, 10.3, 10.4, 10.5)

Sunburn - Painful reddening of the skin caused by the sun. (10.1, 10.2, 10.3)

Warm-Up - A period of activity that allows the body to prepare for exercise. (10.3, 10.4, 10.5)

Grade 3

Abuse - To give bad treatment that causes harm. (10.1, 10.3)

Adult Intervention - To involve an adult into a situation. (10.1, 10.3, 10.4, 10.5)

Bully - A person who teases, who makes others feel afraid or who pressures someone to do something they do not want to do. (10.1, 10.3, 10.4, 10.5)

Conflict - A disagreement between two or more people or two or more choices. (10.1, 10.2, 10.3, 10.4, 10.5)

Cool-Down - A period of light activity that allows the body to adjust back to normal. (10.3, 10.4, 10.5)

Community Helpers - Adults in your school, neighborhood and community who keeps you safe and healthy such as your parents, principal, school nurse, policeman, fireman or doctor. (10.2, 10.3)

Decision - Looking at all possible solutions and making a choice. (10.1, 10.2, 10.3, 10.4, 10.5)

Decision -Making Process - Steps we can use to make wise choices. Step 1. What is the problem? Step 2. What are the possible choices? Step 3. For each choice what are the possible good and bad results (consequences) of the choice? Step 4. Make your decision by picking the best choice and act on your decision. Step 5. Think about your choice. Did you make the best choice. (10.1, 10.2, 10.3, 10.4, 10.5)

Hazard - Something that may cause harm. (10.2, 10.3, 10.4, 10.5)

“I” Message - A strong statement in which you describe how you feel by using the word “I”. (10.1, 10.3, 10.4, 10.5)

Protective Equipment - Clothing or equipment which helps to protect us during physical activity. (10.3, 10.4, 10.5)

Refusal Skills - Ways you can say no to an action or situation that could hurt you or others or something that you do not want to do. (10.1, 10.2, 10.3, 10.4, 10.5)

Outdoors - It is being outside and not in a building. It is where we play and walk and hopefully enjoy fresh air. (10.1, 10.2, 10.3, 10.4, 10.5)

Poison - Substance that causes injury, illness or death if it enters the body. (10.2, 10.3)

Stranger - A person one has not known or met before. (10.1, 10.2)

Safe Practice - An act that is free from harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Safety Rules - Guidelines that help to keep us safe. (10.1, 10.2, 10.3, 10.4, 10.5)

Sunburn - Painful reddening of the skin caused by the sun. (10.1, 10.2, 10.3, 10.4, 10.5)

Unsafe Practice - An act that can cause harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Walk away - To leave a situation. (10.1, 10.2, 10.3, 10.4, 10.5)

Warm-Up - A period of activity that allows the body to prepare for exercise.

SAFETY 4-6 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 4, 5 and 6. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Safe practices can be used to keep you from being injured in the home, school and community. (10.3.6A)

There are appropriate responses that you can use in an emergency. (10.3.6B)

There are good choices and actions (safe practice strategies) you can use to manage conflict and violence. (10.3.6C)

Good choices and actions (safe practices) need to be applied during individual physical activity settings. (10.3.6D)

Competencies

Demonstrate how to use good choices and actions (safe practices) in the home, school and community.

Examine the role of the individual in physical activity settings.

Essential Questions

What can I do to be safe in the home, school, community and during exercise?

What are some choices and actions I can use to be safe in the home, school and community?

What safe habits can I use during exercise?

How can I prepare my body for safe physical activity?

Exemplar

Have students brainstorm rules for resolving conflicts. List student responses on the board and then work through the list one by one. Call for agreement on each rule stated. Create a final list on a chart paper for display in the classroom.

Possible responses:

- Identify the problem and stay focused on it;
- Attack the problem, not the other person;
- Don't criticize or demean the other person;
- Listen with an open mind;
- Treat others person's feelings with respect;
- Take responsibility for your actions

Once students have mastered the rules, divide the students into pairs. Have them practice negotiation skills to resolve conflict. Role-play the skills after they have had time to practice the skills. (10.3.6C)

Healthteacher.com: <http://www.healthteacher.com/lesson/index/107>

Vocabulary

Grade 4

Accident - An unexpected event that results in damage or harm. (10.3)

Anger - A strong feeling or not being pleased with someone or something. (10.1, 10.3)

Anger Management Skills - Skills that are healthful ways to control and express anger. (10.1, 10.3)

Bullying -The use of threats or physical force to intimidate and control another person. (10.1, 10.3)

Cool-Down - A period of light activity that allows the body to adjust back to normal. (10.3, 10.4, 10.5)

Emergency - A serious situation that occurs without warning, can be life threatening and needs immediate action. (10.1, 10.3)

Family Support System - It is important for everyone to have someone to go to and talk with when you are upset or need to make a decision. Your family is a special support group who will help you. Your family can make you feel better or help you respond in a safe, healthful manner. (10.1, 10.2, 10.3, 10.4)

Fire Safety - The use of smoke detectors, having a fire escape route established, keeping matches and lighters out of the reach of children, inspecting homes for fire hazards, practicing Stop, Drop, and Roll and staying away from fallen electrical wires. (10.2, 10.3)

First Aid - Emergency care given to an injured or sick person before a doctor comes. (10.3,)

Injury - Damage or harm, especially to the body. (10.3, 10.4)

Natural Disaster - Natural disasters can be tornados, hurricanes, floods, wildfires or earthquakes. (10.2, 10.3)

Peer Pressure - The influence that people of similar age place on a person to behave in a certain way. (10.1, 10.3)

Risky Behavior - Action or behavior that someone chooses that can be harmful to his/her health and can cause injury, illness or death. (10.1, 10.2, 10.3, 10.4, 10.5)

Stop, Drop and Roll - A strategy to use if your clothes should catch on fire. Stop where you are (as long as it is safe), drop to the ground and roll your body on the ground until there is no fire. (10.2, 10.3)

Warm-Up - A period of activity that allows the body to prepare for exercise. (10.3, 10.4, 10.5)
Grades 5-6

Communication - The act of making information known. (10.1, 10.2, 10.3, 10.4, 10.5)

Cyberbullying - Bullying online is similar to regular bullying. This occurs when someone makes you feel bad, scared or threatened with words or images. (10.2, 10.3)

Dehydration - A serious reduction in the body's water content. (10.1, 10.2, 10.3, 10.4, 10.5)

Fire Extinguisher - A device that releases chemicals that smother flames. (10.3)

Harassment - Unwanted and disrespectful comments and/or actions. (10.1, 10.3, 10.4)

Gang - A group of people who gather together regularly. (10.1, 10.3)

Heimlich maneuver - An emergency technique for preventing suffocation when a person's airway (windpipe) becomes blocked by a piece of food or other object. (10.3)

Internet - A large system of computer networks that allows people to communicate with other individuals and organizations. (10.3)

Heat exhaustion - Extreme tiredness from being in hot temperatures. (10.2, 10.3, 10.4)

Mediation - A process in which an outside person (peer), or mediator, helps people in conflict reach a solution. (10.1, 10.3, 10.4)

Negotiate - To have a discussion with another in order to reach an agreement. (10.1, 10.3, 10.4)

Protective Factors - Actions and situations that promote healthy youth behaviors and decrease the chance that you will engage in risky behaviors. (10.1, 10.2, 10.3, 10.4, 10.5)

Reflective Listening - An active listening skill in which the individual lets others know he/she has heard and understands what has been said. (10.1, 10.2, 10.3, 10.4)

Refusal Skills - Communication skills that allow students to avoid dangerous situations. (10.1, 10.2, 10.3, 10.4, 10.5)

RICE- A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Risk Factors - Things that increase the likelihood of a negative outcome. (10.1, 10.2, 10.3, 10.4, 10.5)

Traumatic Events - Natural disasters, shootings, house fires, bomb threats or terrorist attacks. (10.2, 10.3)

Violence Prevention - Using skills and knowledge to decrease threats or harm. (10.1, 10.3)

Universal Precautions - Procedures used for handling body fluid. Universal precautions are actions taken to prevent the spread of disease by treating all blood and body fluids as if they contained pathogens. (10.1, 10.2, 10.3, 10.4, 10.5)

SAFETY 7-9 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 7, 8 and 9. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

Understanding concepts of safe practices and injury prevention can help individuals make good decisions in the home, school, and community. (10.3.9A)

There are safe strategies you can use in emergencies and for the management of injuries. (10.3.9B)

Understanding concepts of safe strategies can help individuals avoid or manage conflict and violence during adolescence. (10.3.9C)

Good choices and actions (safe practices) need to be applied in group physical activity settings. (10.3.9D)

Competency

Examine safe practices and strategies in the home, school and community and in physical activity settings.

Essential Questions

How can using safe practices and strategies influence injury prevention, emergency preparedness and conflict management?

What are some safety guidelines to follow in physical activity settings?

How do you determine an environment is safe?

Exemplar

Using a variety of media (Internet, library or community resources), have students find statistics on incidents of violence within their own school, school district, city, or state. Compare and contrast statistics. Students present their statistics by creating graphs. Place students in groups. With the use of their statistics, have the students brainstorm ways to help reduce the amount of violence in their community. Create a poster that presents the ideas. Display the posters in the classroom, school hallway or in area businesses. (10.3.9A)

Grade 7

Assertive Communication - Standing up for oneself and saying what you think without hurting others. (10.1, 10.3)

Conflict Resolution Skills - Steps that can be taken to settle a disagreement in a responsible way. (10.1, 10.2, 10.3, 10.4, 10.5)

Cool-down - An activity or exercise that helps muscles to relax, realign muscle fibers and re-establish their normal range of movement. (10.3, 10.4, 10.5)

Discrimination - Treating certain people differently than others. (10.1, 10.2, 10.3)

Family Relationships - The connections between family members, including members of the extended family such as aunts, uncles, grandparents, stepparents, etc. (10.1, 10.2, 10.3, 10.4)

First Aid - Emergency care given to an injured or sick person before a doctor comes. (10.3)

Injury Prevention - An act or method used to prevent an injury from occurring. (10.1, 10.2, 10.3, 10.4, 10.5)

Hate Crime - A crime committed because of prejudice against a person or group of people. (10.1, 10.2, 10.3)

Health Advocacy - Using persuasive communication to convince others to adopt healthful, safe behaviors. The communication includes a clear, health-enhancing position, audience awareness, relevant factual support and conviction. (10.1, 10.2, 10.3, 10.4, 10.5)

Healthy Relationship - A relationship that promotes self-respect, encourages productivity and health, is supportive and is free of violence, drug misuse and abuse. (10.1, 10.2, 10.3)

Hypothermia - A condition in which the body temperature drops dangerously low. (10.1, 10.3, 10.4)

Interpersonal Communication - The exchange of thoughts, feelings and beliefs between two or more people. (10.1, 10.2, 10.3, 10.4, 10.5)

Intervention - An action by people who want someone to get treatment. (10.1, 10.2, 10.3)

Intimidation - Intentionally coercing or frightening someone to do or not do something against his/her will. (10.1, 10.2, 10.3, 10.4)

Negotiation - The act of having a discussion with another in order to reach an agreement. (10.1, 10.3, 10.4)

Pedestrian - Anyone who travels on foot. (10.3)

Prejudice - Suspicion, intolerance or irrational hatred directed at an individual or a group of people. (10.1, 10.2, 10.3)

Preventing a Sport Injury - 1. Warm-up before activity and Cool-down after activity. 2. Use appropriate equipment. 3. Follow the rules. 4. Allow injuries to completely heal before playing again. (10.3, 10.4, 10.5)

Protective Sports Gear- Sports clothing and safety equipment for particular physical activities meant to provide some degree of protection. (10.2, 10.3, 10.4, 10.5)

Rescue Breathing - The act of breathing for a person, who is not breathing, yet has a pulse. (10.3)

Relationships - The connection we have with others. There are many types of relationships. (10.1, 10.2, 10.3, 10.4, 10.5)

Resiliency - The ability to be able to adjust, recover or bounce back and learn from difficult experiences. (10.1, 10.2, 10.3, 10.4, 10.5)

RICE- A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Safe Practice - An act that is free from harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Types of Protective Gear - Helmets, wrist guards, knee and/or elbow pads, shin pads, mouth guards, face guards and chest guards and eye goggles. (10.2, 10.3, 10.4, 10.5)

Unhealthy/harmful Relationship - A relationship that harms a person's self-respect, interferes with their productivity and health, is not supportive and includes violence or intimidation or drug abuse or abuse. (10.1, 10.2, 10.3, 10.4, 10.5)

Violence - The use of physical force to cause damage or injury. (10.1, 10.2, 10.3)

Warm-up - An activity that increases the blood flow to the working muscles which result in decreased muscle stiffness, less risk of injury and improved performance. (10.3, 10.4, 10.5)

Grade 8

Assertive Behavior - The expression of thoughts and feelings without experiencing anxiety or threatening others. (10.1, 10.3)

Goal - A result that a person aims for and works hard to reach. (10.1, 10.2, 10.3, 10.4, 10.5)

Hypothermia - A condition in which a person's body temperature drops from exposure to cold. (10.1, 10.3, 10.4)

Injury prevention - An act or method used to prevent an injury from occurring. (10.1, 10.2, 10.3, 10.4, 10.5)

Intentional Injuries - An injury resulting from self-directed violence. (10.1, 10.2, 10.3)

Preventing a Sport Injury - 1. Warm-up before activity and Cool-down after activity. 2. Use appropriate equipment. 3. Follow the rules. 4. Allow injuries to completely heal before playing again. (10.3, 10.4, 10.5)

Protective Sports Gear- Sports clothing and safety equipment for particular physical activities meant to provide some degree of protection. (10.2, 10.3, 10.4, 10.5)

Risky behaviors - Actions that could potentially cause harm or injury. (10.1, 10.2, 10.3, 10.4, 10.5)

Rescue breathing - The act of breathing for a person who is not breathing, yet has a pulse. (10.3)

Safe Practice - An act that is free from harm or danger. (10.1, 10.2, 10.3, 10.4, 10.5)

Self-Care - Control over one's well-being. (10.1, 10.2, 10.3, 10.4, 10.5)

Stress Management Skills - Actions or strategies that help an individual handle stress in a healthful, effective way. (10.1, 10.2, 10.3, 10.4)

Suicide - The intentional taking of one's own life. (10.1, 10.2, 10.3)

Suicide Prevention Strategies - Techniques that can be used by family and friends to prevent a person from thinking about, attempting or completing suicide. (10.1, 10.2, 10.3, 10.4)

Violence Prevention - Using skills and knowledge to decrease threats or harm. (10.1, 10.3, 10.4)

Grade 9

Acquaintance Rape - Rape in which the rapist is known to the person being raped such as a relative or a neighbor. (10.1, 10.2, 10.3)

Assertive Behavior - The expression of thoughts and feelings without experiencing anxiety or threatening others. (10.1, 10.3)

Assault - An unlawful attempt or threat to harm someone. (10.1, 10.2, 10.3)

Cyberbullying - When a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, pre-teen or teen using the internet, interactive and digital technologies or mobile phones. This action involves a minor against a minor. Once an adult becomes involved, it is called cyber-harassment or cyberstalking. (10.3)

Date Rape - Rape that occurs in a dating situation. (10.1, 10.2, 10.3)

Empathy - The ability to imagine and understand how someone else feels. (10.1, 10.2, 10.3)

Health Advocacy - Encompasses direct service to the individual or family as well as activities that promote health and access to health care in communities and the larger public. (10.1, 10.2, 10.3, 10.4, 10.5)

Negotiation - The act of having a discussion with another in order to reach an agreement. (10.1, 10.3, 10.4)

Neighborhood Watch Program - Police train residents to look for and report suspicious activity in their neighborhood. (10.3)

Protective Sports Gear- Sports clothing and safety equipment for particular physical activities meant to provide some degree of protection. (10.1, 10.2, 10.3, 10.4, 10.5)

Rape - The use of physical force (threatened or real) to make someone have sex without their consent. (10.1, 10.2, 10.3)

RICE - A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Rohypnol - A drug often involved in date rape. This drug can cause blackouts and partial memory loss. (10.1, 10.2, 10.3)

Self-care - Control over ones well-being. (10.1, 10.2, 10.3, 10.4, 10.5)

Sprain - An injury to tissues surrounding a joint. (10.3, 10.4, 10.5)

Strain - A condition in which muscles have been overworked. (10.3, 10.4, 10.5)

Tolerance - An ability to overlook differences and accept people for who they are. (10.1, 10.3, 10.4)

Unintentional Injury - An unplanned injury. An injury caused by accident. (10.1, 10.2, 10.3, 10.4, 10.5)

Violence - The use of physical force to injure, damage or destroy oneself, others or property. (10.1, 10.2, 10.3, 10.4)

Violence prevention - Using skills and knowledge to decrease threats or harm. (10.1, 10.3, 10.4)

SAFETY 10-12 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 10, 11 and 12. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards

Big Ideas

Health concepts are essential for wellness and a health-enhancing lifestyle.

Community well-being is dependent upon a balance of personal and social responsibility.

Safety impacts individual and community well-being.

Concepts

The use of unsafe practices in the home, school and community can have personal and legal consequences. (10.3.12A)

Understanding injury management strategies can help individuals respond to emergency situations. (10.3.12B)

Violence impacts personal and community well-being. (10.3.12C)

Determining the benefits, risks and safety factors of an activity can lead to safe participation in self-selected, life-long physical activities. (10.3.12D)

Competency

Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being.

Essential Questions

What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?

Exemplar

Students compare and discuss data from classmates (collected anonymously) with that reported by CDC regarding driving under the influence (DUI). Using a variety of media (Internet, library or community resources), students should research the current Pennsylvania DUI laws detailing the associated personal and/or legal consequences and the impact on personal and community well-being if convicted of a DUI.

CDC - Impaired Driving, http://www.cdc.gov/MotorVehicleSafety/Impaired_Driving/impaired-driv_factsheet.html
Pennsylvania DUI Laws, <http://www.dmv.state.pa.us/legislation/dui.shtml>

Grade 10

AED - A device that is used on a victim of sudden cardiac arrest that analyzes the heart's electrical rhythm and if necessary delivers a shock to the heart. (10.3)

Consequence - Something that happens as a result of another action or condition. (10.1, 10.2, 10.3, 10.4, 10.5)

Binge Drinking - Having a large amount of alcohol in a short amount of time which can result in alcohol overdose or death. (10.1, 10.2, 10.3, 10.4,)

Body Composition - The ratio of fat to lean body tissue. (10.1, 10.2, 10.4, 10.5)

Cardio Respiratory Endurance - The ability of the heart, lungs and blood vessels to send fuel to the body's tissues during long periods of vigorous activity. (10.1, 10.3, 10.4, 10.5)

Cardiopulmonary Resuscitation (CPR) - An emergency medical procedure for a victim of cardiac arrest or, in some circumstances, respiratory arrest. (10.3)

Chain of Survival - A series of actions that help to maximize a victim's chances of surviving. First step is to call 911 followed by checking for breathing and heartbeat. If the victim is not breathing or there is no heartbeat, CPR should be administered. (10.3)

Common Symptoms of Shock - Nausea, restlessness, irritability, altered consciousness, pale, cool, moist skin and rapid breathing. (10.3)

Cramp - Spasm or sudden tightening of a muscle. (10.3, 10.4, 10.5)

Components of Fitness - Body composition, flexibility, muscular strength, muscular endurance and cardio respiratory endurance. (10.3, 10.4, 10.5)

Dislocations - The bone slips from its normal position. (10.3, 10.4, 10.5)

Driving Under the Influence (DUI) - A charge given to a driver over the age of 21 caught driving with a blood alcohol concentration (BAC) that exceeds .08 percent or to a driver under the age of 21 with any detectable BAC. (10.1, 10.2, 10.3)

Flexibility - The ability to move a body part through a particular range of motion. (10.3, 10.4, 10.5)

Fracture - A break or disruption in bone tissue. (10.3, 10.4, 10.5)

Impact on Others - The effect our actions or decisions have on someone else. The effect is often significant when one practices unsafe behaviors. (10.1, 10.2, 10.3, 10.4, 10.5)

Muscular Endurance - The ability of muscles to do work over a sustained period of time. (10.1, 10.3, 10.4, 10.5)

Muscular Strength - The amount of force a muscle can exert. (10.1, 10.3, 10.4, 10.5)

Organ Donation - The removal of an organ or tissues of the human body from a person who has recently died, or from a living donor, for the purpose of transplantation. Organs and tissues are removed in a procedure similar to surgery. People of all ages may become organ and tissue donors. (10.1, 10.2, 10.3)

Organ Donor - Someone from who an organ or tissue is taken for transplantation. (10.1, 10.2, 10.3)

Personal Injury - A potential consequence of unsafe behaviors at home, school, workplace or in the community. The unsafe behavior could result in burns, sprains, broken bones, poisoning, electrical shock, drowning, frostbite, etc. (10.1, 10.2, 10.3, 10.4, 10.5)

Recovery Programs - Programs which help victims survive the pain, heal and move forward with self-confidence. (10.1, 10.2, 10.3)

RICE - A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Sprain - An injury to tissues surrounding a joint. (10.3, 10.4, 10.5)

Strain - A condition in which muscles have been overworked. (10.3, 10.4, 10.5)

The steps of CPR - ABC provides the sequence of the steps of CPR. The ABC's are A = Airway, B = Breathing and C = Circulation. (10.1, 10.2, 10.3, 10.4, 10.5)

Transplantation - An operation moving an organ from one organism (the donor) to another (the recipient). (10.1, 10.2, 10.3)

Types of Shock - Hypovolemic, cardiogenic, anaphylactic, septic, and neurogenic. (10.3)

Victim - A person or animal that is harmed, killed or made to suffer. A person who is treated badly, as by being tricked or cheated. (10.1, 10.2, 10.3)

Violence - The use of force to cause damage or injury. (10.1, 10.2, 10.3, 10.4)

Grade 11

AED - A device that is used on a victim of sudden cardiac arrest that analyzes the heart's electrical rhythm and if necessary delivers a shock to the heart. (10.1, 10.3)

Body Composition - The ratio of fat to lean body tissue. (10.1, 10.2, 10.3, 10.4, 10.5)

Cardio Respiratory Endurance - The ability of the heart, lungs and blood vessels to send fuel to the body's tissues during long periods of vigorous activity. (10.1, 10.3, 10.4, 10.5)

Cardiopulmonary Resuscitation (CPR) - An emergency medical procedure for a victim of cardiac arrest or, in some circumstances, respiratory arrest. (10.3)

Defibrillator - A device that is used to restore the normal rhythm of the heart by delivering an electric shock. (10.3)

Flexibility - The ability to move a body part through a particular range of motion. (10.3, 10.4, 10.5)

Muscular Endurance - The ability of muscles to do work over a sustained period of time. (10.1, 10.3, 10.4, 10.5)

Muscular Strength - The amount of force a muscle can exert. (10.1, 10.3, 10.4, 10.5)

Neglect - Failure to provide for basic needs, such as food, clothing or love. (10.1, 10.3)

RICE - A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Victim - A person or animal that is harmed, killed, or made to suffer. A person who is treated badly, as by being tricked or cheated. (10.1, 10.2, 10.3)

Violence - The use of force to cause damage or injury. (10.1, 10.2, 10.3, 10.4)

Grade 12

Anaphylaxis - A life-threatening type of allergic reaction. (10.1, 10.3)

Body Composition - The ratio of fat to lean body tissue. (10.1, 10.2, 10.3, 10.4, 10.5)

Cardio Respiratory Endurance - The ability of the heart, lungs and blood vessels to send fuel to the body's tissues during long periods of vigorous activity. (10.1, 10.3, 10.4, 10.5)

Cardiopulmonary Resuscitation (CPR) - An emergency medical procedure for a victim of cardiac arrest or, in some circumstances, respiratory arrest. (10.3)

Cardiogenic - A type of shock resulting from a disease or disorder of the heart. (10.3)

Cool-down - An activity or exercise that helps muscles to relax, realign muscle fibers and re-establish their normal range of movement. (10.3, 10.4, 10.5)

Cramp - A sudden painful contraction of a muscle. (10.3, 10.4, 10.5)

Disability - A physical or mental condition which limits a person's ability to function in major life activities such as communication, walking or self-care. The condition is likely to continue indefinitely and results in the need for supportive services. (10.1, 10.2, 10.3, 10.4)

Defibrillator - A device that is used to restore the normal rhythm of the heart by delivering an electric shock. (10.3)

Dislocations - The bone slips from its normal position. (10.3, 10.4, 10.5)

Flexibility - The ability to move a body part through a particular range of motion. (10.3, 10.4, 10.5)

Fracture - A break or disruption in bone tissue. (10.3, 10.4, 10.5)

Handicap - A disability or disadvantage that severely limits but does not prevent the successful performance of a task or the achievement of an objective. (10.1, 10.2, 10.3, 10.4)

Health Care Facility - A place that provides health care such as hospitals, health centers and extended care facilities. (10.1, 10.2, 10.3)

Health Insurance - A plan in which private companies or government programs pay for part or all of a person's medical costs. (10.1, 10.2, 10.3)

Hypovolemia (also hypovolaemia) - A type of shock. A state of decreased blood volume; more specifically a decrease in the volume of blood plasma. (10.3)

Muscular Endurance - The ability of muscles to do work over a sustained period of time. (10.1, 10.3, 10.4, 10.5)

Muscular Strength - The amount of force a muscle can exert. (10.1, 10.2, 10.3, 10.4, 10.5)

RICE - A formula which represents a first aid treatment for minor sprains and strains. The RICE formula steps are: 1. Rest the injured part. 2. Ice the injured part. 3. Compress the injured part with an elastic wrap. 4. Elevate the injured part. (10.3, 10.4, 10.5)

Shock - A serious, life-threatening medical condition where insufficient blood flow reaches the body tissues. (10.3)

Sprain - An injury to tissues surrounding a joint.(10.3, 10.4, 10.5)

Strain - A condition in which muscles have been overworked. (10.3, 10.4, 10.5)

Tendonitis - Occurs when tendons are stretched from overuse and may be inflamed. (10.3, 10.4, 10.5)

Victim - A person or animal that is harmed, killed or made to suffer. A person who is treated badly, as by being tricked or cheated. (10.1, 10.2, 10.3)

Violence - The use of force to cause damage or injury. (10.1, 10.2, 10.3, 10.4)

Warm-up - An activity that increases the blood flow to the working muscle which results in decreased muscle stiffness, less risk of injury and improved performance. (10.3, 10.4, 10.5)

PHYSICAL EDUCATION K-3 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades K, 1, 2 and 3. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Participation in physical activity impacts wellness throughout a lifetime.

Quality lifelong movement is based on scientific concepts/principles.

Safety impacts individual and community well-being.

Concepts

Various physical activities promote physical fitness and health. (10.4.3A)

Regular participation in physical activity affects the body in positive and negative ways. (10.4.3B)

The intensity level of physical activity causes the body to respond in various ways. (10.4.3C)

Physical activities are enjoyed for various reasons. (10.4.3D)

Regular participation in physical activities improves motor skills. (10.4.3E)

Positive and negative interactions occur within small group physical activities. (10.4.3F)

There are differences between basic movement skills and movement concepts yet they work together. (10.5.3A)

Specific vocabulary words describe concepts of motor skill development. (10.5.3B)

Practice serves a purpose in learning. (10.5.3C)

Exercise principles improve physical activities. (10.5.3D)

Scientific principles affect movement and skills. (10.5.3E)

Game strategies help you know what to do and when to do it. (10.5.3F)

Competencies

Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.

Describe the effects and changes that occur to the body during moderate to vigorous physical activity.

Use selected movement skills, concepts and game strategies when participating in physical activities.

Recognize and use components of the F.I.T.T. principle to improve physical fitness.

Use selected scientific principles to improve movement skills.

Essential Questions

Why should you be physically active?

What happens to our bodies when we are physically active?

How can movement skills and concepts help you become a better mover?

What decisions should you make to be successful in game situations?

How can science help you improve your movement skills?

What do you need to know to make good exercise choices?

Exemplars

Have students explore a variety of appropriate physical activities (playing, working, moving and exercising). Then have students:

- List five changes that happen to our bodies when we are physically active;
- List five benefits of being physically active;
- Describe what makes an exercise a good exercise; and
- Create a list of feelings that occur during games and activities. (10.4.3)

List the four parts of the F.I.T.T. Principle. (10.5.3.D)

Describe each part of the F.I.T.T. Principle. (10.5.3.D)

Vocabulary

Grade K

I Am Active - When you are active, you are moving, you are using energy and you are doing something with the muscles in your body. It is important to be active. Being active helps you have strong bones, strong muscles, more energy, more fun and is good for your body. (10.3, 10.4, 10.5)

Basic Movement Skills - The action words you use in physical education class. Action words tell you what you are doing. Most physical activities use basic movement skills. The basic movement skills are the building blocks for more complex activities. Basic movement skills are organized into three categories: locomotor, nonlocomotor and manipulative movements. (10.3, 10.4, 10.5)

Locomotor Movements - Whole body movements used to move our body from one place to another such as run, walk, jump, hop, leap, gallop, slide and skip. (10.3, 10.4, 10.5)

Manipulative Movements - Movements that are used to move objects with body parts and/or implements such as throw, catch, dribble, kick, strike and volley. The movement causes an object or objects to be moved from one place to another. (10.3, 10.4, 10.5)

Nonlocomotor Movements - Movement of body parts where there is little or no movement from one place to another. Nonlocomotor movements help you learn about what the different parts of your body can do such as bend, stretch, swing, sway, twist, turn, pull, push, shake and strain. (10.3, 10.4, 10.5)

Physical Activity - Anything that you do that moves most of your body. A physical activity is anything you do that requires movement and involves the body or parts of the body. You use physical activities in physical education class and outside physical education class. (10.3, 10.4, 10.5)

Regular Participation - When you do something every day or almost every day. When you do something often you are showing regular participation. (10.3, 10.4, 10.5)

Relationships - The position of one's body to objects or other people. Some examples include over, under, beside, etc. (10.3, 10.5)

Rules of Play - Guidelines and regulations that explain how to play a game and how to play it safely, fairly and politely. (10.3, 10.5)

Self Space - The space in the immediate area where you do not touch anyone or anything. (10.3, 10.5)

Space Awareness - This tells you where your body can move and includes general space, self-space, levels, pathways and directions

Small Group Activities - When you do something with 3, 4 or 5 people. Some physical activities you can do by yourself (alone). Some physical activities you can do with one other person. Some physical activities you will need to do with three, four, or five people. When you work with three to five people, we call it a small group. (10.3, 10.4, 10.5)

Grade 1

Backward - A direction in which you move with the back of the body leading. (10.3, 10.5)

Basic Movement Skills - The action words you use in physical education class. Action words tell you what you are doing. Most physical activities use basic movement skills. The basic movement skills are the building blocks for more complex activities. Basic movement skills are organized into three categories: locomotor, nonlocomotor and manipulative movements. (10.3, 10.4, 10.5)

Bend - A nonlocomotor movement in which the body parts come closer together. (10.3, 10.4, 10.5)

Breathing Rate - Your breathing rate is also called a respiration rate. Your respiration rate is the number of breaths you take in one minute. (10.3, 10.4, 10.5)

Catch - A manipulative movement in which you receive an object with your hands or hands. (10.3, 10.4, 10.5)

Critical Elements - The important parts of a skill that help you understand the "how to" of the skill. (10.3, 10.4, 10.5)

Curve - A pathway in which you move in a circular path. (10.3, 10.5)

Down - A direction in which you move with the feet leading. (10.3, 10.5)

Dislikes - To not enjoy. Dislike is the opposite of like. When you dislike a physical activity you do not want to do the activity. (10.3, 10.4, 10.5)

Dribble - A manipulative movement in which you alternately use each hand or foot to push an object. (10.3, 10.4, 10.5)

Effort Concepts - Concepts that help you to learn how your body moves. Effort concepts use speed, force and flow to improve the quality of movement. (10.3, 10.5)

Exercise - A special fitness activity that may help you move stronger (muscular strength), move for a longer time (muscular endurance and cardiorespiratory endurance) and move with ready muscles (flexibility). Exercises can help you improve your movement and fitness activity performance (skillful mover). (10.3, 10.4, 10.5)

Flow - An effort concept which includes free movement to bound (restricted) movement. (10.3, 10.5)

Force - An effort concept which includes strong (hard or firm) to light (easy or fine) movement. (10.3, 10.5)

Force - A scientific principle (law) that causes motion. In order for you to move, you need to make force. You cannot see force but you can see the results of force. (10.3, 10.5)

Force Absorption - The act of taking in or receiving force (energy). (10.3, 10.5)

Force Production - The act of making or creating force (push and pull). (10.3, 10.5)

Forward - A direction in which you move with the front of the body leading. (10.3, 10.5)

Gallop - A locomotor movement in which the one foot leads and uses a step draw action (forward or backward.) (10.3, 10.4, 10.5)

General Space - The empty or open space other than your own personal space. (10.3, 10.5)

Gravity - A scientific principle (law) that pulls us back to the ground when we jump. It is the attraction that the earth has for all bodies. (10.3, 10.5)

Health - Being the best you can be. How your body feels, how your mind thinks, how you feel about the things that happen to you and how you get along with others, as well as being free of illness or disease. (10.3, 10.4, 10.5)

Heart Rate - This is how fast your heart beats. Your heart pumps blood to your body through blood vessels. Your heart rate is the number of heartbeats (pumps) per minute. (10.3, 10.4, 10.5)

High Level - A movement concept which means above the shoulders. (10.3, 10.5)

Hop - A locomotor movement in which there is a one-foot take off and a one-foot (same foot) landing. (10.3, 10.4, 10.5)

Jump - A locomotor movement in which there is a two-foot take off and a two-foot landing. (10.3, 10.4, 10.5)

Leap - A locomotor movement in which the body takes off from one foot and lands on the other foot. (10.3, 10.4, 10.5)

Kick - A manipulative movement in which you contact an object with the foot. (10.3, 10.4, 10.5)

Left Side - A direction in which you move with the left side of the body leading. (10.3, 10.5)

Likes - To enjoy. When you like a physical activity you want to do the activity. The more you enjoy the activity, the more you want to do the activity. (10.3, 10.4)

Locomotor Movements - Whole body movements used to move our body from one place to another such as run, walk, jump, hop, leap, gallop, slide and skip. (10.3, 10.4, 10.5)

Low Level - A movement concept which means from the knees to the floor. (10.3, 10.5)

Manipulative Movements - Movements that are used to move objects with body parts and/or implements such as throw, catch, dribble, kick, strike, and volley. The movement causes an object or objects to be moved from one place to another. (10.3, 10.4, 10.5)

Medium Level - A movement concept which means between the knees and shoulders. (10.3, 10.5)

Movement Concepts - Movements that make the basic movement skills exciting to use and describe the many different ways you can perform the action words in physical education class. The movement concepts add variety when practicing basic movement skills. There are movement concepts related to space awareness, effort and relationships. Movement concepts can be used to practice movement skills in different ways so you become a skillful mover.

Nonlocomotor Movements - Movement of body parts where there is little or no movement from one place to another. Nonlocomotor movements help you learn about what the different parts of your body can do such as bend, stretch, swing, sway, twist, turn, pull, push, shake and strain. (10.3, 10.4, 10.5)

Negative Effect - Whenever something causes a bad result such as injury or blisters. (10.3, 10.4)

Negative Interactions - Words or actions that happen between people that are not appropriate and makes someone in the group feel bad. The bad things that happen between group members are called negative interactions. Negative interactions are the opposite of positive interactions. (10.3, 10.4, 10.5)

On-Task - Continuing to do what you have been asked to do. On-task participation is an important physical, social, emotional, and cognitive skill. Staying focused on a task and being able to keep working on a task are two parts of on-task participation. (10.3, 10.4)

Physical Fitness - When you are physically fit your heart, lungs, and muscles have the strength and endurance you need to be physically active. (10.3, 10.4, 10.5)

Positive Effect - Whenever something causes a good result such as stronger heart, bones and lungs. (10.3, 10.4)

Positive Interactions - Words or actions that happen between people that are appropriate and makes someone in the group feel good. When you work with others in a small group both good things and bad things can happen between the members of the group. We call the good things that happen positive interactions. (10.3, 10.4, 10.5)

Pull - A nonlocomotor movement in which the body parts drag an object. (10.3, 10.5)

Push - A nonlocomotor movement in which the body parts press against an object. (10.3, 10.5)

Relationship Concepts - Concepts that help you to learn how to move your body with objects (bats, jump rope, etc.) and other people. Relationship concepts include over, under, on, off, near, far, in front, behind, through, meeting, parting, surrounding, around and alongside. (10.3, 10.4, 10.5)

Right Side - A direction in which you move with the right side of the body leading. (10.3, 10.5)

Rules of Play: Guidelines and regulations that explain how to play a game and how to play it safely, fairly and politely. (10.3, 10.4, 10.5)

Run - A locomotor movement in which your head is up and the knees are lifted. (10.3, 10.4, 10.5)

Scientific Principles - These are like laws that tell us why we should move our bodies in a certain way. Knowing the best ways to move the body and understanding why will help us become more skillful movers and protect us from injuries. We will look at the scientific principles of gravity, force absorption and force production. (10.3, 10.5)

Self Space - The space in the immediate area where you do not touch anyone or anything. (10.3, 10.5)

Shake - A nonlocomotor movement in which the body parts have a quick back and forth movement. (10.3, 10.4, 10.5)

Skip - A locomotor movement in which one foot steps and hops forward then alternates feet using the same step-hop motion. (10.3, 10.4, 10.5)

Slide - A locomotor movement in which one foot leads and uses a step draw action (sideways.) (10.3, 10.4, 10.5)

Space Awareness - A movement concept that helps you learn where the body can move and includes general space, self-space, levels, pathways and directions. (10.3, 10.5)

Speed - An effort concept which includes slow to fast movement. (10.3, 10.5)

Spinning - A nonlocomotor movement in which the whole body moves rapidly in a circle. (10.3, 10.4, 10.5)

Straight - A pathway in which you move in a linear path. (10.3, 10.5)

Strain - A nonlocomotor movement in which the body becomes tight or tense. (10.3, 10.5)

Stretch - A nonlocomotor movement in which you reach out with body parts. (10.3, 10.4, 10.5)

Strike - A manipulative movement in which you hit an object with a hand, hands or an implement. (10.3, 10.4, 10.5)

Swing - A nonlocomotor movement in which you move in a free swaying motion. (10.3, 10.4, 10.5)

Sway - A nonlocomotor movement in which there is a shifting of body weight. (10.3, 10.4, 10.5)

Twist - A nonlocomotor movement in which you hold one end of a body part still and turn the other end. (10.3, 10.4, 10.5)

Turn - A nonlocomotor movement in which the body faces a new direction. (10.3, 10.4, 10.5)

Throw - A manipulative movement in which you send an object with your hand or hands. (10.3, 10.4, 10.5)

Up - A direction in which you move with the top of the head leading. (10.3, 10.5)

Volley - A manipulative movement in which you consecutively strike an object with a hand, hands or an implement. (10.3, 10.4, 10.5)

Walk - A locomotor movement in which one foot is always in contact with the floor. (10.3, 10.4, 10.5)

Zigzag - A pathway in which you move in an angular path. (10.3, 10.5)

Grade 2

Balance - A scientific principle which relates to the ability to maintain equilibrium while stationary or moving. Balance relates to base of support and center of gravity. (10.3, 10.5)

Cooperation - Working together with other people for a common goal. (10.3, 10.4, 10.5)

Feedback - Information given to the learner to help improve or correct a movement. (10.3, 10.5)

Frequency: How often you should exercise. (10.3, 10.4, 10.5)

Intensity: How hard you should exercise. (10.3, 10.4, 10.5)

Invasion Games - Activities such as soccer and basketball which require teammates to pass and receive a ball and to maintain possession. Possession games involve moving to open space in order to gain possession or maintain possession of the object. (10.3, 10.4, 10.5)

Moderate Physical Activity - Moderate physical activity makes the heart beat faster and the lungs work harder. You will feel some increase in your heart rate and your breathing rate when you participate in moderate physical activities. Moderate physical activities are not too difficult. A brisk walk is a good example of a moderate physical activity. Participation in moderate physical activity contributes to a healthy body. (10.3, 10.4, 10.5)

Passing - When a player accurately sends an object to an open teammate. (10.3, 10.4, 10.5)

Practice - Practice is repetition. (10.3, 10.4, 10.5)

Principles of Exercise - Guidelines to follow to obtain the maximum benefits from physical activity and exercise. In order to make wise exercise choices, you should use the F.I.T.T. principles. Using the F.I.T.T. principles can help you improve your performance in movement and fitness activities. Each letter of the F.I.T.T. guidelines represents an important exercise idea (concept): F = frequency; I = intensity; T = time; and T = type. (10.3, 10.5)

Receiving - When a player catches an object sent by another player. (10.3, 10.4, 10.5)

Sharing - To use together. Many times when you are cooperating, you will also use the skill of sharing. When you are cooperating, you may be sharing space, equipment, etc. (10.3, 10.4)

Specific Feedback - Feedback which contains information on what critical element or elements needs to be practiced. (10.3, 10.5)

Time - How long you should exercise. (10.3, 10.4, 10.5)

Type - What type of activity or exercise in which you engage. (10.3, 10.4, 10.5)

Grade 3

Combination Movements - Two or more different movement skills performed with each other. (10.3, 10.5)

Defending Space - An invasion game strategy in which the defending team attempts to close or reduce the open space. (10.3, 10.5)

Developmental Differences - Learners are at different levels in their motor, cognitive, emotional, social and physical development and do not learn the same things at the same time or the same rate. Some people may learn very quickly while it may take others a longer period of time. (10.3, 10.5)

Distributed Leadership - A cooperative learning strategy where the responsibilities of leading are equally distributed. (10.3, 10.4)

Dodging - This is the ability to quickly change directions and speeds. (10.3, 10.5)

Faking - Pretending to move in one direction then actually moving in another direction. (10.3, 10.5)

Follower - To be guided by someone, to come after and to obey. Following skills include helping the leader by participating and cooperating, paying attention when the leader is talking and giving your best effort to the activity. In a group activity, you may be a follower. Followers are willing to follow the suggestions of another. Followers are needed for a team to be successful. (10.3, 10.4)

Game Strategies - Actions that help an individual and/or team decide what to do and when to do it during game situations. (10.3, 10.5)

Leader - To be in charge or showing the way. We usually think of one person being identified as a leader when thinking about leading. A leader can also be in charge of making decisions for your group.

Leading Skills - Speaking with a strong voice, making eye contact when you talk to group members, asking questions of group members, having all group members practice together and giving positive feedback to members who try. (10.3, 10.4)

Moving to be Open - This is an invasion game strategy in which the offensive players attempt to move to an area where there are no defensive players in order to create space. When moving to be open you need to move when you do not have the ball, puck, etc. (10.3, 10.4, 10.5)

Rotation - Movement that occurs around an axis or center point as in spinning, swinging, rolling or somersaulting. (10.3, 10.4, 10.5)

Serial Skills - When two or more skills are combined and performed with each other. These skills are performed as one continuous movement pattern done over and over such as bouncing a ball. Most games and sports use serial skills. (10.3, 10.5)

Vigorous Physical Activity - Vigorous physical activity contributes to a healthy body. Vigorous physical activity keeps you moving and working hard and will make your heart beat much faster and harder than moderate physical activity. Vigorous physical activity will make you breathe much harder, begin to perspire and start to make your muscles feel tired. (10.3, 10.4, 10.5)

PHYSICAL EDUCATION 4-6 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 4, 5 and 6. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Participation in physical activity impacts wellness throughout a lifetime.

Quality lifelong movement is based on scientific concepts/principles.

Safety impacts individual and community well-being.

Concepts

Intensity levels of various physical activities impact physical fitness and health. (10.4.6A)

Regular participation in physical activities affects the body systems. (10.4.6B)

The body’s response to physical activity can be measured and assessed. (10.4.6C)

Various factors impact physical activity preferences during childhood. (10.4.6D)

In addition to regular participation in physical activities, many other factors impact motor skill improvement. (10.4.6E)

Individuals interact through many different roles in group physical activities. (10.4.6F)

Basic movement skills and concepts (combine to) form movement sequences and advanced skills. (10.5.6A)

Motor skill development concepts can be applied to a variety of basic motor skills. (10.5.6B)

There is a connection between appropriate practice and the development of motor skills. (10.5.6C)

Exercise principles influence health and skill-related fitness. (10.5.6D)

Scientific principles help us move more efficiently. (10.5.6E)

Game strategies are used to be successful in games and physical activities. (10.5.6F)

Competencies

Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.

Describe what influences a person's choice of physical activities.

Describe the various roles within a group and how they can be positive or negative.

Apply movement skills, concepts and game strategies when participating in physical activities.

Apply scientific principles and appropriate practice strategies to improve movement skills.

Apply exercise principles (F.I.T.T.) to health-related fitness components.

Essential Questions

How does participating in physical activity affect you?

Why do people choose group activities over individual activities or individual activities over group activities?

How can the individual impact the group during physical activities and how can the group impact the individual during physical activities?

How can you become an advanced mover?

How can strategies affect the outcome of a game or physical activity?

How are scientific principles important in physical activities?

How can exercise be used to improve health and fitness?

Exemplars

Create a teamwork T-chart identifying what teamwork looks like and sounds like. Create a T-chart identifying what leadership looks like and sounds like. Create a T-chart identifying what following looks like and sounds like. (10.4.6F)

List and describe the five components of health-related fitness and give an example of an exercise or activity for each of the five components. (10.5.6D)

Keep a fitness log recording which health-related fitness components you applied to your daily workouts. (10.5.6D)

Vocabulary

Grade 4

Advanced Skills - The specialized skills used in sports, games and dance. They are also called complex or sport-specific skills. Advanced skills have many parts and cannot be acquired until the individual has acquired mature fundamental skills. (10.3, 10.5)

Agility - The ability to change body positions quickly and keep your body under control when it is moving. (10.3, 10.5)

Balance - The ability to keep your body in a steady position while standing or moving. (10.3, 10.5)

Body Composition - This relates to the percentage of fat tissue and lean tissue in the body. (10.3, 10.4, 10.5)

Coordination - The ability of body parts to work together when you perform an activity. (10.3, 10.4, 10.5)

Body Systems - The many parts of your body (organs, blood vessels, muscles, etc) that work together to keep you functioning. They include nervous, endocrine, respiratory, circulatory, digestive, urinary, skeletal, integumentary and muscular. (10.3, 10.4, 10.5)

Cardio-respiratory Endurance - The ability of the heart, lungs, blood vessels and blood to work efficiently to supply the body with oxygen. Having good cardiorespiratory endurance allows you to be physically active for a long time without getting tired. (10.3, 10.4, 10.5)

Dynamic Balance - Equilibrium used when in motion, starting and stopping. (10.3, 10.5)

Flexibility - The range of motion available at a joint. (10.3, 10.5)

Health-related Fitness - The components of physical fitness that have a relationship with good health. These include cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.(10.3, 10.4, 10.5)

Heart Rate Monitoring - A technique used to determine how hard you are working. By monitoring your heart rate, you can check if your physical activity level is vigorous enough to build cardiovascular fitness. One quick method to monitor your heart's response to physical activity is to take your pulse. When you take your pulse, you are monitoring your heart rate. Although there is a pulse on each side of your neck, it is suggested that children use the pulse on the thumb side of either wrist (radial pulse). (10.3, 10.4, 10.5)

Heart Rate Monitor - A piece of equipment which enables you to quickly see data on the intensity of the physical activity during the entire session and while you are actively engaged. When you are wearing a heart rate monitor, you can check your heart rate throughout the entire activity. Heart rate monitors

have a wireless transmitter attached to a chest strap. The transmitter sends heart rate information to a watch worn on the wrist. (10.3, 10.4, 10.5)

Law of Acceleration - An object will accelerate in the same direction as the force that caused it. The more force applied, the greater the acceleration. The more mass, the less acceleration. This is Newton's second law. (10.3, 10.5)

Law of Action/Reaction - For every action, there is an equal and opposite reaction. This is Newton's third law. (10.3, 10.5)

Law of Inertia - A body at rest will remain at rest and a body in motion will remain in motion unless acted upon by a force. This is Newton's first law. (10.3, 10.5)

Movement Sequences - Movement sequences help integrate basic movement skills and concepts. In a movement sequence the basic movement skills and movement concepts have a relationship that enhances each other. (10.3, 10.5)

Muscular Endurance - The ability of a muscle to continue to perform without getting tired. (10.3, 10.4, 10.5)

Muscular Strength - The ability of a muscle to exert force. (10.3, 10.4, 10.5)

Newton's Laws of Motion - Three scientific laws by Sir Isaac Newton that explain the relationships between force and the motions produced by them. They are the Law of Inertia, Law of Acceleration and the Law of Action/Reaction. (10.3, 10.5)

Peer Communication - This describes teammates giving and receiving information regarding game strategies. (10.3, 10.4, 10.5)

Power - The ability to combine force with speed. (10.3, 10.5)

Reaction Time - The ability to move quickly when you get a signal to start moving. (10.3, 10.5)

Skillful Mover - A person who can perform motor skills effectively (successfully) and efficiently (no wasted movements). (10.3, 10.4, 10.5)

Skill-Related Fitness - The focus of this type of fitness is on motor skills and sports performance. Skill-related fitness is influenced by your heredity, age and experience. The components of skill-related fitness include agility, balance, coordination, power, reaction time and speed. (10.3, 10.5)

Speed - The ability to get from one place to another in the shortest possible time. (10.3, 10.5)

Static Balance - Maintaining equilibrium while remaining stationary or motionless. (10.3, 10.5)

Grade 5

Adherence to Rules - To follow the rules. There are many places you will find rules (classroom, traveling in the school hallways, recess, etc). Many physical activities have a set of rules. In physical activities, rules serve different purposes. Some rules are for safety while other rules explain how to play

the game and others explain how to be polite to our teammates and opponents. By adhering to the rules, you are able to practice social skills such as caring, cooperation, responsibility, and courtesy. (10.3, 10.4, 10.5)

Blood Pressure - The blood in your arteries exerts a pressure against the inner walls of the arteries. The force exerted by the blood against the arterial walls is called blood pressure. (10.3, 10.4, 10.5)

Checking Blood Pressure - Two numbers are recorded when you have your blood pressure taken. The first number is your systolic pressure. This is the peak pressure as the ventricles contract. The second number is your diastolic pressure. This is the pressure when the heart is relaxed. Your blood pressure results can give you a good indication about how your circulatory system is working. (10.3, 10.4, 10.5)

Developmental Stages of Learning - Three phases you move through when learning a new motor skill. Stage 1 is the Inconsistent or Cognitive stage. The performer has erratic skill performance and has to think about the skill cues. Stage 2 is the Consistent or Associative stage. The performer has coordinated skill performance. Stage 3 is the Automatic stage in which the performer can perform skills without having to think about the cues and the movement appears effortless. (10.3, 10.5)

Etiquette - Rules of polite behavior. Games and sports that require group play require the use of etiquette. Being respectful of the umpires/referee's calls, avoiding retaliation against an opposing player and avoiding arguments are examples of polite behavior. Etiquette rules support safe and fair play. (10.3, 10.4)

Game Strategies - Different plans that an offense or defense uses to help them be successful in a game. (10.3, 10.5)

Give and Go - An offensive strategy in which a player can pass the object, move to an open space and receive a return pass. (10.3, 10.5)

Hypertension - High blood pressure is called hypertension. Hypertension is a risk factor for coronary artery disease and stroke. (10.3, 10.4, 10.5)

Movement Efficiency - Refers to the amount of energy used while performing a movement. Skillful movers perform skills with very little use of energy. (10.3, 10.4, 10.5)

One on One - A game strategy or tactic when one person defends another person during an invasion type team game. (10.3, 10.5)

Parental Preference - The physical activity likes and dislikes of your mother/father/guardian. When you are young, parents play a big role in your physical activity choices. Parents/guardians can act as a support team to help you be physically active. (10.3, 10.4)

Personal Interest - Something you want to know about and do. Many times, you are interested in an activity because you feel that you have the necessary skills to be successful. People like to feel competent when engaging in physical activity. (10.3, 10.4)

Relevant Cues - Information that is important (relevant) to the successful use of a motor skill. (10.3, 10.4, 10.5)

Social Experience - Many physical activities involve other people. Some people enjoy participating in physical activities where friends, teammates, coaches and family support them. How we experience a particular activity depends not only on what we are asked to do, but how we are asked to do it, and the response we receive for our efforts. (10.3, 10.4)

Time on Task - The amount of time you are actively participating appropriately in an activity. (10.3, 10.4)

Grade 6

Distributed Leadership - A cooperative learning strategy where the responsibilities of leading are equally distributed. (10.3, 10.4)

Enjoyment - The pleasure you get from participating in the selected physical activity. The more you enjoy a physical activity, the more likely you are to participate in the physical activity. (10.3, 10.4)

Environmental Preferences - The reflection of the things that influence your life such as the area where you live, your family and the things that happen to you (experiences). Being in an environment that supports being physically active can increase your chances of being physically active. (10.3, 10.4)

Feedback - Information from an instructor or another source that helps you change a performance or skill. (10.3, 10.4, 10.5)

Fitness Assessments - Tools that can be used to monitor and assess the responses of your body to moderate to vigorous physical activity. Fitness assessments are a test of the various health-related or skill-related fitness components. Fitness assessments can provide you with personal information about your present level of fitness. Fitness assessment should never be used as grades. (10.3, 10.4, 10.5)

FITNESSGRAM - A health-related physical fitness assessment and computerized reporting system. The FITNESSGRAM uses objective criterion standards to evaluate fitness performance rather than using norms. It was developed in 1982 by leading scientists in physical activity and fitness assessment at The Cooper Institute in Dallas, Texas. (10.3, 10.4, 10.5)

Flight - When an object or person is projected into the air. The trajectory depends on velocity (speed and direction), height and angle of release. (10.3, 10.5)

Follower - To be guided by someone, to come after and to obey. There are many opportunities to practice following skills in group physical activities. Following skills include helping the leader by participating and cooperating, paying attention when the leader is talking and giving your best effort to the activity. In a group activity, you may be a follower. Followers are willing to follow the suggestions of another. Followers are needed for a team to be successful. (10.3, 10.4)

Lead Pass - When an offensive player passes a ball to an offensive player that goes in front of them to catch the ball. (10.3, 10.5)

Leader - To be in charge or showing the way. We usually think of one person being identified as a leader when thinking about leading. A leader can also be in charge of making decisions for your group. (10.3, 10.4)

Levers - These are simple machines that provide a mechanical advantage based on how the force, resistance and axis are positioned on the lever relative to each other. Levers are divided into three classes: first, second and third. (10.5)

Physical Activity Pyramid - A guide that helps you choose from a variety of activities and to help you determine the benefits of each. The guide has four levels. Level 1 involves Lifestyle Physical Activities. Level 2 involves Active Aerobics and Active Sports and Recreation. Level 3 involves Exercise for Flexibility and Exercise for Strength and Muscular Endurance. Level 4 involves Rest or Inactivity. (10.3, 10.4, 10.5)

School-Community Resources - Both schools and communities provide places you can go to in order to gain motor skill practice and experience. Both schools and communities may provide instructional programs that can help you learn about various physical activities. (10.3, 10.4)

Self-Assessments - Assessing your status by testing yourself. When you self-assess there are two important things you should know: why you are doing the test and how to test yourself. It is important to know how to self-assess so that you may monitor the achievement of your personal physical fitness and physical activity goals for the rest of your life. (10.3, 10.4, 10.5)

Target Heart Rate Zone - A phrase used to describe the intensity of an activity that is necessary to promote a benefit such as fitness improvement. (10.3, 10.4, 10.5)

Teamwork - A joint action by two or more people or a group, in which each person contributes different skills and expresses his or her individual interests and opinions for the unity and efficiency of the group in order to achieve common goals. (10.3, 10.4, 10.5)

Variety of Activities - Physical activity can take many different forms such as dance (social, cultural, formal, etc.), sport (team, individual), play, leisure, outdoor, adventure, fitness and aquatics. By participating in a variety of activities, you are expanding your opportunities to improve your skills, knowledge and health. When you participate in a variety of activities, you gain opportunities to use and develop your skills in new and unique ways. (10.3, 10.4, 10.5)

PHYSICAL EDUCATION 7-9 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 7, 8 and 9. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Participation in physical activity impacts wellness throughout a lifetime.

Quality lifelong movement is based on scientific concepts/principles.

Safety impacts individual and community well-being.

Concepts

Informed selections of physical activities can lead to the achievement of personal fitness and activity goals. (10.4.9A)

Relationships exist between regular participation in physical activity and adolescent health improvement. (10.4.9B)

The body's response during physical activity is affected by internal and external factors. (10.4.9C)

A variety of factors impact physical activity preferences during adolescence. (10.4.9D)

Motor skill improvement through physical activity is impacted by individual choices and differences. (10.4.9E)

The interactions of adolescents impact the outcome of group physical activities. (10.4.9F)

Skill-related fitness components enhance movement performance. (10.5.9A)

Motor skill development concepts are used to create complex movements. (10.5.9B)

The selection of appropriate practice strategies improves motor skills. (10.5.9C)

Training principles identified by specific vocabulary impact the effectiveness of a fitness program. (10.5.9D)

Biomechanical principles affect the quality of complex movements. (10.5.9E)

Offensive and defensive strategies are used to be successful in complex games and activities. (10.5.9F)

Competencies

Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.

Evaluate physical activity preferences, responses of the body's systems and activities that support life-long fitness and activity goals.

Apply skill-related fitness components and game strategies when participating in complex games and physical activities.

Describe, using appropriate vocabulary, and use training principles to improve physical fitness.

Apply scientific principles and practice strategies to improve the quality of complex movements.

Essential Questions

How can physical activity choices impact my life as an adolescent?

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

How can you improve the quality of complex movements?

What principles can be used to improve physical fitness?

How does the application of scientific principles impact complex movements?

What types of strategies would you use to be successful in a complex game situation?

Exemplars

My Business Partners: You are looking for three diverse people with whom you would be willing to start a business. You will need to identify three reasons why these three people are different from you. Your interview process will be through all of the activities that you will participate in over the next two weekends. You will have to keep a daily record of your class experiences with various people, perhaps in your journal. At the end of this interview process (class), you will select three people to start your business with. You will need to support your choices with five reasons as to why they would be good business partners. The reasons should reflect:

- What is necessary to be a successful team; and
- Any individual assets the person would have to make your business successful.

Please use the following format.

Example:

Person Number 1's name

List three reasons why this person is different from you.

List five reasons why this person would be a great business partner.

(Do this for three people).

THEN:

Your name

List three reasons why you are different from others.

List three assets you bring to the business.

THEN:

Summary of thoughts: Write about how all four of you would work well together. What problems might arise? How would you solve these dilemmas? This should have you speak about how all of your strengths would connect, support and/or conflict creating positive and negative situations. How can you interact with people with similar and dissimilar characteristics? (Group dynamics/diversity: Bob Emory - Neshaminy School District) (10.4.9F)

Identify and describe the six principles of training by writing a song, rap or poem. (10.5.9.D)

Maintain a daily fitness log recording which principles of training you utilized during each workout. (10.5.9.D)

Vocabulary

Grade 7

Adolescence - The time of life between childhood and adulthood when you go through many changes. During this time, the body goes through many physical, emotional, mental and social changes. (10.4, 10.5)

Affiliation/belongingness - A feeling of acceptance by others. (10.3, 10.4)

Agility - The ability to quickly change the position of the entire body in space while keeping it under control. (10.3, 10.4)

Analyze - The ability to separate or distinguish the component parts of something. (10.4, 10.5)

Balance - The ability to maintain equilibrium while stationary or moving. (10.3, 10.5)

Biomechanical Principles - The science concerned with the action of forces and their effects, internal and external, on the living body. (10.5)

Centrifugal Force - The force that pulls an object away from the center as it moves in a circle. (10.3, 10.5)

Centripetal Force - The force required to keep an object moving around a circular path. (10.3, 10.5)

Closed Task - A task that is practiced under predictable, unchanging and static conditions. (10.3, 10.5)

Competence - Achievement of goals. (10.3, 10.4, 10.5)

Defensive Strategy - A planned approach used to stop or prevent the opposition from scoring points or goals, regaining possession and preventing advancements in game situations. (10.3, 10.5)

Developmentally Appropriate - A program that promotes a physically active lifestyle. It accommodates a variety of individual differences such as cultural identity, previous movement experience, fitness and skill levels, and intellectual, physical and social-emotional maturity and interest. (10.3, 10.4, 10.5)

Goal - A personal desire an individual has or intent to achieve. (10.4, 10.5)

Goal Setting - A skill that helps you set realistic and practical goals for being active and achieving physical fitness based on individual fitness levels and activity likes and dislikes. Goals should be specific, measurable, attainable, realistic, timely and relevant to the individual in order to be achieved. (10.4, 10.5)

Heat Cramps - Sweating and muscle cramps caused by excessive exposure to heat and a low consumption of water (dehydration). (10.3, 10.4, 10.5)

Heat Exhaustion - A heat-related condition caused by excessive exposure to heat and low consumption of water (dehydration). It is characterized by pale, cool and clammy (sticky) skin, excessive sweating, weakness, tiredness, dizziness, muscle cramps, possible vomiting and fainting. (10.3, 10.4, 10.5)

Heat Stroke - A heat-related condition caused by continued excessive exposure to heat and low consumption of water (dehydration). It is characterized by high body temperature (possibly as high as 106 degrees), hot, dry, flushed, red skin, rapid pulse, lack of sweating, dizziness or unconsciousness. This condition can result in death and requires immediate medical attention. (10.3, 10.4, 10.5)

Hyperthermia - A heat-related condition of overheating which occurs when the body temperature rises too high. (10.3, 10.4, 10.5)

Offensive Strategy - A planned approach used to score points, make goals, retain possession and make advancements in game situations. (10.3, 10.5)

Open Task - A task that is practiced under unpredictable, unanticipated and dynamic conditions. (10.3, 10.5)

Overload - A principle of exercise that states that the only way to improve fitness is to exercise more than normal. (10.3, 10.5)

Skill-related Fitness - The components of physical fitness that have a relationship with enhanced performance in sports or motor skills. These include agility, balance, coordination, power, reaction time and speed. (10.3, 10.5)

Specificity - A principle of exercise that states that precise types of exercises must be done to develop certain aspects of the body or fitness. (10.3, 10.5)

Stress - The body's reaction to a demanding situation. Something that causes stress is called a stressor. They include physical, emotional and social stressors. Stressors do not affect everyone in the same way. Stress can be good or bad. (10.3, 10.4, 10.5)

Grade 8

Activity Confidence - The ability of a person to perform well in an activity. (10.3, 10.4, 10.5)

Activity Goals - Personally developed and self-monitored activity goals based on assessment, interest, desires and access to the activities. (10.3, 10.4, 10.5)

Aerobic - Physical activity performed at a steady pace for an extended period of time so the heart can supply as much oxygen as the body requires. (10.3, 10.5)

Anaerobic - Physical activity of short duration and high intensity so the heart cannot supply oxygen as fast as the body requires it. (10.3, 10.5)

Bi-polar dimensions - A way of determining group dynamics. (10.3, 10.4)

Coordination - The ability of the senses and body parts to work together when performing a motor task. (10.3, 10.4, 10.5)

Disease Prevention - Taking steps to reduce or stop health problems. (10.3, 10.4)

Group Dynamics - The study of people's behavior in groups. (10.4)

- Aggressor - Attacks the other group members, deflates the status of others and other aggressive behavior. (10.4)
- Blocker - Resists movement by the group. (10.4)
- Compromiser - Moves group to another position that is favored by all group members. (10.4)
- Coordinator - Shows the relationships between ideas. (10.4)
- Elaborator - Explains ideas within the group and offers examples to clarify ideas. (10.4)
- Encourager - Praises the ideas of others. (10.4)
- Energizer - Stimulates the group to a higher level of activity. (10.4)

- Evaluator-critic - Measures the group's actions against some objective standard. (10.4)
- Gatekeeper/expediter - Keeps communication channels open. (10.4)
- Group Observer - Keeps records of group activities and uses this information to offer feedback to the group. (10.4)
- Harmonizer - Mediates differences between group members. (10.4)
- Help Seeker - Tries to gain the sympathy of the group. (10.4)
- Initiator - Contributor who generates new ideas. (10.4)
- Information Seeker - Asks for information about the task. (10.4)
- Information Giver - Offers facts or generalizations to the group. (10.4)
- Opinion Seeker - Asks for the input from the group about its values. (10.4)
- Orienteer - Shifts the direction of the group's discussion. (10.4)
- Procedural - Technician - Performs logistical functions for the group. (10.4)
- Recognition Seeker - Calls attention to himself or herself. (10.4)
- Recorder - Keeps a record of group actions. (10.4)
- Self-confessor - Seeks to disclose non-group related feelings or opinions. (10.4)
- Special Interest Pleader - Uses stereotypes to assert his/her own prejudices. (10.4)
- Standard Setter - Suggests standards or criteria for the group to achieve. (10.4)

Individual Fitness Status - Where you currently are in regards to fitness. Knowing your fitness status allows you to begin at your appropriate level of activity. Your personal goals and objectives for physical activity and fitness are based upon the status. (10.4, 10.5)

Linear Motion - Movement that occurs in a straight path. (10.3, 10.5)

Personal Fitness Goals - Personally developed goals based on a formal criteria-based fitness assessment. (10.3, 10.4)

Power - The rate at which one can perform work. It is the ability to combine strength with speed. (10.3, 10.5)

Previous Experience - A prior personal learning through observation, encountering, doing and testing. (10.5)

Progression - A principle of exercise that states that a person should start slowly and increase exercise gradually. (10.3, 10.5)

Rotary Motion - The force that produces movement that occurs around an axis or center point. (10.3, 10.5)

Time Management - Controlling the clock while playing offense and defense. (10.5)

Grade 9

Activity Goals - Planning ahead of time what you expect to accomplish and how you will accomplish it. (10.3, 10.4, 10.5)

Advanced Skill - These skills are sometimes referred to as sport-specific skills, complex skills and specialized skills. Advanced skills enable students to meet the demands of different situations and changing environments. Advanced skills require students to prepare for the next skill/movement during the previous movement and to control movements and synchronize timing of the movements.

Examples of advanced skills are Ultimate Frisbee (Rim Catch), Lacrosse (Cradle), Diving (Swan Dive) and Track and Field (Triple Jump). (10.3, 10.5)

Body Composition - The amount of lean body mass compared with the amount of body fat. (10.3, 10.4, 10.5)

Circuit Training - A type of aerobic activity where participants move through a series of different aerobic and anaerobic exercises to increase their overall level of fitness. (10.3, 10.5)

Complex Games - Students are involved in full game play. They are specialized in offensive and defensive game play. (10.3, 10.5)

Continuous Skill - Two or more repetitions of the same skill. (10.3, 10.5)

Discrete Skill - A single skill performed in isolation from other motor skills. (10.3, 10.5)

Equilibrium - The state in which there is no change in the motion of the body or object. (10.3, 10.5)

Frictional Resistance - Any force that acts in opposition to the movement of one surface on another.

Interval Training - A form of aerobic exercise that alternates set periods of activity with set periods of rest. (10.3, 10.5)

Principles of Training - Guidelines to follow to obtain the maximum benefits from an exercise plan. (10.3, 10.4, 10.5)

Reaction Time - The time elapsed between stimulation and the body's response to it. (10.3, 10.5)

Repetition - The number of times an exercise is repeated. (10.3, 10.4, 10.5)

Response Selection - Assessing the movement situation and deciding how to react. (10.3, 10.5)

Serial Skill - Two or more different skills (discrete and/or continuous) performed with each other. (Combination Movement) (10.3, 10.5)

Set - A group of repetitions. (10.3, 10.5)

Speed - The ability to perform a movement or cover a distance in a short period of time. (10.3, 10.5)

Stages of Group Development: (10.4)

- Forming - A high dependence on leader for guidance and direction. Little agreement on team aims other than those received from the leader. (10.4)
- Storming - Decisions don't come easily within the group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. (10.4)
- Norming - Agreement and consensus forms among the team who respond well to facilitation by the leader. (10.4)
- Performing - The team is more strategically aware. The team knows clearly why it is doing what it is doing. (10.4)

- Adjourning - The break-up of the group. When the task is completed successfully and its purpose fulfilled, hopefully everyone can move on to new things feeling good about what has been achieved. (10.4)

Stages of Learning a Motor Skill - The steps through which a learner progresses while acquiring a new motor skill. These stages include Cognitive, Associative and Automatic. (10.3, 10.5)

Social Pressures - Pressures that surround our lives. (10.3, 10.4)

Weight Management - Keeping your body weight at a healthy level. (10.3, 10.4)

PHYSICAL EDUCATION 10-12 The Big Ideas, Concepts, Competencies, Essential Questions and Exemplars are the same for grades 10, 11 and 12. Vocabulary is grade specific. The vocabulary in this document goes beyond the “essential” vocabulary. The vocabulary defines the content within the standards.

Big Ideas

Participation in physical activity impacts wellness throughout a lifetime.

Quality lifelong movement is based on scientific concepts/principles.

Safety impacts individual and community well-being.

Concepts

Determining an appropriate physical activity plan will support life-long personal health and fitness goals. (10.4.12A)

Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime. (10.4.12B)

Physical activity intensity levels elicit physiological responses which are impacted by changes in adult health status. (10.4.12C)

Physical activity preferences of adults are determined by many factors. (10.4.12D)

There is an interrelationship among practice, motor skill development and physical activity. (10.4.12E)

Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society. (10.4.12F)

Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life. (10.5.12A)

Appropriate selection of motor skill development concepts improves the quality of movement. (10.5.12B)

Practice strategies affect motor skill development and enhance skill performance. (10.5.12C)

A personal fitness program incorporates exercise and training principles. (10.5.12D)

Proper application of scientific and biomechanical principles enhances quality of movement. (10.5.12E)

Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities. (10.5.12F)

Competencies

Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.

Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime.

Analyze movement performance and the application of game strategies for life-long participation in physical activities.

Analyze skill-related fitness components, movement skills, movement concepts and game strategies to promote participation in lifelong physical activities.

Create a personal fitness program based on personal data, exercise and training principles and fitness components.

Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.

Essential Questions

Why do people choose the physical activities they participate in over a lifetime?

How can participation in physical activity enhance MY life?

How can you enhance the quality of movement for lifelong participation in physical activity?

What knowledge is necessary to create a personal fitness program?

How do scientific principles, biomechanical principles and practice strategies influence movement forms?

What knowledge is needed to select an appropriate response in a variety of physical activities?

Exemplars

Perform an initial fitness assessment of health-related components. Have students create physical fitness goals that are specific, measurable, attainable, realistic, timely and relevant (SMARTER). Develop a personal physical fitness plan based on these goals. At the end of the semester you will take another assessment. You will need to explain how your fitness plan impacted your ability to achieve your goals. (10.4.12A)

For your graduation project, take your fitness plan and make modifications so that a forty year old and a sixty-five year old could use it. (10.4.12A)

Explain how you would go about designing a personal fitness program based on your knowledge of exercise principles, training principles, and health and skill-related fitness components. (10.5.12.D)

Vocabulary

Grade 10

Closed Skill - A skill performed in an environment that is constant or changes very little. (10.3, 10.5)

Efficiency of Movement - The state or quality of competence in performance with minimum expenditure of time and effort. (10.3, 10.5)

Individualized Physical Activity Plan - A collection of games, sports, exercises and activities based on an individual's personal preferences chosen to enhance health and well-being. This is an opportunity for individuals to be self-directed in designing a personal program that consists of activities which provide for the achievement of personal, social, emotional, health, cognitive, fitness and activity goals. This plan must be flexible and it must change over time in order to allow for life-long participation. (10.3, 10.4)

Mechanical Advantage - The ratio between the force put into a machine and the force that comes out of the same machine. (10.5)

Motivation - The reason for the direction and intensity of one's efforts. Motivation can be intrinsic or extrinsic. (10.4)

Open Skill - A skill performed in an environment that is unpredictable or ever-changing. (10.3, 10.5)

Personal Challenge - A demanding situation particular to an individual. (10.3, 10.4, 10.5)

Physical Activities - Any movement that involves the body or parts of the body that increases energy expenditure. (10.3, 10.4, 10.5)

Practice Strategies - Planned, appropriate approaches to improve or become consistent in the performance of movements. (10.3, 10.4, 10.5)

Grade 11

Access to Activity - Activity based upon the location of activity areas, equipment availability, other individuals available to participate and instructional opportunities. (10.3, 10.4)

Inertia - The property of an object or person to remain at rest or continue moving in a straight line unless acted upon by a force. (10.3, 10.5)

Kinetic Energy - The energy an object or body possesses when in motion. (10.3, 10.5)

Long-Term Memory - The ability to recall information that was learned or experienced in the past. (10.5)

Potential Energy - Energy stored in an object or body because of its position. (10.5)

Self-improvement - Improvement of one's condition through one's own effort. (10.4)

Side-stitch - A pain in the lower side of the abdomen. The person is unaccustomed to vigorous activity. It usually goes away if you slow down or stop. (10.3, 10.4, 10.5)

Short-term Memory - The ability to recall recently learned information. (10.5)

Stress Fracture - A fine fracture (break) of a bone that is difficult to view but is very painful and is often the result of overuse. (10.3, 10.4, 10.5)

Grade 12

Aspects of Good Performance - The characteristics that make the implementation of movements high quality. (10.5)

Interrelationships - Common or shared connections between people or things. Interrelationships exist among regular participation in physical activity, skill improvement and the selection and engagement in lifetime physical activities. (10.4, 10.5)

Outdoor Activities - These include kayaking, orienteering, skiing, bicycling, canoeing, sailing, rope courses and others that can be pursued as adults. (10.3, 10.4, 10.5)