

**W a s h i n g t o n   S t a t e**

**K - 12**

**Health and Fitness**

**Learning Standards**

**December 2008**





# Health and Fitness Standards

## **Essential Academic Learning Requirements: A Recommended Grade-by-Grade Sequence for Grade Level Expectations – Grades K-12**

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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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It is with great pride that I, Dr. Terry Bergeson, State Superintendent of Public Instruction officially adopt the K-12 Health and Fitness Grade Level Expectations (GLEs) and refined Essential Academic Learning Requirements (EALRs) as the standards for the State of Washington in this academic area.

Teams of Washington state health and fitness educators, in consultation with administrators, community members, scholars, and experts in this academic area, have worked since September 2006 to develop the best set of K-12 health and fitness standards for our state. Since the posting of the first public draft in August 2007, these standards have also received input from hundreds of stakeholders throughout the state. In addition, members of the state Curriculum Advisory and Review Committee (CARC) have reviewed, provided input on and recommended the K-12 Health and Fitness Grade Level Expectations (GLEs) for approval.

K-12 Health and Fitness Grade Level Expectations (GLEs) adopted on this  
1<sup>st</sup> day of December, 2008 by:

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Dr. Terry Bergeson, Superintendent

Office of Superintendent of Public Instruction



# Health and Fitness Standards

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## **Overview – Health and Fitness Grade Level Expectations (GLEs)**

Washington State has embraced the challenge to ensure that all students become educated and engaged in a lifetime of health and fitness. Teaching our students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives. The essential academic learning requirements (EALRs) in health and fitness establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning. These guidelines represent the effort to improve the clarity, coherence, inclusiveness, and manageability of our State's standards and the recommended guidelines for health and fitness education.

## **Introduction – Health and Fitness GLEs**

OSPI is committed to helping educators provide high quality instruction for all Washington students. This document provides all educators, parents, and community members access to essential learning expectations to ensure all students achieve success. To that end, teachers can use the suggested examples as starting points in designing learning and to guide ongoing Classroom-Based Assessments (CBAs).

Washington's school reform efforts focus on setting clear and high expectations for what students should know and be able to do. The EALRs articulate the State's expectations and learning standards. The CBAs for Health and Fitness are a part of the 2008 Washington Assessment for Student Learning (WASL), and they are designed to measure whether students have met these standards.

A drafting team relied on both the feedback from various committees and guidance from national standards' documents to refine and shape their work. From this guidance, the EALR Benchmark Indicators were clarified, given added specificity, and expressed with the appropriate cognitive demand in the form of GLE statements, with bulleted examples that described possible student performances demonstrating the learning at each grade level.

The Evidence of Learning (EOL) is a bulleted list of ways students can demonstrate learning, considered essential to the GLE. Educators are encouraged to identify additional ways in which the student can demonstrate proficiency. An example statement may be included to provide samples of possible *student demonstrations* to give educators additional illustrations of the learning. These examples are not exhaustive, and educators should find multiple ways by which learners can demonstrate what they know.

An understanding of good health and fitness concepts and practices is essential for all students. Businesses have already started to realize the extent to which poor health practices can undermine an employee's effectiveness and ability to succeed. The same is true of students. Teaching our students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives.

## **Establishing Learning Goals and EALRs**

The journey began with the establishment by law of four state learning goals. Working from those goals, teams of teachers, parents and business leaders created over-arching “Essential Academic Learning Requirements,” or EALRs for reading, writing, mathematics, science, social studies, health and fitness, and the arts. Each EALR describes the “big picture” skills and knowledge we want students to learn over the course of their K-12 school experience.

There are four EALRS for health and fitness – two for health education and two for fitness education – which describes the research, reasoning, and analytical skills students should be able to apply to each of these disciplines.

For each EALR, there are more specific statements, called “components,” and for each of these, up until the development of this document, there were benchmarks that described what students should know and be able to do in 5<sup>th</sup> and 8<sup>th</sup> grades and in high school.

## **The Next Step: Health and Fitness Grade Level Expectations (GLEs)**

Now we have taken the next step by providing K-12 educators with fully-developed GLEs that specify what students should learn as they progress from grade to grade. Like the EALRS, the GLEs have been developed by statewide teams led by practicing health and fitness educators.

## **Establishing Essential Academic Learning Requirements (EALRs)**

There are four EALRs for health and fitness:

- EALR 1 captures movement, physical fitness, and nutrition.
- EALR 2 recognizes dimensions of health, stages of growth and development, reduces health risks, and promotes safe living.
- EALR 3 analyzes and evaluates the impact of real-life influences on health.
- EALR 4 analyzes personal information to develop an individualized fitness plan.

## **A Grade-by-Grade Sequence**

The GLEs provide a grade-by-grade sequence of concepts. Local school districts are not required to follow this exact sequence; districts can reorder them within grade bands (e.g., 3-5, 6-8, and 9-12). However, districts are encouraged to consider the mobility of their students and the advantages of following the recommended sequence to ensure that their students have equitable access to all of the skills that build a strong health and fitness background. The goal of the GLEs is to assist teachers and local districts in designing the K-12 health and fitness scope and sequence and to develop lessons and instruction that ensures all students have an opportunity to master the skills and standards contained in the EALRs and GLEs.

## **Goals for the Health and Fitness GLEs**

According to the Centers for Disease Control and Prevention (CDC), the number of overweight children has tripled to an estimated 15%—or about 8 million—over the past three decades, and nearly doubled among children 6 to 11 years of age. Insufficient physical activity and excessive calories consumed is well known as a critical factor for this alarming increase in overweight and obese adolescents. Because most children spend a substantial portion of their day in school, physical education is an essential and integral component of a total educational program.

Quality physical education can assist in academic performance, play a major role in the health-care costs for Washington as well as provide students with a global perspective through movement and social enrichment.

Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, or community-based sports) have important but distinctly different goals than physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness. However, these activities do not provide the content of a comprehensive, standards-based physical education program, and thus should not be allowed to fulfill a physical education requirement.

Health and fitness education contributes to developing good health and safety principles which can lead to a lifetime of healthy practices. Quality health and fitness education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles.

## **RCWs and WACs for Health and Fitness**

### **RCW 28A.150.210**

Basic education act — Goal.

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.

2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and **health and fitness**.
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

**RCW 28A.230.040 Physical education in grades one through eight.**

Every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics.

**WAC 392-410-135 Physical education -- Grade school and high school requirement.**

- (1) Grades 1-8. Pursuant to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived pursuant to RCW 28A.230.040.
- (2) Grades 9-12. Pursuant to RCW 28A.230.050, a one credit course or its equivalent shall be offered in physical education for each grade in the high school program (grades 9-12).

**Recess**, as normally provided, cannot be used to meet the requirement of an average of 100 minutes per week of instruction in physical education. Recess provides unstructured play opportunities that allow children to engage in physical activity.

According to the National Association for Sport and Physical Education (NASPE), recess is not viewed as a reward but as a necessary educational support component for all children. Therefore, students should not be denied recess so they can complete class work or as a means of punishment.

**RCW 28A.230.050 Physical education in high schools.**

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

**RCW 28A.230.095 Essential academic learning requirements and assessments.**

By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies to assure that students have an opportunity to learn the essential academic learning requirements

in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of superintendent of public instruction.

**WAC 180-51-066 Minimum requirement for high school graduation – Students entering the ninth grade on or after July 1, 2009.**

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 20 as listed below.

(e) Two health and fitness credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

### **The Difference between Physical Education and Physical Activity**

The terms "physical education" and "physical activity" seem to be used interchangeably by many people; however, they are quite different. To provide just physical activity (which is VERY important) during the day may be based on fitness-oriented activity with limited knowledge on appropriate motor development of children.

**Physical Education** is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active and healthy lifestyles.

The physical education setting, whether the gym, field, or multipurpose room, is the classroom in which the curriculum of physical education is conducted and is taught by a certified physical education specialist. This class should be treated with the same level of professional concern as other learning environments.

When children learn and have the time to develop and practice skills, they have the increasing opportunity to find enjoyment in sport and physical education which can carry into an active adult lifestyle. To provide quality physical education can assist as a solution for creating active adults.

A positive physical education experience can inspire children about physical activity. An understanding of good health and fitness concepts and practices is essential for all students. The physical education course shall be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined by the EALRs and GLEs.

**Physical Activity** is defined by the Centers of Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure.

Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Exercise is a subset of physical activity that is planned, structured, and repetitive and is done to improve or maintain physical fitness.

Physical activity and exercise is the application of what is learned in physical education class. Children need time to learn and practice to master basic locomotor skills. Good physical education is to develop (teach) individuals who will have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. As we move forward to assure access to physical education and physical activity, we need to assure the program offerings meet the rigor of quality in all respects.

**A quality physical education program would include an environment in which:**

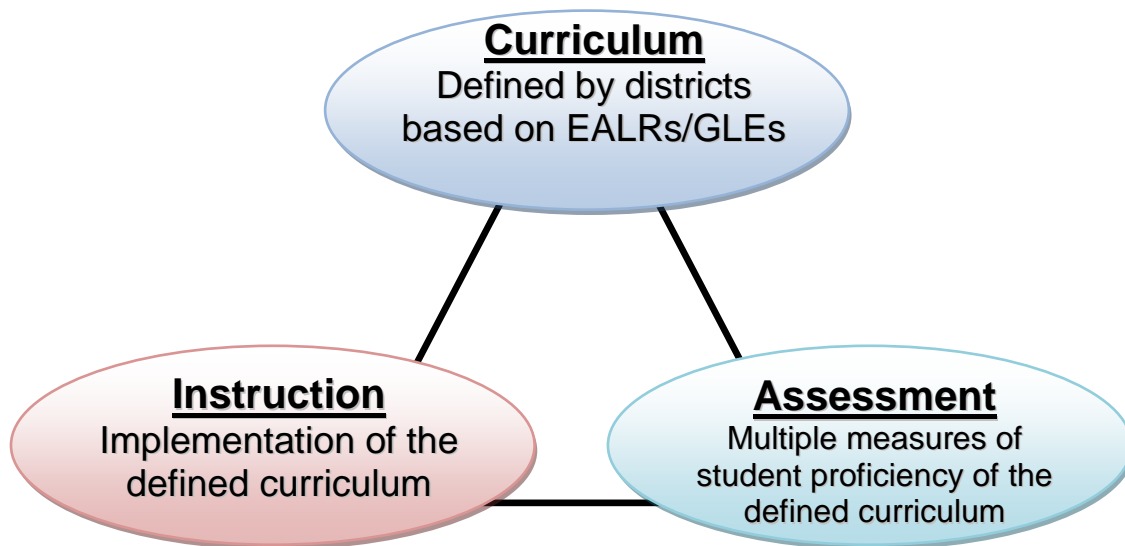
- Curriculum aligns with state standards for health and fitness EALRs/GLEs.
- Children are given the opportunity to learn with appropriate time and space for practice and with appropriate supplies.
- Children are taught by a certified health and fitness specialist.
- Children are instructed and assessed in the cognitive, affective, and psychomotor domains.

**Physical Activity is a BEHAVIOR**

**and**

**Physical Education is a CURRICULUM**  
that helps create and support physical activity.

*Quality physical education leads to a  
lifetime of physical activity.*



**Physical Education is Instruction, Curriculum,  
and Assessment all together, where physical  
activity is any type of movement.**

Physical inactivity is part of the problem of overweight youth. Physical activity is part of the solution. Physical education is a critical component to increasing physical activity.

School physical education programs are the one place that:

1. **All** children can participate in regular physical activity.
2. **All** children can become physically educated for a lifetime of physical activity.





## **The Relationship between Physical Education and Athletics**

While athletics are a valuable part of school life, athletics are extra-curricular activities and do not promote participation by all students. Physical education can enhance interest in athletics. Athletics are not a replacement for physical education, but contribute valuable additional physical activity time to involved students.

**Physical education** will teach knowledge of skills and concepts necessary for safe and healthy living, and in turn, for successful learning, while athletics typically focuses on one sport.

**Athletics** is described as an active sport requiring physical exertion and competition; a contest between athletes; participation in sports events as an extracurricular activity. As we know, the importance of athletics is critical to some students, but this population needs physical education to guarantee they have the opportunity to learn what a physically educated person should know and be able to do after high school athletics.

There is a grave difference in physical education, physical activity, and athletics; each holding an extremely beneficial meaning and important place in the educational system.

Athletics are enrichment activities that occur outside of the normal school day and are optional activities, but physical education is a component of the curriculum.

### **Summary**

Inactivity is a leading cause of preventable death. A physically inactive population is at increased risk for many chronic diseases, including heart disease, stroke, colon cancer, diabetes, and osteoporosis. A well-designed physical education curriculum will promote a lifelong physically active lifestyle that can enhance longevity and quality of life.

The National Association for Sport and Physical Education (NASPE) believes that every student in our nation's schools, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet children's developmental needs, which in turn helps to improve mental alertness, academic performance, and readiness and enthusiasm for learning.

There can be no doubt that school-based physical education can make an important contribution to the health of the next generation of Americans. In addition to the health benefits, there is growing evidence that regular physical activity enhances learning and school achievement. In the same way that exercise benefits the muscles, heart, lungs, and bones, it also strengthens key areas of the brain. Physical activity fuels the brain

with oxygen, enhances connections between neurons, and assists in memory. Children in daily physical activity have shown superior academic performance and more positive attitudes toward school.

This framework provides schools and teachers with a guide for creating aligned curricula and learning experiences in health and fitness education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. The practice of leading a healthy and physically active lifestyle will bring about personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

# HEALTH AND FITNESS ESSENTIAL ACADEMIC LEARNING REQUIREMENTS AND RATIONALES

## K–12 EALR Statement

### K–12 Component

#### Grade Level Expectations (GLEs)

K 1 2 3 4 5 6 7 8 9 10 11 12

#### • Evidence of Learning (EOL)

#### Example

## EALRs AND RATIONALES

There are four EALRs in health and fitness. Within each EALR, there are several components. The first components address basic concepts, and the latter components ask students to apply their understanding of this core content.

**Health and Fitness EALR 1** - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 – Develops motor skills and movement concepts as developmentally appropriate.

Component 1.2 – Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

Component 1.3 – Understands the concepts of health-related fitness, and interprets information from feedback, evaluation, and self assessment in order to improve performance.

Component 1.4 – Understands the concepts of skill-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Component 1.5 – Understands relationship of nutrition and food nutrients to body composition and physical performance.

**Health and Fitness EALR 2** – The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.1 – Understands foundations of health.

Component 2.2 – Understands stages of growth and development.

Component 2.3 – Understands the concepts of prevention and control of disease.

Component 2.4 – Acquires skills to live safely and reduce health risks.

**Health and Fitness EALR 3** – The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1 – Understands how family, culture, and environmental factors affect personal health.

Component 3.2 – Evaluates health and fitness information.

Component 3.3 – Evaluates the impact of social skills on health.

**Health and Fitness EALR 4** – The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1 – Analyzes personal health and fitness information.

Component 4.2 – Develops and monitors a health and fitness plan.

## UNDERSTANDING GRADE LEVEL EXPECTATIONS (GLES)

**Essential Academic Learning Requirement (EALR):** A broad statement of the learning that applies to grades K–12.

**Component:** A statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.

**Grade Level Expectation (GLE):** This is grade-specific information about the EALR and component and includes a statement of *cognitive demand\** and the *essential content or process* to be learned.

**Evidence of Learning:** A GLE might include a bulleted list of ways students can demonstrate learning considered essential to the GLE. Educators are encouraged to identify additional ways in which the student can demonstrate proficiency.

**Examples:** These might also be included to provide samples of possible *student demonstrations* to give educators additional illustrations of the learning. These examples are not exhaustive and educators should find multiple ways by which learners can demonstrate what they know.

**Numbering System:** Identifies the EALR, the component, and the GLE. In the example at right, the EALR is 1, add the component (1.3), add the GLE (1.3.1).

**CBA:** Refers to one of the OSPI-developed Classroom-Based Assessments (CBAs) that could be used to assess students' ability to meet this GLE. The CBAs are the Washington Assessment of Student Learning in Health and Fitness and can be accessed at: <http://www.k12.wa.us/HealthFitness/Assessments.aspx>. The CBA will be hyperlinked to the above website.

**Underlined word or group of words:** Refers to a hyperlink that will have a pop-up box with a definition of the word or group of words.

\* An adaptation of *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy* (Anderson, et al., 2001) was used to categorize the cognitive demand required of the student.

**EALR 1.0** The student acquires the skills and knowledge necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.3 – Understands the components of health-related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.**

GLE	Grade 8
1.3.1	<p>Understands the <u>components of health-related fitness</u>.</p> <p>Uses <u>FITT principle</u> to plan and participate in activities promoting each of the <u>components of health-related fitness</u>.</p> <p>Example- Understands when participating in cardiorespiratory activities, intensity should be between 60 to 85 percent of the target heart rate.</p> <p>CBA — <u>Fitness Plan for Pat</u> <u>Concepts of Health and Fitness</u></p>



# Health and Fitness - Kindergarten

*Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Developing fundamental movement patterns is the focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. Students learn to work safely in group and individual movement settings. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.*

**EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

## **GLE**

- 1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.**
- **Demonstrates at least two critical elements used in locomotor skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip.**  
Example:  
→ Jumps by taking off and landing on both feet.
- 1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency.**
- **Demonstrates non-locomotor skills: bend, twist, stretch, push, pull, turn, swing, sway, and rock.**  
Example:  
→ Twists at the waist.
  - **Demonstrates static balance and dynamic balance using a variety of body parts and objects.**  
Example:  
→ Balances on knees and one hand.
- 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.**
- **Demonstrates at least two critical elements used in the manipulative skills: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.**  
Example:  
→ Steps in opposition, bends knees, and follows-through in an underhand roll.

## Health and Fitness - Kindergarten

### 1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities.

- Demonstrates static and dynamic balance in traditional and non-traditional activities.

Example:

→ Demonstrates body control in a forward roll.

### 1.1.5 Recognizes movement concepts.

- Recognizes concepts of personal space and general space while moving safely in a variety of activities.

Example:

→ Recognizes personal space in ribbon or wand activities.

- Recognizes concepts of pathways while moving safely in a variety of activities.
- Recognizes concepts of levels while moving safely in a variety of activities.
- Recognizes concepts of direction while moving safely in a variety of activities.
- Recognizes concepts of relationships while moving safely in a variety of activities.
- Recognizes concepts of static and dynamic balance while moving safely in a variety of activities.
- Recognizes concepts of effort while moving safely in a variety of activities.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.

- Describes rules and procedures.

Example:

→ Freezes on stop signal.

- Describes safe use of equipment when engaged in physical activities.

Example:

→ Maintains safe personal space when using a jump rope.

- Understands safety rules related to participation in physical activity.

Example:

→ Turns scooter over when not using.

- Understands when to rest.

Example:

→ Takes a break when tired and then restarts.



## Health and Fitness - Kindergarten

- **Understands when to hydrate.**  
Example:  
→ Drinks water before, during, and after exercise.
- **Understands the importance of wearing proper shoes and clothing for safe participation.**  
Example:  
→ Wears shoes that support physical activity and prevent injury (e.g., no wheels, flip flops, etc.).

### 1.2.2 Applies social skills necessary for effective participation in physical activities.

- **Demonstrates cooperative behaviors in physical activities.**  
Example:  
→ Invites others to join group.

### 1.2.3 Recognizes strategies necessary for effective participation in physical activities.

- **Recognizes the concepts of offense and defense in a variety of activities.**  
Example:  
→ Understands the difference between a tagger and a flier/dodger.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

#### GLE

### 1.5.1 Recognizes how the body's function is affected by food consumption.

- **Identifies healthful and non-healthful foods.**  
Example:  
→ Understands milk is healthy, and soda is unhealthy.
- **Recognizes the importance of eating breakfast.**  
Example:  
→ Recognizes breakfast gets brain and body ready for learning.

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

**Component 2.1: Understands foundations of health.**

#### GLE

### 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social).

- **Understands well and not well.**
- **Discusses ways to care for body (skin, hair, teeth).**  
Example:  
→ Brushes teeth at least twice daily.

# Health and Fitness - Kindergarten

## Component 2.2: Understands stages of growth and development.

### GLE

- 2.2.1 Recognizes the structure and function of body systems (circulatory, respiratory, skeletal, muscular, digestive, and nervous).
- Names the five senses and their functions.

## Component 2.3: Understands the concepts of prevention and control of disease.

### GLE

- 2.3.1 Recognizes how to prevent or reduce the risk of contracting a communicable disease.
- Defines germ.
  - Identifies basic hygiene techniques to reduce illness.  
Example:  
→ Washes hands or sneezes in sleeve.
  - Recognizes the role doctors and nurses play in keeping people healthy.  
Example:  
→ Recognizes doctors provide yearly check-ups.
- 2.3.2 Recognizes how to prevent or reduce the risks of non-communicable disease.
- Identifies personal health habits that reduce the risk of non-communicable diseases.  
Example:  
→ Understands importance of regular exercise (to avoid heart disease) and balanced nutrition (to avoid diabetes).

## Component 2.4: Acquires skills to live safely and reduce health risks.

### GLE

- 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
- Recognizes abusive situations and how to get help.  
Example:  
→ Recognizes wanted touch vs. unwanted touch and tells a trusted adult until action is taken.
  - Identifies risky situations and how to get help while at school.  
Example:  
→ Recognizes bullying and explains how to ask an adult for help.

## Health and Fitness - Kindergarten

- 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.**
- **Recognizes the difference between an emergency and non-emergency situation in which you might need help.**  
Example:  
→ Understands difference between a scraped knee (non-emergency) vs. a fall and hit head (emergency).
  - **Identifies how to call 911 in an emergency situation.**
  - **Identifies three people to ask for help in an emergency situation at school.**  
Example:  
→ Identifies teacher, nurse, principal.
  - **Identifies three people to ask for help in an emergency situation at home.**  
Example:  
→ Identifies parent, sibling, and neighbor.
- 2.4.3 Recognizes negative and positive effects of stress and stress management techniques.**
- **Identifies what stress feels like to the body.**  
Example:  
→ Identifies worry or excitement.
  - **Identifies a technique to manage stress.**  
Example:  
→ Talks to an adult.

**EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

- 3.1.1 Understands how family factors affect health.**
- **Describes healthy habits.**  
Example:  
→ Eats fruits and vegetables.
  - **Describes family.**  
Example:  
→ Some people are adopted; others live with a grandparent or other guardian, two biological parents, two moms or dads, a single parent, and/or in two households.

## Health and Fitness - Kindergarten

### Component 3.2: Evaluates health and fitness information.

GLE

3.2.1 Recognizes reliable sources of health and fitness information.

- Identifies reliable sources of health and fitness information.

Example:

→ Identifies school nurse or PE teacher.

### Component 3.3: Evaluates the impact of social skills on health

GLE

3.3.1 Understands that social skills are necessary to promote health and safety.

- Describes ways to make friends.

Example:

→ Shares, asks someone to join in a game.

Explains social skills and cooperation.

Example:

→ Takes turns.

### Component 3.4: Understands the impact of emotions on health.

GLE

3.4.1 Understands emotions and how they affect self and others.

- Describes different emotions shown in pictures.

Example:

→ Understands smile is happy; frown is sad.

### Component 3.5: Applies decision-making skills related to the promotion of health.

GLE

3.5.1 Identifies decision-making skills.

- Recognizes the importance of honesty when talking to trusted adults.

Example:

→ Recognizes if dishonest one time, might not be believed when truth is told.

**EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.**

### Component 4.1: Analyzes personal health and fitness information.

GLE

4.1.1 Recognizes daily health and fitness habits.

- Recognizes how home activities can influence fitness and healthy living.

Example:

→ Rides a bike after school to develop a healthy heart.

## Health and Fitness - First Grade

*First grade students begin to refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational activities. Students continue to develop basic body control and health-related fitness components such as strength, endurance, and flexibility. They continue to learn rules and procedures for simple games and apply safety practices associated with physical activities. Students in grade one learn about body systems and a variety of health topics. Students also begin to learn skills to help them make friends, resolve conflicts, and solve problems. They begin to understand how their decisions can impact their health and wellness now and in the future.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### GLE

**1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.**

- **Demonstrates critical elements used in locomotor skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip.**

Example:

→ Hops by taking off on one foot and landing on the same foot.

- **Demonstrates locomotor skills in a variety of activities.**

Example:

→ Runs in a tagging and fleeing activity.

- **Demonstrates a variety of balance and control skills in locomotor activities.**

Example:

→ Maintains balance while walking on a line or a balance beam.

**1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency.**

- **Demonstrates non-locomotor skills with a partner in a variety of activities: bend, twist, stretch, push, pull, turn, swing, sway, and rock.**

Example:

→ Bends to make the letter “M” shape with a partner.

- **Demonstrates static balance and dynamic balance using a variety of simple sequences.**

Example:

→ Performs crabwalk, stork stand, and bearwalk.

## Health and Fitness - First Grade

### 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

- **Demonstrates critical elements used in the manipulative skills: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble.**  
Example:  
→ Catches a ball, demonstrating the following components: feet astride, body in-line, visually tracks object, reaches, and absorbs.
- **Demonstrates manipulative skills in a variety of activities alone and with a partner.**  
Example:  
→ Strikes a balloon using various body parts.
- **Demonstrates manipulative skills using implements in a variety of activities.**  
Example:  
→ Strikes a ball by using a foam paddle.

### 1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities.

- **Demonstrates static and dynamic balance skills found in educational gymnastics.**  
Example:  
→ Performs a stork stand.
- **Demonstrates static and dynamic balance skills found in artistic gymnastics.**  
Example:  
→ Performs scales or egg rolls.
- **Demonstrates simple rhythmic patterns using locomotor and non-locomotor skills for self-expression.**  
Example:  
→ Performs rhythmic patterns in cultural dances or using rhythm sticks.

### 1.1.5 Understands movement concepts.

- **Understands concepts of personal space and general space while moving safely in a variety of partner activities.**  
Example:  
→ Understands the difference between personal space and general space while working with a partner.
- **Understands concepts of pathways while moving safely in a variety of partner activities.**
- **Understands concepts of levels while moving safely in a variety of partner activities.**
- **Understands concepts of direction while moving safely in a variety of partner activities.**
- **Understands concepts of relationships while moving safely in a variety of partner activities.**

## Health and Fitness - First Grade

- Understands concepts of static and dynamic balance while moving safely in a variety of partner activities.
- Recognizes concepts of effort while moving safely in a variety of partner activities.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.

- Understands rules, procedures, and proper use of equipment.  
Example:  
→ Uses equipment as instructed.
- Describes healthy choices related to rest, hydration, and proper clothing when participating in physical activity.  
Example:  
→ Ties shoes so they will stay on during a soccer kick.
- Describes safety rules related to participation in physical activity.  
Example:  
→ Watches where traveling in large group activities.

#### 1.2.2 Applies social skills necessary for effective participation in physical activities.

- Demonstrates cooperative behaviors in physical activities.  
Example:  
→ Encourages others in a relay race.

#### 1.2.3 Recognizes strategies necessary for effective participation in physical activities.

- Recognizes the concepts of offense and defense in a variety of individual, partner, and group activities.  
Example:  
→ Understands when your group has the ball, you are on offense. When your group does not have the ball, you are defense.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.3.1 Recognizes basic vocabulary and components of health-related fitness.

- Recognizes moderate vs. vigorous physical activity.  
Example:  
→ Recognizes changes in body signals during slow activities vs. fast activities.
- Recognizes cardiorespiratory endurance.  
Example:  
→ Recognizes body signals such as increased pulse.

## Health and Fitness - First Grade

- **Recognizes muscular strength.**  
Example:  
→ Recognizes that pushing, pulling, or lifting something heavy a few times develops strength.
- **Recognizes muscular endurance.**  
Example:  
→ Recognizes that pushing, pulling, or lifting for a long time develops muscular endurance.
- **Recognizes flexibility.**  
Example:  
→ Recognizes that twisting, bending, and stretching improve flexibility.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

**1.4.1 Recognizes basic vocabulary of the components of skill-related fitness. (Agility, balance, coordination, power, reaction time, and speed).**

- **Recognizes agility.**  
Example:  
→ Recognizes quick movement.
- **Recognizes static and dynamic balance.**  
Example:  
→ Recognizes standing still.
- **Recognizes coordination.**  
Example:  
→ Recognizes eye-hand or eye-foot coordination.
- **Recognizes power.**  
Example:  
→ Recognizes strength.
- **Recognizes reaction time.**  
Example:  
→ Recognizes time needed to act quickly.
- **Recognizes speed.**  
Example:  
→ Recognizes short sprints.



## Health and Fitness - First Grade

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

- 1.5.1 Understands how the body's function is affected by food consumption.**
- **Describes groups of the Food Guide Pyramid.**  
Example:  
→ Understands fruits are things that have seeds and grow on vines, bushes, and trees.
  - **Understands that food provides energy for the body.**

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

**Component 2.1: Understands foundations of health.**

### GLE

- 2.1.1 Understands dimensions and indicators of health.**
- **Discusses clues that indicate well and not well.**  
Example:  
→ Clues may include feeling energetic is well; feeling tired is not well.

**Component 2.2: Understands stages of growth and development.**

### GLE

- 2.2.1 Recognizes the structure and function of body systems.**
- **Recognizes the basic function of the muscular system.**  
Example:  
→ Muscles move the body.
  - **Recognizes the basic function of heart and lungs.**  
Example:  
→ Understands the heart pumps the blood to body parts; the lungs help with breathing.
  - **Identifies parts of the five sensory organs and their basic function.**  
Example:  
→ Recognizes taste buds help taste different flavors.

## Health and Fitness - First Grade

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

#### 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

- Describes common illnesses, such as cold and flu, and their symptoms.  
Example:  
→ Understands symptoms of a cold include coughing and runny nose.
- Recognizes methods of germ transmission.  
Example:  
→ Recognizes touching dirty tissues or sharing drinks transmits germs.
- Describes steps for communicating when not feeling well.  
Example:  
→ Describes steps: who to talk to, how to express needs, how to listen, and how to get information.

#### 2.3.2 Recognizes how to prevent or reduce the risks of non-communicable disease.

- Defines allergies.
- Identifies common allergens and allergy symptoms.  
Example:  
→ Recognizes peanut allergy symptoms might include scratchy throat and difficulty breathing.
- Identifies ways to minimize exposure to allergens.  
Example:  
→ Understands if allergic to grass, don't play on a recently mowed field.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

#### 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.

- Describes risky situations.  
Example:  
→ Understands walking alone in the dark is dangerous.
- Explains an unwanted touch.  
Example:  
→ Recognizes an unwanted touch is when someone touches parts of the body that are normally covered by a bathing suit or asking you to touch their body parts normally covered by a bathing suit.
- Explains how risky situations can be avoided in the home.  
Example:  
→ Understands household poisons should be put in a locked cabinet.

## Health and Fitness - First Grade

- 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.
- Understands the difference between an emergency and non-emergency situation in which you might need help.  
Example:  
→ Understands difference between loss of a baby tooth (non-emergency) vs. falling off a swing (emergency).
  - Explains and demonstrates how to call 911.
- 2.4.3 Understands positive and negative effects of stress and stress-management techniques.
- Describes ways to cope with and manage stress.  
Example:  
→ Understands if a friend doesn't want to play any more (stress); invite someone else to play with you (cope).
- 2.4.5 Recognizes issues and risks related to drug use and abuse.
- Defines the word *drug*.
  - Identifies various substances as drugs.  
Example:  
→ Identifies medicine and alcohol.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

### GLE

- 3.1.1 Understands how family factors affect health.
- Describes how various family members contribute to a family's health habits.  
Example:  
→ Understands a family member provides healthy food choices for a meal.
  - Understands the relationship between a healthy family and personal health.  
Example:  
→ Understands a family that exercises together will promote individual health.

## Health and Fitness - First Grade

### Component 3.2: Evaluates health and fitness information.

#### GLE

#### 3.2.1 Understands reliable sources of health and fitness information.

- Gives examples of reliable sources of health and fitness information.  
Example:  
→ Identifies doctor or teacher.

### Component 3.3: Evaluates the impact of social skills on health.

#### GLE

#### 3.3.1 Understands that social skills are necessary to promote health and safety.

- Describes benefits of having friends.  
Example:  
→ Understands that having a friend means someone to play with.
- Describes the importance of respect in getting along with others.  
Example:  
→ Understands respect can decrease conflict.
- Explains needs and wants in appropriate ways.  
Example:  
→ Speaks calmly, does not whine or yell.

### Component 3.4: Understands the impact of emotions on health.

#### GLE

#### 3.4.1 Understands emotions and how they affect self and others.

- Gives examples of how the body/face shows different emotions.  
Example:  
→ Understands eyebrows up means surprise.

### Component 3.5: Applies decision-making skills related to the promotion of health.

#### GLE

#### 3.5.1 Understands decision-making skills.

- Demonstrates steps for making responsible decisions.  
Example:  
→ Brainstorms options for making a responsible decision.
- Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe.  
Example:  
→ Gets an adult's attention right away, makes sure they're listening, and tells them you have something important to say about your safety.

## Health and Fitness - First Grade

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.1: Analyzes personal health and fitness information.**

**GLE**

**4.1.1 Understands daily health and fitness habits.**

- **Describes how daily activities can influence fitness and healthy living.**

Example:

→ Stretches in the morning to help muscles move better.



## Health and Fitness - Second Grade

*Second-grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotor skills. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution. Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### GLE

**1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.**

- **Identifies the critical elements of locomotor skills.**  
Example:  
→ Leaps by taking off on one foot and landing on the opposite foot.
- **Demonstrates mature patterns and smooth transitions from one locomotor skill to another.**  
Example:  
→ Shows progression of hop to skip.
- **Demonstrates a variety of balance and control skills in locomotor activities.**  
Example:  
→ Maintains body control while galloping.
- **Demonstrates locomotor skills in a variety of activities and lead-up games.**  
Example:  
→ Uses walking/jogging/running skills in soccer keep-away with small groups.

**1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency.**

- **Demonstrates mature form in non-locomotor skills in a variety of activities.**  
Example:  
→ Twists while batting an object.

## Health and Fitness - Second Grade

- **Demonstrates static balance and dynamic balance using a variety of sequences.**

Example:

→ Performs a forward dip step, turn/pivot, backward dip step, then performs a scale on balance beam/bench.

### 1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

- **Demonstrates mature form in manipulative skills in a variety of activities.**

Example:

→ Traps a ball in soccer.

- **Demonstrates manipulative skills using implements in a variety of activities.**

Example:

→ Bats off of a tee in T-ball.

- **Demonstrates manipulative skills using a variety of objects.**

Example:

→ Catches/tosses objects (scarves, bean bags) while juggling.

- **Demonstrates manipulative skills with stationary targets.**

Example:

→ Kicks a ball toward a goal.

### 1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities.

- **Demonstrates a variety of static and dynamic balance skills in tumbling sequences.**

Example:

→ Demonstrates body control in a forward roll to backward roll or monkey jump to cartwheel.

- **Demonstrates combinations of rhythmic patterns using a variety of locomotor and non-locomotor skills.**

Example:

→ Jumps in bunny hop or bends in hokey pokey.

- **Demonstrates moving to a rhythm by combining locomotor and non-locomotor skills to perform basic folk and creative dance sequences.**

Example:

→ Demonstrates a simple line dance.

### 1.1.5 Demonstrates movement concepts.

- **Demonstrates concepts of personal space and general space while moving safely in a variety of small group activities.**

Example:

→ Demonstrates effective use of personal space and general space in small group activities.

- **Demonstrates concepts of pathways while moving safely in a variety of small group activities.**



## Health and Fitness - Second Grade

- Demonstrates concepts of levels while moving safely in a variety of small group activities.
- Demonstrates concepts of direction while moving safely in a variety of small group activities.
- Demonstrates concepts of relationships while moving safely in a variety of small group activities.
- Demonstrates concepts of static and dynamic balance while moving safely in a variety of small group activities.
- Demonstrates concepts of effort while moving safely in a variety of small group activities.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

- 1.2.1 Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.**
- Demonstrates safe use of equipment when engaged in physical activities.  
Example:  
→ Waits to throw until partner gives catching signal.
- 1.2.2 Applies social skills necessary for effective participation in physical activities.**
- Demonstrates cooperative behaviors in physical activities.  
Example:  
→ Works cooperatively toward a common goal.
  - Demonstrates positive sportsmanship.  
Example:  
→ High-fives an opponent after an activity.
- 1.2.3 Understands strategies necessary for effective participation in physical activities.**
- Understands the concepts of offense and defense in a variety of individual, partner, and group activities.  
Example:  
→ Explains defense means guarding or protecting something.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

- 1.3.1 Understands basic vocabulary and components of health-related fitness.**
- Describes each of the components of health-related fitness.  
Example:  
→ Describes flexibility is bending, twisting, and stretching.

## Health and Fitness - Second Grade

- **Describes the benefits of each of the components of health-related fitness.**

Example:

→ Describes cardiorespiratory endurance as participation in physically demanding activities for longer periods of time.

- **Gives examples of physical activities which incorporate one or more of the components of health-related fitness.**

Example:

→ Understands a curl-up is muscular strength if done a few times; a curl-up is muscular endurance if done for long periods of time.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Understands basic vocabulary of the components of skill-related fitness.

- **Understands the basic components of skill-related fitness.**

Example:

→ Understands quick movement, standing still, eye-hand or eye-foot coordination, strength, time needed to act quickly, and short sprints.

- **Describes the benefits of each of the components of skill-related fitness.**

Example:

→ Starting a race quickly is a benefit of reaction time.

- **Gives examples of physical activities which incorporate one or more of the components of skill-related fitness.**

Example:

→ Understands shuttle run is an activity with agility and dynamic balance.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Understands how the body's function and composition are affected by food consumption.

- **Describes how each food group contributes to a healthy body.**

Example:

→ Describes that dairy products build strong bones.

- **Explains importance of eating a variety of healthy foods to reduce health risks and promote growth.**

Example:

→ Explains eating a variety of healthy foods reduces risk of illness, obesity, and promotes healthy vision, bones, heart.

## Health and Fitness - Second Grade

1.5.2 Understands information from dietary evaluation and self-assessment in order to improve performance.

- Summarizes number of servings from each food group in a meal.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

### Component 2.1: Understands foundations of health.

GLE

2.1.1 Understands dimensions and indicators of health.

- Describes each dimension of health.
- Discusses various life choices and their effects on health.

Example:

→ Understands that not going to bed on time (life choice) might mean not ready to learn (effect).

### Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Recognizes structure and function of body systems.

- Identifies function of body systems.

Example:

→ Recognizes the brain sends a message to the muscles to tell the body what to do.

- Recognizes heart rate and breathing are affected by exercise.

Example:

→ Recognizes when exercising, the heart pumps faster and breathing rate increases.

- Recognizes the pathway food takes through the body.

Example:

→ Traces the food pathway through the digestive system using a diagram.

### Component 2.3: Understands the concepts of prevention and control of disease.

GLE

2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

- Describes the role of vaccines and regular medical check-ups.

Example:

→ Understands vaccines can help prevent certain diseases.

- Describes ways to prevent the spread of disease.

Example:

→ Describes the benefit of staying home when sick.

## Health and Fitness - Second Grade

### 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.

- Understands non-communicable diseases are not transmitted from one person to another.

Example:

→ Understands a person can't catch cancer from someone else.

- Describes asthma.
- Explains the triggers of an asthma attack.

Example:

→ Understands cold air is a trigger of an asthma attack.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

### 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.

- Describes a stranger.

Example:

→ Understands a stranger is someone you don't know.

- Explains how risky situations can be avoided in the community.

Example:

→ Understands if you find a needle, don't touch it, tell an adult.

- Explains safety rules to prevent injuries from weapons.

Example:

→ Understands if you find a weapon, don't touch it, tell an adult.

### 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.

- Describes the difference between an emergency and non-emergency situation.

Example:

→ Understands difference between a splinter (non-emergency) vs. a bloody nose (emergency).

- Describes what an emergency alert is.

Example:

→ Understands fire alarm is an emergency alert.

### 2.4.3 Understands positive and negative effects of stress and stress management techniques.

- Describes stress and constructive ways to reduce it.

Example:

→ Forgets lunch (stress); tells the teacher (solution).

## Health and Fitness - Second Grade

### 2.4.5 Understands issues and risks related to drug use and abuse.

- Describes safe and unsafe ways drugs can be used.

Example:

→ Understands safe drug use is when administered by parent/guardian.

Unsafe drug use is self-administration of medicines.

- Describes harmful effects of tobacco, alcohol, and caffeine.

Example:

→ Understands smoking is bad for the lungs.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

GLE

### 3.1.1 Understands how family factors affect health.

- Explains ways to express feelings about family changes.

Example:

→ Holds a family meeting regarding arrival of new sibling.

- Describes ways family members help one another.

Example:

→ Reminds each other to wear sunscreen when outdoors.

**Component 3.2: Evaluates health and fitness information.**

GLE

### 3.2.1 Understands reliable sources of health and fitness information.

- Gives examples of how advertisements give reliable and unreliable information about commercial products.

Example:

→ Understands children's cereal ads stretch the truth.

**Component 3.3: Evaluates the impact of social skills on health.**

GLE

### 3.3.1 Understands that social skills are necessary to promote health and safety.

- Describes ways to create a healthful relationship.

Example:

→ Tells the truth.

- Explains what it means to show respect and be polite.

Example:

→ Understands if you say "please" when asking for help, people will be more likely to help.

## Health and Fitness - Second Grade

- Describes the actions of true friends.

Example:

→ Includes others, doesn't spread rumors, and speaks positively about friends.

### Component 3.4: Understands the impact of emotions on health.

GLE

#### 3.4.1 Understands emotions and how they affect self and others.

- Explains the impact of different emotions on others.

Example:

→ Recognizes if grumpy, might make others grumpy.

### Component 3.5: Applies decision-making skills related to the promotion of health.

GLE

#### 3.5.1 Demonstrates decision-making skills.

- Demonstrates refusal skills.

Example:

→ Demonstrates looking at the person and saying "no" in a firm voice.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

### Component 4.1: Analyzes personal health and fitness information.

GLE

#### 4.1.1 Understands daily health and fitness habits.

- Summarizes daily activities and describes how they positively affect fitness and healthy living.

Example:

→ Plays on monkey bars to increase strength.

- Explains how daily activities can influence specific components of health-related fitness and healthy living.

Example:

→ Carries the groceries home to improve muscular endurance.

- Describes the effects of exercise on the body.

Example:

→ Exercises to improve mood and reduce stress.

- Explains how much sleep is needed each night to stay healthy.

Example:

→ Understands K-3<sup>rd</sup> graders need ten hours of sleep; 4<sup>th</sup> graders and up need nine hours of sleep.

## Health and Fitness - Third Grade

*In Grade 3, students begin to demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Students refine, vary, and combine skills in complex situations. They develop fitness knowledge and can relate regular physical activity to health benefits. Students begin to learn game strategies, rules, and etiquette. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class. Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment.*

**EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1:** Develops motor skills and movement concepts as developmentally appropriate.

### **GLE**

**1.1.1** Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.

- **Demonstrates mature patterns and smooth transitions between movement skills.**  
Example:  
→ Uses hop, skip, and jump in the triple jump.
- **Demonstrates motor skill combinations in a variety of increasingly complex movement activities.**  
Example:  
→ Uses walking, bending, and kicking to punt a ball.
- **Demonstrates a variety of balance and control skills in increasingly complex movement activities.**  
Example:  
→ Uses dynamic balance in traverse climbing activities.
- **Demonstrates manipulative skills with stationary targets.**  
Example:  
→ Throws to a stationary receiver.
- **Demonstrates manipulative skills while moving/traveling.**  
Example:  
→ Strikes a ball with a paddle while walking.
- **Demonstrates complex movement sequences using various rhythms.**  
Example:  
→ Performs the chicken dance.

## Health and Fitness - Third Grade

### 1.1.5 Applies movement concepts.

- Applies movement concepts in dynamic and cooperative situations.  
Example:  
→ Demonstrates the concepts of levels using parachute activities.
- Applies movement concepts to basic game strategies of offense and defense.  
Example:  
→ Demonstrates the concepts of relationships (defender is between offender and goal).
- Shows a variety of dances that include various movement concepts.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

#### GLE

### 1.2.1 Applies safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.

- Applies rules, procedures, and proper use of equipment.  
Example:  
→ Keeps hockey stick below knee level.

### 1.2.2 Applies social skills necessary for effective participation in physical activities.

- Demonstrates cooperation in small and large group activities.  
Example:  
→ Invites everyone in the group to share ideas. Allows girls to join the game with boys.
- Participates in group discussions related to etiquette, rules, and procedures.

### 1.2.3 Understands strategies necessary for effective participation in physical activities.

- Understands basic strategies in games and activities.  
Example:  
→ Moves to an open space as a receiver.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

#### GLE

### 1.3.1 Applies components of health-related fitness.

- Classifies daily activities that require each of the different components of health-related fitness.  
Example:  
→ Understands playing on monkey bars at recess is muscular strength or muscular endurance.



## Health and Fitness - Third Grade

- **Classifies a variety of physical activities into their appropriate places on the Activity Pyramid.**  
Example:  
→ Gymnastics and tumbling are Activity Pyramid Level 3/Flexibility activities.
- **Classifies fitness assessments to corresponding components of health-related fitness.**  
Example:  
→ Understands sit-and-reach measures flexibility; PACER measures cardiorespiratory endurance.
- **Demonstrates proper technique in health-related fitness assessments.**  
Example:  
→ Demonstrates proper trunk extension (not raising chin above 12” to protect back from hyperextension).

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Applies components of skill-related fitness.

- **Applies components of skill-related fitness to improve performance in a variety of activities.**  
Example:  
→ Understands power can increase jumping distance in the standing long jump.
- **Relates components of skill-related fitness to daily activities.**  
Example:  
→ Understands coordination may be improved when raking the leaves.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Understands how the body's function and composition are affected by food consumption.

- **Classifies which nutrients belong to each food group.**  
Example:  
→ Matches calcium to dairy group.
- **Understands relationship between caloric intake and expenditure.**  
Example:  
→ Understands consuming healthy foods will result in more energy to play longer.
- **Understands the importance of reading food labels.**  
Example:  
→ Understands food labels provide important information about calories and nutrients.

## Health and Fitness - Third Grade

- Explains how food provides nutrition and energy (carbohydrates, protein, and fat).  
Example:  
→ Understands grains have carbohydrates which provide quick energy.

### 1.5.2 Applies information from dietary evaluation and self-assessment in order to improve performance.

- Classifies information in a food journal.  
Example:  
→ Sorts foods into corresponding groups on the food pyramid.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

### Component 2.1: Understands foundations of health.

#### GLE

#### 2.1.1 Understands dimensions and indicators of health.

- Gives examples of each dimension of health.  
Example:  
→ Understands anger, sadness, and excitement are examples of emotional health.
- Explains personal responsibility for practicing healthy life choices.  
Example:  
→ Chooses a bottle of water instead of soda at the movie theater.
- Gives examples of responsible personal health behaviors.  
Example:  
→ Understands that going to bed early enough to get nine hours of sleep is a responsible health behavior.

### Component 2.2: Understands stages of growth and development.

#### GLE

#### 2.2.1 Understands the structure and function of body systems.

- Describes connections between muscular and skeletal systems.  
Example:  
→ Describes that the skeleton cannot move without muscles.
- Describes major muscles and their role in movement.  
Example:  
→ Understands biceps pull; quadriceps extend.
- Describes major bones and their role in movement.  
Example:  
→ Understands the femur supports standing.

## Health and Fitness - Third Grade

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

**2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.**

- Describes virus and bacteria.
- Explains function of immune system.

Example:

→ Explains the immune system keeps the body healthy and fights infections.

**2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.**

- Explains differences between communicable and non-communicable diseases.

Example:

→ Describes flu vs. stroke.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

**2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**

- Describes ways to stay safe from strangers.

Example:

→ Understands to not provide personal information over the phone or internet.

- Describes ways to identify a gang.

Example:

→ Describes clothing, body language/signals, tattoos that identify gang members.

- Describes appropriate responses when dealing with harassment, bullying, intimidation, and abuse.

Example:

→ Describes how to say "no" and tell a trusted adult(s) until action is taken.

**2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.**

- Describes safety rules to follow in case of a disaster.

Example:

→ Understands *duck and cover* are rules for an earthquake.

- Describes how to find appropriate phone numbers in emergency situation.

Example:

→ Finds emergency numbers in a cell phone, phone book, or list by the phone.

## Health and Fitness - Third Grade

### 2.4.3 Understands positive and negative effects of stress and stress management techniques.

- Explains how bodies react to stress.

Example:

→ Breathes faster, hands get moist, mouth gets dry.

- Explains steps to managing stress.

Example:

→ Identifies the stressor, creates strategies to resolve the problem, and asks for help.

### 2.4.5 Understands issues and risks related to drug use and abuse.

- Describes ways smoking and second-hand smoke harm health.

Example:

→ Makes it harder to breathe and can damage lungs.

- Explains how drug abuse can affect family and friends.

Example:

→ Understands drug use can make people say things they don't really mean.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

#### 3.1.1 Understands how family factors affect health.

- Describes how to adjust to family changes in healthful ways.

Example:

→ Understands when grandparent moves in, family members share increased workload.

#### 3.1.2 Understands the effects of environmental and external factors on personal, family, and community health.

- Understands how positive health behaviors contribute to a healthy environment.

Example:

→ Describes ways to reduce, recycle, and reuse by recycling paper and aluminum cans.

**Component 3.2: Evaluates health and fitness information.**

**GLE**

#### 3.2.1 Analyzes reliable sources of health and fitness information.

- Points out ways to get health and fitness information.

Example:

→ Uses library or fitness teacher's website.

## Health and Fitness - Third Grade

### 3.2.2 Analyzes health and fitness messages in the media.

- **Compares and contrasts health and fitness information.**  
Example:  
→ Analyzes fact vs. myth; exaggeration of benefits.

#### Component 3.3: Evaluates the impact of social skills on health.

#### GLE

### 3.3.1 Understands necessary social skills to promote health and safety.

- **Gives examples of how friends can help each other make responsible decisions.**  
Example:  
→ Discourages a friend to cheat on homework.
- **Describes respectful ways to communicate.**  
Example:  
→ Uses appropriate words and respects personal space.

#### Component 3.4: Understands the impact of emotions on health.

#### GLE

### 3.4.1 Understands emotions and how they affect self and others.

- **Discusses strategies to deal with different emotions.**  
Example:  
→ Understands when angry or excited, have self-control.
- **Discusses unhealthy attitudes can lead to bullying.**

#### Component 3.5: Applies decision-making skills related to the promotion of health.

#### GLE

### 3.5.1 Applies decision-making skills.

- **Describes steps for conflict resolution.**  
Example:  
→ Gives examples of steps which may include clarify, choice, consequences, and choose.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

#### Component 4.1: Analyzes personal health and fitness information.

#### GLE

### 4.1.1 Understands daily health and fitness habits.

- **Gives examples of age-appropriate activities and corresponding components of health-related fitness.**  
Example:  
→ Rakes the leaves to improve muscular endurance.

## Health and Fitness - Third Grade

- Gives examples of lifetime activities.  
Example:  
→ Identifies Ultimate, badminton, hiking.

<b>Component 4.2: Develops and monitors a health and fitness plan.</b>
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### GLE

#### 4.2.1 Applies goals for improving health and fitness practices.

- Uses a basic fitness log, portfolio, or journal to record physical activity.  
Example:  
→ Illustrates Monday = ten minutes of jumping rope.
- Discovers personal health behaviors and sets a goal for changing behavior.  
Example:  
→ Wants healthy teeth (no cavities) = needs to brush teeth more often/better.

## Health and Fitness - Fourth Grade

*In grade four, students learn to identify the components of health-related physical fitness. Students make continuous progress across all fundamental motor patterns and become proficient in movement patterns as students combine locomotor and manipulative skills in increasingly complex situations. They apply movement concepts in individual movement performances, and tactical strategies in simple partner activities. Students in grade four learn and apply health skills to the following health areas: Disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. They set simple goals for promoting personal health and preventing disease. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.*

**EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1:** Develops motor skills and movement concepts as developmentally appropriate.

### **GLE**

**1.1.1** Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.

- **Demonstrates mature patterns and smooth transitions between movement skills in group activities.**  
Example:  
→ Receives a ball on the run.
- **Demonstrates motor skill combinations in group activities.**  
Example:  
→ Uses reach, step, and strike to serve.
- **Demonstrates a variety of balance and control skills in group activities.**  
Example:  
→ Demonstrates a stable base of support while performing a forearm pass.
- **Demonstrates manipulative skills using a variety of objects in group activities.**  
Example:  
→ Throws and catches a flying disc (foam, plastic) in Ultimate.
- **Demonstrates manipulative skills with stationary and moving targets in group activities.**  
Example:  
→ Serves and returns a pickleball at a wall or with a partner.
- **Demonstrates manipulative skills while moving/traveling in group activities.**  
Example:  
→ Passes and catches using a scoop while jogging.

## Health and Fitness - Fourth Grade

- **Organizes and demonstrates complex movement sequences using various rhythms.**  
Example:  
→ Performs a Tinikling activity.

### 1.1.5 Analyzes movement concepts.

- **Integrates movement concepts in increasingly complex activities.**  
Example:  
→ Demonstrates the concepts of effort in a hockey partner drill.
- **Compares and contrasts basic game strategies in increasingly complex activities.**  
Example:  
→ Demonstrates spacing vs. bunching up in a variety of games.
- **Analyzes a variety of dances that include various movement concepts.**

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Analyzes safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.

- **Points out role in maintaining a safe learning environment.**  
Example:  
→ Wears paddle safety strap when playing pickleball.

#### 1.2.2 Applies social skills necessary for effective participation in physical activities.

- **Demonstrates cooperation when working to achieve a common goal.**  
Example:  
→ Respects teammates' ideas in team building activities.
- **Demonstrates etiquette and application of rules.**  
Example:  
→ Avoids stepping in an opponent's putting path.

#### 1.2.3 Applies strategies necessary for effective participation in physical activities.

- **Demonstrates basic strategies in games and activities.**  
Example:  
→ Demonstrates 1-to-1 defense, staying between opponent and the goal.



## Health and Fitness - Fourth Grade

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.3.1 Analyzes components of health-related fitness.

- **Points out benefits of physical activity for the heart, lungs, and muscles.**  
Example:  
→ Understands jumping rope contributes to the prevention of heart disease.
- **Distinguishes the components of health-related fitness as they relate to the Activity Pyramid.**  
Example:  
→ Understands lifestyle activities, such as walking the dog, should be done more frequently than sedentary activities, which do not contribute to health-related physical fitness.
- **Infers how the FITT principle affects development of components of health-related fitness.**  
Example:  
→ Understands the importance of playing active games at home frequently, with high intensity, contributes to heart health, as compared to sedentary activities such as surfing the internet for long periods of time.
- **Infers how the components of health-related fitness and improved performance, in a variety of activities, are related.**  
Example:  
→ Understands that a healthy level of muscular endurance would enable an individual to snowshoe or bicycle for long trips.
- **Points out proper technique for health-related fitness assessments.**  
Example:  
→ Evaluates a peer's performance effectively (uses a rubric for a correct push-up).

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Applies components of skill-related fitness.

- **Relates components of skill-related fitness in a variety of physical activities.**  
Example:  
→ Understands static balance, coordination, and power are developed when performing yoga.

## Health and Fitness - Fourth Grade

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

**1.5.1 Understands how the body's function and composition are affected by food consumption.**

- **Classifies nutrients found among food groups.**

Example:

→ Recognizes protein and Vitamin D are two nutrients in the dairy group.

- **Explains how serving size impacts a healthy body.**

Example:

→ Understands excess calories lead to weight gain; moderating calories leads to weight maintenance.

**Explains information found on a food label.**

Example:

→ Describes serving size, nutrients, fiber, calories.

**1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.**

- **Analyzes a food journal for missing nutrients.**

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

**Component 2.1: Understands foundations of health.**

### GLE

**2.1.1 Understands dimensions and indicators of health.**

- **Describes wellness.**

Example:

→ Wellness is when one has health in all dimensions.

- **Explains how being well reduces health risks.**

Example:

→ Understands that sleeping, eating well, and exercising reduce risk of becoming diabetic.

- **Explains ways to improve health and wellness.**

Example:

→ Understands that being active during free time improves health.

## Health and Fitness - Fourth Grade

### Component 2.2: Understands stages of growth and development.

#### GLE

#### 2.2.1 Understands the structure and function of body systems.

- Describes connections among body systems.

Example:

→ Understands the nervous system communicates with the muscular system which moves the skeletal system.

- Explains habits for healthy growth and development.

Example:

→ Explains that a healthy habit is sitting up straight.

- Describes behaviors that will protect body systems.

Example:

→ Understands wearing a helmet when rollerblading will protect the skeletal system.

#### 2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

#### 2.2.3 Understands hereditary factors that affect growth, development, and health.

- Gives examples of hereditary factors that affect growth and development.

Example:

→ Recognizes hereditary factors such as height, body type, and eye color.

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

#### 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

- Explains how common childhood illnesses are treated.

Example:

→ Understands rest and fluids help fight a cold.

- Understands communicable disease.

#### 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.

- Describes ways to reduce risks of non-communicable diseases.

Example:

→ Describes physical activity, healthy eating, and not using tobacco as ways to reduce risks.

- Understands non-communicable disease.

## Health and Fitness - Fourth Grade

Component 2.4: Acquires skills to live safely and reduce health risks.

### GLE

- 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**
- Gives examples of different types of abuse.  
Example:  
→ Describes verbal, emotional, sexual, and substance abuse.
  - Describes appropriate responses when dealing with harassment, bullying, intimidation, and abuse.  
Example:  
→ Describes how to support a peer by seeking a trusted adult for help.
- 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.**
- Explains how to follow universal first aid precautions.  
Example:  
→ Uses gloves when dealing with body fluids.
  - Describes basic first aid for cuts, scrapes, and nosebleeds.  
Example:  
→ Washes cut with warm soapy water.
- 2.4.3 Understands positive and negative effects of stress and stress management techniques.**
- Explains healthful ways to manage stress on a daily basis.  
Example:  
→ Uses regular exercise, plenty of rest and sleep to manage stress.
  - Explains how attitude affects stress.  
Example:  
→ Understands negative attitude can lessen ability to manage stress and reach personal goals. Positive attitude can provide more solutions to stressful situations.
- 2.4.5 Understands issues and risks related to drug use and abuse.**
- Describes harmful effects of caffeine, alcohol, and tobacco.  
Example:  
→ Understands chewing tobacco may cause cancer of the mouth.
  - Gives examples of foods and drinks that contain caffeine.  
Example:  
→ Drinks with caffeine may include chocolate or energy drinks.

## Health and Fitness - Fourth Grade

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

**3.1.1 Understands how family and cultural factors affect health.**

- **Describes ways a family might influence the health of its members.**  
Example:  
→ Understands family members encourage appropriate rest and physical activity.
- **Describes how cultural factors affect health.**  
Example:  
→ Learns to prepare foods in a healthy manner.

**3.1.2 Understands how environmental factors affect health.**

- **Describes routes of exposure (breathing, ingesting, and dermal exposure).**  
Example:  
→ Understands air may have particles that are breathed in; water may have organisms that are ingested; and pesticides may get into body through skin.

**Component 3.2: Evaluates health and fitness information.**

**GLE**

**3.2.1 Analyzes reliable sources of health and fitness information.**

- **Analyzes use of technology as a reliable source of health and fitness information.**  
Example:  
→ Uses pedometers or fitness performance software.

**3.2.2 Analyzes health and fitness messages in the media.**

- **Analyzes hidden messages in advertising.**  
Example:  
→ Understands “slimmer” or “join the crowd” are hidden messages.

**Component 3.3: Evaluates the impact of social skills on health.**

**GLE**

**3.3.1 Understands necessary social skills to promote health and safety.**

- **Describes ways to maintain healthful friendships.**  
Example:  
→ Maintains friendship by respectfully talking through disagreements.
- **Describes the influence peers can have on character.**  
Example:  
→ Promotes trustworthiness.

## Health and Fitness - Fourth Grade

### Component 3.4: Understands the impact of emotions on health.

#### GLE

#### 3.4.1 Applies a variety of emotional-response strategies.

- **Demonstrates appropriate emotional-response strategies.**

Example:

→ Understands if someone yells, request that they stop; walk away.

- **Identifies put-downs.**

Example:

→ Understands how stereotypes and put-downs are untrue, unfair, and limiting.

### Component 3.5: Applies decision-making skills related to the promotion of health.

#### GLE

#### 3.5.1 Applies decision-making skills.

- **Demonstrates steps for conflict resolution.**

Example:

→ Role plays “clarifying the problem.”

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

### Component 4.1: Analyzes personal health and fitness information.

#### GLE

#### 4.1.1 Applies daily health and fitness habits.

- **Classifies fitness performance assessments to each component of health-related physical fitness.**

Example:

→ Identifies mile-run measures cardiorespiratory endurance.

- **Discovers community programs, clubs, and organizations that provide opportunities for participation in physical activity.**

Example:

→ Identifies community youth leagues, YMCA.

### Component 4.2: Develops and monitors a health and fitness plan.

#### GLE

#### 4.2.1 Applies goals for improving health and fitness practices.

- **Uses a fitness log, portfolio, or journal to record physical activity.**

Example:

→ Illustrates Monday = 20 minutes of rope jumping and 40 minutes of soccer practice.

## Health and Fitness - Fourth Grade

- **Implements a plan for participation in regular physical activities at home, school, or in the community.**  
Example:  
→ Rides bike 20 minutes a day.
- **Uses a personal health checklist to record personal health habits.**  
Example:  
→ Uses a calendar: Monday = went to bed on time.
- **Discovers individual health behaviors and creates a health plan for improvement.**  
Example:  
→ Lacks vegetables - will eat three servings every day.





## Health and Fitness - Fifth Grade

*Students in fifth grade apply motor skills and movement concepts to enhance their movement performance, personal fitness, and game strategy and tactics. Students demonstrate specialized skills alone, with a partner, and/or in a small group. Fitness assessment is appropriate at this grade level, and students make interpretations of the results of their assessments and set personal goals based on the results. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, time, and type. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways. Students in grade five distinguish reliable from unreliable health information and resources. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### GLE

**1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.**

- **Demonstrates mature patterns and smooth transitions between movement skills in lead-up games.**  
Example:  
→ Fields a ground ball and throws to a base.
- **Demonstrates movement skill combinations in lead-up games and group activities.**  
Example:  
→ Drops/tosses and strikes in a tennis serve.
- **Demonstrates a variety of balance and control skills in lead-up games and group activities.**  
Example:  
→ Performs a handoff with control in a relay race.
- **Designs and performs repeatable sequences of tumbling activities using smooth transitions.**  
Example:  
→ Performs a cartwheel into forward roll into an inverted balance.

## Health and Fitness - Fifth Grade

- **Demonstrates manipulative skills using a variety of objects in lead-up games and group activities.**  
Example:  
→ Passes/sets a volleyball (beach ball, trainer) in a three-with-three modified game.
- **Demonstrates manipulative skills with stationary and moving targets in lead-up games and group activities.**  
Example:  
→ Performs a basketball pass to a stationary/moving partner.
- **Demonstrates manipulative skills while moving in lead-up games and group activities.**  
Example:  
→ Dribbles and passes a ball with a partner toward a goal.
- **Applies increasingly complex movement sequences using various rhythms.**  
Example:  
→ Creates a partner routine synchronized to music while jumping rope.
- **Demonstrates the ability to document practice for improved movement proficiency.**  
Example:  
→ Records activities on a teacher-designed worksheet.

### 1.1.5 Evaluates movement concepts.

- **Tests movement concepts in complex movement activities and game situations.**  
Example:  
→ Evaluates a peer's application of movement concepts in a game setting using a rubric.
- **Critiques dances which include a variety of movement concepts.**

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Evaluates safety rules and procedures in a variety of physical activities.

**CBA: Get Fit Summer**

**CBA: Concepts of Health and Fitness**

- **Critiques etiquette and application of rules and procedures.**  
Example:  
→ Explains why the volleyball should be rolled under the net on change of service (as opposed to thrown over the net).
- **Applies safety principles when performing age-appropriate activities.**  
Example:  
→ Maintains appropriate following distance when riding bikes.

## Health and Fitness - Fifth Grade

- Applies knowledge of safety precautions to take before, during, and after a workout.

Example:

→ Warms up prior to stretching.

### 1.2.2 Analyzes social skills necessary for effective participation in physical activities.

- Integrates cooperation during competitive and non-competitive activities.

Example:

→ Honors group decisions.

- Points out rule violations and resolution strategies.

Example:

→ Calls own fouls (uses rock, paper, and scissors to resolve conflicts).

### 1.2.3 Applies strategies necessary for effective participation in physical activities.

- Demonstrates basic strategies in games and activities.

Example:

→ Passes the ball ahead of a receiver traveling towards the goal.

**Component 1.3: Understands the components of health-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

## GLE

### 1.3.1 Analyzes components of health-related fitness.

CBA: Get Fit Summer

CBA: Concepts of Health and Fitness

CBA: Welcome to Our School

- Analyzes progress in a fitness log.

Example:

→ Compares current fitness score to healthy standards.

- Distinguishes among lifetime activities which improve components of health-related fitness.

Example:

→ Communicates that power walking improves cardiorespiratory endurance; canoeing/kayaking develops muscular endurance.

- Integrates FITT principle with components of health-related fitness using the Activity Pyramid.

Example:

→ Explains flexibility recommendations for Activity Pyramid Level 3 are:

Frequency = 3-7 days/week.

Intensity = stretch more than normal.

Time = how many times (or reps) each day.

Type = butterfly, quadriceps stretch.

## Health and Fitness - Fifth Grade

- **Analyzes how the FITT principle affects development of health-related fitness.**  
Example:  
→ Compares personal fitness scores with exercise habits (frequency) to determine areas for focus.
- **Draws conclusions based on criteria from fitness assessments for effective goal setting.**  
Example:  
→ Sets appropriate goal, based on sit-and-reach score.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Analyzes components of skill-related fitness.

##### CBA: Concepts of Health and Fitness

- **Distinguishes among lifetime activities which improve components of skill-related fitness.**

Example:

→ Understands kayaking improves coordination, dynamic balance, and power.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Analyzes how the body's function and composition are affected by food consumption.

##### CBA: Mrs. Trimble's Muffins

##### CBA: Concepts of Health and Fitness

##### CBA: Welcome to Our School

- **Analyzes how nutrients support a healthy body.**

Example:

→ Understands Vitamin A supports vision and bone growth.

- **Compares and contrasts food labels for nutrition information.**

Example:

→ Compares labels of two bars (granola bar vs. energy bar).

- **Analyzes the impact of healthy eating on both physical and academic performance.**

Example:

→ Understands sugar intake leads to low energy and decreased academic focus.

## Health and Fitness - Fifth Grade

1.5.2 Analyzes information from dietary evaluation and self-assessment in order to improve performance.

CBA: Mrs. Trimble's Muffins

CBA: Welcome to Our School

- Draws conclusions from a food journal for missing nutrients and selects foods to fill gaps.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

### Component 2.1: Understands foundations of health.

GLE

2.1.1 Understands dimensions and indicators of health.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- Discusses how healthy habits contribute to overall health.

Example:

→ Understands that showing respect improves healthy friendships.

- Describes strategies for improving dimensions of health.

Example:

→ Builds healthy friendships, makes healthy food choices, and spends time reading instead of playing video games.

### Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Understands the structure and function of body systems.

CBA: Concepts of Health and Fitness

- Describes function of the endocrine system.

Example:

→ Understands the endocrine system regulates growth and development.

2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

## Health and Fitness - Fifth Grade

### 2.2.3 Understands hereditary factors that affect growth, development, and health.

- Explains hereditary factors that affect growth.

Example:

→ Explains that parents' height influences child's height.

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

### 2.3.1 Understands how to prevent or reduce the risk of contracting a communicable disease.

CBA: Welcome to Our School

- Discusses HIV/AIDS and Hepatitis.

Example:

→ Discusses HIV/AIDS and Hepatitis lowers immunity to other viruses.

- Discusses spread of HIV/AIDS and Hepatitis.

Example:

→ Understands HIV/AIDS can spread when certain body fluids of a person with HIV get into another person's body.

- Discusses prevention and vaccines for HIV/AIDS and Hepatitis.

Example:

→ Avoids contact of body fluids with someone who has Hepatitis.

Refer to the AIDS Omnibus ACT

### 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.

CBA: Welcome to Our School

- Describes how family history can affect personal health.

Example:

→ Understands ways to prevent high blood pressure or sickle cell anemia.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

### 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.

CBA: New Kid on the Block

CBA: Welcome to Our School

- Analyzes scenarios to identify risky situations and appropriate responses.

Example:

→ Analyzes scenario: Friend offers a cigarette.

Risk = Unhealthy choice.

Response = Say "no" and tell an adult.

## Health and Fitness - Fifth Grade

- **Points out risks associated with providing personal information through technology.**

Example:

→ Points out risks of giving out name/number on the internet (might be exposed to unwanted strangers).

### 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.

**CBA: Concepts of Health and Fitness**

- **Describes how to prepare for an emergency.**

Example:

→ Practices evacuation at home.

- **Describes what safety measures to take in case of a natural disaster.**

Example:

→ Describes the importance of having food, water, and medical supplies on hand.

- **Explains how to assess an emergency situation.**

Example:

→ Understands if there is a live wire on the ground, do not touch it.

- **Demonstrates how to administer basic first aid for minor injuries.**

Example:

→ Applies direct pressure for bleeding.

### 2.4.3 Understands positive and negative effects of stress and stress management techniques.

**CBA: A Cartoon Role Model**

**CBA: New Kid on the Block**

- **Understands eustress and distress.**

Example:

→ Recognizes eustress is positive, earning a good grade. Distress is negative, parents get a divorce.

- **Explains appropriate steps of stress management.**

Example:

→ Plans time wisely, compromises with siblings, or being physically active.

### 2.4.5 Understands issues and risks related to drug use and abuse.

**CBA: Stomp Out Second-Hand Smoke**

- **Describes differences between legal and illegal drugs.**

Example:

→ Differences include aspirin vs. cocaine.

- **Explains the harmful effects of illegal drugs.**

Example:

→ Effects of marijuana may include poisonous toxins.

- **Describes ways to resist pressure to use drugs.**

Example:

→ Practices refusal skills.

## Health and Fitness - Fifth Grade

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

**3.1.1 Understands how family and cultural factors affect health.**

- **Describes appropriate strategies to support healthy family/cultural habits on a personal level.**

Example:

→ Opens a window for second-hand smoke.

- **Describes activities in which families could cooperate.**

Example:

→ Recognizes cooperative activities might include chores or social events.

**3.1.2 Understands how environmental factors affect health.**

- **Understands dose and exposure.**

Example:

→ Understands air may be dry and trigger asthma episodes.

**Component 3.2: Evaluates health and fitness information.**

**GLE**

**3.2.1 Analyzes reliable sources of health and fitness information.**

**CBA: Stomp Out Second-Hand Smoke**

- **Analyzes how health and fitness products affect health.**

Example:

→ Analyzes reliable health information on government websites.

**3.2.2 Analyzes health and fitness messages in the media.**

- **Analyzes influences of marketing strategies on health and fitness choices.**

Example:

→ Understands that healthy foods are on the top shelf and sugary foods are at eye level in a grocery store.

**Component 3.3: Evaluates the impact of social skills on health.**

**GLE**

**3.3.1 Applies necessary social skills to promote health and safety.**

**CBA: A Cartoon Role Model**

**CBA: New Kid on the Block**

**CBA: Welcome to Our School**

- **Predicts negative and positive effects of peer pressure.**

Example:

→ Predicts negative - chooses to smoke when offered a cigarette.

Predicts positive - discourages a friend from smoking.



## Health and Fitness - Fifth Grade

- Applies actions to take when feeling left out, and initiates and maintains friendships.

Example:

→ Asks to sit with others at lunch.

- Points out respect for others.

Example:

→ Identifies examples of people of different cultures and groups who have contributed to arts, science, peace, and other important human endeavors.

### Component 3.4: Understands the impact of emotions on health.

GLE

- 3.4.1 Applies a variety of emotional-response strategies.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- Implements appropriate emotional-response strategies.

Example:

→ Uses “I” statements, considers others’ point of view, and agrees to disagree.

### Component 3.5: Applies decision-making skills related to the promotion of health.

GLE

- 3.5.1 Applies decision-making skills.

CBA: A Cartoon Role Model

CBA: New Kid on the Block

CBA: Welcome to Our School

- Demonstrates ways to express anger and resolve conflict without violence.

Example:

→ Explains feelings calmly.

- Demonstrates who to enlist for help with mediation of a conflict.

Example:

→ Identifies adults to go to when there is conflict.

## Health and Fitness - Fifth Grade

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.1: Analyzes personal health and fitness information.**

**GLE**

**4.1.1 Analyzes daily health and fitness habits.**

**CBA: Get Fit Summer**

**CBA: Welcome to Our School**

- **Draws conclusions about personal fitness in relation to a fitness performance assessment.**

**Example:**

→ Understands if PACER score is 8 and the Healthy Fit Zone (HFZ) is 23, I need to improve my cardiorespiratory endurance.

- **Points out the impact of daily health and fitness habits.**

**Example:**

→ Understands lack of exercise leads to obesity.

**Component 4.2: Develops and monitors a health and fitness plan.**

**GLE**

**4.2.1 Creates goals for improving health and fitness practices.**

**CBA: Get Fit Summer**

**CBA: Welcome to Our School**

- **Develops a plan to improve previous health-related fitness scores.**

**Example:**

→ Needs to improve muscular endurance by practicing push-ups, if push-up score is two.

- **Creates a personal health and fitness plan for improvement.**
- **Generates resources to assist in achieving a personal health goal.**

**Example:**

→ Increases activity time.

## Health and Fitness - Sixth Grade

*Students in grade six will combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment. Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students demonstrate injury-prevention behaviors at school and elsewhere. They are resourceful in accessing and critiquing health information.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### GLE

**1.1.1 Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency.**

- **Demonstrates mechanics of movement as applied to specific motor skills.**  
Example:
  - Throws a ball: Stepping with opposite foot, putting opposite shoulder closest to target, reaching back, extending arm fully, and following through.
- **Demonstrates progressive movement combinations in rhythmic activities.**  
Example:
  - Performs a sequence of step patterns in a line dance or cultural dance.
- **Demonstrates the critical elements of fundamental motor skills and complex motor skills involved in individual, group activities, and team games.**  
Example:
  - Demonstrates basketball skills such as dribbling, passing, and shooting.
- **Demonstrates the ability to practice independently to improve motor skill levels.**  
Example:
  - Performs rope jumping and explains the importance of practice using a teacher-designed worksheet.

## Health and Fitness - Sixth Grade

### 1.1.5 Demonstrates understanding of movement concepts.

- Demonstrates the following movement concepts: Concepts of relationships, concepts of effort, concepts of spatial awareness, and concepts of pathways.

Example:

→ Dribbles a ball while preventing an opponent from stealing the ball.

- Applies movement concepts to refine skills in lead-up games and activities.

Example:

→ Uses various speeds, levels, directions, and pathways in a floor hockey game.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.

- Applies rules and etiquette in a variety of games.
- Recognizes personal space of self and others.
- Understands space and position in a game or activity.
- Recognizes signals to pause activity for instruction.
- Demonstrates ability to return/retrieve equipment in a safe manner.

#### 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.

- Demonstrates sportsmanship and cooperation.

Example:

→ Acknowledges contribution of all team members.

- Demonstrates offensive, defensive, and cooperative strategies.

Example:

→ Identifies offense as “attacking” and defensive as “defending.”

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.3.1 Understands the components of health-related fitness.

- Explains components of health-related fitness as related to lifelong health.

Example:

→ Understands cardiorespiratory endurance is needed to climb stairs.

## Health and Fitness - Sixth Grade

- **Describes appropriate assessments to measure personal fitness in health-related components.**  
Example:  
→ Recognizes a push up is a measure of muscular strength.
- **Gives examples of realistic fitness goals based on current fitness measurement results and minimum health standards for age and gender.**  
Example:  
→ Identifies Presidential Fitness: A 14-year-old girl must complete one pull up.
- **Gives examples of activities promoting physical fitness in the components of health-related fitness.**  
Example:  
→ Understands swimming promotes cardiorespiratory endurance.
- **Describes FITT principle.**

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Understands the components of skill-related fitness to physical activity.

- **Understands the components of skill-related fitness.**
- **Describes appropriate fitness assessments for components of skill-related fitness.**  
Example:  
→ Recognizes shuttle run is a measure of agility.
- **Participates in skill-related fitness assessments for goal setting.**  
Example:  
→ Performs agility and balance assessments and sets personal goals.
- **Interprets self-progress for skill-related fitness assessments in a fitness plan.**  
Example:  
→ Understands lower shuttle run times show improvement in agility.

#### 1.4.2 Explains how movement skills contribute to active living for lifetime health.

- **Describes activities that lead to an active life.**  
Example:  
→ Discusses how an active life includes recreational activities, sport, exercise, and dance.

## Health and Fitness - Sixth Grade

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Understands nutrition goals based on dietary guidelines and individual activity needs.

- **Describes dietary guidelines when making food choices.**  
Example:  
→ Chooses foods that limit fat and cholesterol intake.
- **Explains food choices in relation to portion size for a healthy diet.**  
Example:  
→ Discusses two tablespoons of peanut butter count as one serving in the meat and beans group.
- **Describes positive impacts of eating a variety of foods.**  
Example:  
→ Discusses eating vegetables provide fiber.
- **Understands the term nutrients.**  
Example:  
→ Defines the word nutrient and lists the six kinds of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water).

#### 1.5.2 Understands the effects of activity, fitness, and nutrition practices.

- **Understands relationship between caloric intake and physical activity.**  
Example:  
→ Understands more calories are expended in distance running compared to bowling.

#### 1.5.4 Understands healthy and unhealthy eating patterns.

- **Recognizes proper nutrition for a healthy lifestyle.**

**EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

**Component 2.1: Understands foundations of health.**

### GLE

#### 2.1.1 Recalls the dimensions of health and relates to personal health behaviors.

- **Identifies dimensions of health.**  
Example:  
→ Recognizes physical, social, intellectual, and emotional health.

## Health and Fitness - Sixth Grade

### Component 2.2: Understands stages of growth and development.

#### GLE

- 2.2.1 Understands structure and functions of body systems.
- Describes structure and function of major body systems.
- 2.2.2 Understands how to maintain sexual health throughout life.
- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).
- 2.2.3 Understands hereditary factors affecting growth, development, and health.
- Describes hereditary factors influencing growth, development, and health risks.  
Example:  
→ Discusses untreated high-blood pressure may lead to a stroke.
- 2.2.4 Understands benefits of maintaining a balance of healthy habits.
- Describes a healthy balance of stress, sleep, exercise, nutrition, recreation, and school.  
Example:  
→ Understands that adolescents need nine-ten hours of sleep.

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

- 2.3.1 Understands factors and prevention related to communicable diseases.
- Describes transmission, prevention, and treatment of communicable diseases.  
Example:  
→ Explains common cold is a viral infection from coughing and sneezing.  
Prevention: Avoid drinking from other's glass and wash hands.  
Treatment: Rest and plenty of fluids.
  - Understands that some diseases can be transmitted when people have sexual contact.  
Example:  
→ Gives HIV as an example of a sexually transmitted disease (STD) that can be transmitted through sexual contact.
- 2.3.2 Understands skills that prevent and control non-communicable diseases.
- Describes prevention and control of non-communicable diseases.  
Example:  
→ Avoids smoking to prevent heart disease.

## Health and Fitness - Sixth Grade

- **Describes the differences between communicable and non-communicable disease.**

Example:

→ Explains a communicable disease is HIV/AIDS, and non-communicable disease is cancer.

### Component 2.4: Acquires skills to live safely and reduce health risks.

GLE

#### 2.4.1 Understands abusive and risky situations.

- **Describes appropriate use of personal space.**
- **Describes wanted and unwanted touching in a variety of settings.**
- **Describes verbal/non-verbal clues to avoid risky situations.**
- **Describes personal steps to reduce risks.**

Example:

→ Describes how body language and self-presentation may communicate a different message than intended.

- **Describes the risks associated with providing personal information through the use of technology.**

Example:

→ Discusses bullying may be a risk when providing personal information on the internet or through texting.

- **Demonstrates positive social skills to avoid risky situations.**

Example:

→ Understands refusal skills, conflict resolution, anger management, and decision-making skills.

#### 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely.

- **Understands basic steps in first-aid including blood-borne pathogen protections.**

Example:

→ Elevates and ices a sprained ankle.

- **Describes what to do in an emergency situation.**

Example:

→ Floods: Stays out of water and gets to high ground.

- **Describes safe behaviors to minimize risk and prevent injury to self and others.**

Example:

→ Adults lock guns in gun safe.



## Health and Fitness - Sixth Grade

### 2.4.3 Understands stress and stress-management techniques.

- **Understands stress.**  
Example:
  - Understands eustress is positive stress: Earning a good grade.
  - Distress is negative stress: Conflicts with a friend.
- **Describes stress-management techniques to use in stressful situations.**  
Example:
  - Counts from one to ten before responding.

### 2.4.5 Understands issues and risks related to drug use and abuse.

- **Describes legal and illegal drugs.**
- **Describes benefits of being drug-free.**
- **Describes risks associated with alcohol and tobacco use.**  
Example:
  - Recognizes alcohol impairs the ability to make good decisions.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

#### GLE

### 3.1.1 Understands how family and cultural factors affect health.

- **Describes ways that family habits influence health choices.**  
Example:
  - Identifies healthy and non-healthy food choices at home.

### 3.1.2 Understands how environmental factors impact health.

- **Describes how environmental factors affect individual susceptibility (age, size, genetics, gender, and ethnicity) on health: Air, water, noise, and chemical pollution.**  
Example:
  - Understands elderly, infants, young children, pregnant women, and sick people who have weakened immune systems are more likely to be harmed by exposure to a hazard than others.

## Health and Fitness - Sixth Grade

### Component 3.2: Evaluates health and fitness information.

#### GLE

#### 3.2.1 Analyzes health and fitness product information.

- Compares and contrasts sources of health and fitness information.  
Example:  
→ Compares and contrasts various diets and advertisements.

#### 3.2.2 Analyzes health and fitness messages in the media.

- Compares and contrasts health and fitness messages in media and technology.

### Component 3.3: Evaluates the impact of social skills on health.

#### GLE

#### 3.3.1 Solves conflicts while maintaining safe and respectful relationships.

- Demonstrates importance of positive self-concept.
- Uses verbal and non-verbal communication skills to maintain positive relationships.
- Demonstrates roles/qualities of a good friend.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

### Component 4.1: Analyzes personal health and fitness information.

#### GLE

#### 4.1.1 Analyzes daily health and fitness habits.

- Analyzes health behaviors (e.g., diet, sleep, activity, fitness, and hydration).
- Sets and charts goals for changing behavior.

### Component 4.2: Develops and monitors a health and fitness plan.

#### GLE

#### 4.2.1 Evaluates personal health and fitness data and sets goals.

- Critiques personal health and fitness goals.

## Health and Fitness - Seventh Grade

*In grade seven, students continue to develop competence in modified versions of various games, rhythmic, and recreational activities. They can apply similar concepts from one sport or movement setting to another. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students exhibit a healthy lifestyle, interpret health information, and promote good health.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### GLE

**1.1.1 Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency.**

- **Demonstrates mechanics of movement as applied to specific motor skills.**  
Example:  
→ Kicks a ball with accuracy.
- **Performs movement combinations in rhythmic activities.**  
Example:  
→ Performs a sequence of step patterns synchronized to music in dance.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving team games and group activities.**  
Example:  
→ Receives a fly ball by running, pivoting, and catching.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving individual games and activities.**  
Example:  
→ Returns a serve and approaches the net in pickleball.
- **Demonstrates and describes the importance of practice to improve skill levels.**  
Example:  
→ Logs practice time on a teacher-designed worksheet, performing correct free-throw form at home or after school.

## Health and Fitness - Seventh Grade

### 1.1.5 Demonstrates understanding of movement concepts.

- Applies movement concepts to meet complex skill demands.

Example:

→ Receives disc, pivots, throws disc to teammate, repositions to receive disc in a game of Ultimate.

- Shows similarities in movement across different activities.

Example:

→ Shows similarities in movement, (tennis serve, overhand volleyball serve, and overhead badminton clear).

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.

- Applies rules and etiquette in a variety of games.
- Demonstrates ability to safely participate in a variety of physical activities.

#### 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.

- Demonstrates sportsmanship and cooperation during a variety of competitive activities.

Example:

→ Acts gracious when winning or losing (sportsmanship).

- Demonstrates offensive, defensive, and cooperative strategies.

Example:

→ Demonstrates side-by-side and up-and-back strategies in tennis.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.3.1 Understands the components of health-related fitness.

- Understands the relationship between the FITT principle and components of health-related fitness.
- Explains components of health-related fitness and their importance as related to lifelong health.

Example:

→ Understands muscular strength is needed for optimal bone health.

## Health and Fitness - Seventh Grade

- Gives appropriate assessments to measure personal fitness in health-related components.  
Example:  
→ Recognizes the mile run is a measure of cardiorespiratory endurance.
- Summarizes realistic personal fitness goals based on current fitness measurement results and minimum health standards for age and gender.  
Example:  
→ Identifies FitnessGram, PACER: A 13-year-old boy must complete 55-74 for high performance.
- Understands how to track personal fitness using an activity log.
- Participates in activities that promote physical fitness in the components of health-related fitness.  
Example:  
→ Understands bicycling promotes cardiorespiratory endurance.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Understands the components of skill-related fitness to physical activity.

- Explains the importance of components of skill-related fitness in physical activity.
- Example:  
→ Understands increased coordination will improve underhand badminton skills.
- Performs appropriate fitness assessments for components of skill-related fitness.  
Example:  
→ Recognizes coin catch is a measure of reaction time.
- Participates in skill-related fitness assessments for goal setting.  
Example:  
→ Performs assessments in coordination and reaction time and sets personal goals.
- Interprets self-progress for skill-related fitness assessments in a health and fitness plan.  
Example:  
→ Understands improved juggling skills will show improvement in coordination.

#### 1.4.2 Explains how movement skills contribute to active living for lifetime health.

- Describes how physical activity contributes to a healthy lifestyle.  
Example:  
→ Discusses how benefits of swimming may help cardiovascular fitness.

## Health and Fitness - Seventh Grade

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.

- **Describes dietary guidelines when making food choices.**  
Example:  
→ Chooses drinks with low sugar content.
- **Predicts portion size when making food choices.**  
Example:  
→ Determines portion size of a 16 oz. milkshake.
- **Uses components of a nutrition label to make informed decisions regarding healthy food choices.**  
Example:  
→ Examines the nutrition label of a favorite drink to learn number of servings it contains.
- **Shows sources of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water) in a variety of foods.**  
Example:  
→ Understands oranges are a good source of Vitamin C.

#### 1.5.2 Understands the effects of activity, fitness, and nutrition practices.

- **Predicts relationship between caloric intake and physical activity.**  
Example:  
→ Understands how far a person must walk to burn enough calories to equal a candy bar.
- **Interprets caloric needs based on activity levels.**  
Example:  
→ Recognizes a long-distance runner needs greater caloric intake.

#### 1.5.4 Understands healthy and unhealthy eating patterns.

- **Explains the difference between anorexia nervosa and bulimia.**
- **Describes healthy ways to lose, gain, or maintain weight.**

## Health and Fitness - Seventh Grade

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

### Component 2.1: Understands foundations of health.

#### GLE

2.1.1 Understands the dimensions of health and relates to personal health behaviors.

- Describes a personal balance of each dimension of health.

Example:

→ Discusses how physical health (working out three-to-five times per week), social health (spending time with family and friends), and intellectual health (daily study habits) are dimensions of health.

### Component 2.2: Understands stages of growth and development.

#### GLE

2.2.1 Understands structure and functions of body systems.

- Explains the structure and function of major body systems.
- Understands connections between health decisions and their impact on major body systems.

Example:

→ Understands the impact of smoking on the respiratory system.

2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

2.2.3 Understands hereditary factors affecting growth, development, and health.

- Understands health risks that influence hereditary factors.

Example:

→ Maintains healthy body weight and avoids tobacco use to prevent high blood pressure.

2.2.4 Understands benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).

- Describes warning signs/behavioral patterns, and avenues of support for young people who experience unhealthy habits.

Example:

→ Understands that isolation from friends and family is a warning sign of emotional eating and alerts a teacher or counselor for support.

## Health and Fitness - Seventh Grade

### Component 2.3: Understands the concepts of prevention and control of disease.

#### GLE

#### 2.3.1 Understands factors and prevention related to communicable diseases.

- Describes transmission, prevention, and treatment of a variety of communicable diseases.

Example:

→ Explains strep throat is a bacterial infection transmitted through direct contact with an infected person. Prevention: Avoid contact with infected person and wash hands. Treatment: Antibiotics are needed for treatment.

- Classifies sexually transmitted diseases (STDs).

Example:

→ Cites HIV as a viral infection.

#### 2.3.2 Understands skills that prevent and control non-communicable diseases.

- Describes signs, symptoms, prevention, and treatment of non-communicable diseases (asthma, heart disease, diabetes, cancer, depression, anxiety).

Example:

→ Explains asthma symptoms include coughing, wheezing, and shortness of breath. There is no cure, but an inhaler is used to open the airway. Triggers include pollen, grass, and smoke.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

#### 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.

- Describes emotional triggers of an abusive or risky situation and identifies appropriate responses.

Example:

→ Recognizes if followed by someone, the emotional trigger would be fear. The appropriate response is to go to a safe house.

- Describes internet safety and ways to protect identity while using technology.

Example:

→ Discusses steps to protect self when on the internet.

- Describes appropriate responses when dealing with harassment, bullying, and intimidation.

- Analyzes scenarios to identify risky situations and appropriate responses.

Example:

→ Recognizes swimming alone is risky. Swimming with a buddy is an appropriate response.



## Health and Fitness - Seventh Grade

- 2.4.2 Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.**
- **Demonstrates basic first-aid/CPR procedures including blood-borne pathogen protections.**  
Example:  
→ Applies direct pressure to an open wound using protective gloves.
- 2.4.3 Understands effects of stress and stress-management techniques.**
- **Describes effects of stress.**  
Example:  
→ Understands negative effects of stress include depression.  
Positive effects include improved self-respect.
  - **Describes stress management techniques.**  
Example:  
→ Talks to a parent or teacher.
- 2.4.5 Understands issues and risks related to drug use and abuse.**
- **Explains short and long-term physical and social effects of alcohol, tobacco, and other drugs.**  
Example:  
→ Discusses tobacco stains teeth and could progress to emphysema.  
Short-term physical effect of alcohol is poor coordination and slowed reaction time; long-term social effect of alcohol is loss of family.

**EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

### **GLE**

- 3.1.1 Understands how family and cultural factors impact health.**
- **Discusses how culture impacts family health.**  
Example:  
→ Understands how families who exercise together promote a healthy lifestyle.
- 3.1.2 Understands how environmental factors impact health.**
- **Illustrates the impact of exposure to air, water, noise, and chemical pollution on health.**  
Example:  
→ Analyzes water quality samples of local water sources to determine safe consumption.

## Health and Fitness - Seventh Grade

### Component 3.2: Evaluates health and fitness information.

#### GLE

#### 3.2.1 Analyzes health and fitness product information.

- Draws conclusions on how safe and unsafe health and fitness products affect personal health.

Example:

→ Distinguishes between helpful and harmful puberty-related hygiene products such as acne and body odor supplies.

#### 3.2.2 Analyzes health and fitness messages in media.

- Draws conclusions about media techniques in health and fitness messages.

Example:

→ Analyzes media techniques such as bandwagons and testimonials.

### Component 3.3: Evaluates the impact of social skills on health.

#### GLE

#### 3.3.1 Solves conflicts while maintaining safe and respectful relationships.

- Demonstrates good communication skills.

Example:

→ Role-plays conflict resolution for respectful relationships.

- Demonstrates how adolescent development might affect family dynamics.

Example:

→ Recognizes need for privacy or self-space in the home.

- Demonstrates roles/qualities of a good friend.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

### Component 4.1: Analyzes personal health and fitness information.

#### GLE

#### 4.1.1 Analyzes daily health and fitness habits.

- Analyzes individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration).
- Sets and charts goals for daily health and fitness behavior changes.

### Component 4.2: Develops and monitors a health and fitness plan.

#### GLE

#### 4.2.1 Creates personal health and fitness data and sets goals.

- Creates a personal health and fitness plan based on health-related standards.

## Health and Fitness - Eighth Grade

*In Grade 8, students demonstrate competence in skillful movement in modified game situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in selected physical activities. Students are able to set goals, track progress, and participate in these activities to improve health-related fitness. Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students learn to refine critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.*

**EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1:** Develops motor skills and movement concepts as developmentally appropriate.

### **GLE**

**1.1.1** Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency.

- **Demonstrates mechanics of movement as applied to specific motor skills.**  
Example:  
→ Performs a volleyball serve over the net.
- **Performs movement combinations in rhythmic activities.**  
Example:  
→ Performs social dance, hip hop, or cultural dance.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving team games and group activities.**  
Example:  
→ Demonstrates trapping, dribbling, and passing to a partner in a modified soccer game.
- **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving individual games and activities.**  
Example:  
→ Serves and moves to ready position in badminton.
- **Demonstrates and describes the importance of practice to improve skill levels.**  
Example:  
→ Practices tennis serve and explains the importance of practice using a teacher-designed worksheet.

## Health and Fitness - Eighth Grade

### 1.1.5 Demonstrates understanding of movement concepts.

- Applies skill patterns of self and partner, detecting and correcting mechanical errors.

Example:

→ Uses a rubric to provide feedback to a partner when throwing a softball.

- Implements skill patterns in individual/partner practice.

Example:

→ Performs a hop, step, and jump pattern while completing a triple jump.

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

#### 1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.

CBA: Concepts of Health and Fitness

- Demonstrates proper handling of equipment.

Example:

→ Demonstrates proper use of heart rate monitors.

- Demonstrates ability to organize own games and apply safety rules and procedures.

#### 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.

- Demonstrates sportsmanship and cooperation during a variety of competitive activities.
- Demonstrates the role of each position.

Example:

→ Identifies the role of forward, striker, and goalie in soccer.

- Demonstrates offensive, defensive, and cooperative strategies.

Example:

→ Demonstrates coverage of play in softball (first-base person fields the ball, and pitcher covers first base).

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.3.1 Understands the components of health-related fitness.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Demonstrates the relationship between the FITT principle and components of health-related fitness as related to lifelong fitness.

## Health and Fitness - Eighth Grade

- **Performs self-assessments to measure personal fitness in components of health-related fitness.**  
Example:  
→ Counts sit ups completed in 60 seconds.
- **Implements, reflects, and adjusts realistic fitness goals based on current fitness measurement results and minimum health standards for age and gender in an activity log.**  
Example:  
→ Sets a goal, performs the task, and then adjusts the goal.
- **Uses FITT principle to plan and participate in activities promoting each of the components of health-related fitness.**  
Example:  
→ Understands when participating in cardiorespiratory activities, intensity should be between 60 to 85 percent of the target heart rate.
- **Shows personal benefits of making positive health and fitness improvements.**  
Example:  
→ Recognizes increased cardiorespiratory endurance will decrease cardiovascular disease.

### 1.3.2 Understands phases of a workout.

#### CBA: Concepts of Health and Fitness

- **Explains the phases of a workout.**  
Example-  
→ Warm-up, stretch, physical activity, and cool-down.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Applies the components of skill-related fitness to physical activity.

- **Shows differences between components of skill-related and components of health-related fitness components.**  
Example:  
→ Understands agility measures quickness; and flexibility measures range of motion.
- **Demonstrates components of skill-related fitness in physical activity.**  
Example:  
→ Recognizes power is needed when diving into the pool.
- **Demonstrates appropriate self-assessments in components of skill-related fitness.**  
Example:  
→ Performs shuttle run when measuring agility.

## Health and Fitness - Eighth Grade

- **Participates in skill-related fitness assessments for goal setting.**  
Example:  
→ Performs assessments in speed and power and sets personal goals.
- **Shows progress in a personal health and fitness plan.**  
Example:  
→ Understands lower sprint time will show improvement in speed.

### 1.4.2 Explains how movement skills contribute to active living for lifetime health.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- **Describes how physical activity contributes to a healthy lifestyle.**  
Example:  
→ Discusses how benefits of power walking or jogging may help control diabetes.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

#### 1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.

CBA: Fitness Plan for Pat

CBA: Shop, Eat, Move

CBA: Concepts of Health and Fitness

- **Describes dietary guidelines when making food choices.**  
Example:  
→ Classifies foods by food group, food source, nutritional content, and nutritional value.
- **Shows relationship between balanced food choices, portion size, and hydration.**  
Example:  
→ Discovers how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.
- **Predicts effects of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water) on the body.**  
Example:  
→ Understands water contributes to temperature regulation and helps to eliminate waste.
- **Shows relationship between body fat and lean body mass.**  
Example:  
→ Understands the body needs fat to function normally, and the body gets energy from fat.

## Health and Fitness - Eighth Grade

1.5.2 Creates a plan to improve performance based on nutritional practices.

CBA: Fitness Plan for Pat

- Shows relationship between caloric intake and physical activity.  
Example:
  - Uses a pedometer to view caloric expenditure after physical activity and compares calories on a nutrition label of a favorite drink.
- Develops a personal/individual caloric needs assessment based on activity levels, age, and specific health requirements in a balanced health and fitness plan, including diet, sleep, and nutritional habits.

1.5.4 Analyzes healthy and unhealthy eating patterns.

CBA: Shop, Eat, Move

- Analyzes how healthy eating patterns through life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

### Component 2.1: Understands foundations of health.

GLE

2.1.1 Analyzes the dimensions of health and relates to personal health behaviors.

- Points out how the dimensions of health create a balance of personal health.  
Example:
  - Lengthy phone conversations with friends (social health) may create an unbalanced life because homework doesn't get completed (intellectual health).
- Analyzes personal health in relation to the dimensions of health.  
Example:
  - Understands that stress-management techniques may balance mental health.

### Component 2.2: Understands stages of growth and development.

GLE

2.2.1 Understands structure and functions of body systems.

CBA: Touring the Systems

CBA: Concepts of Health and Fitness

- Describes the inter-relationships between the major body systems.  
Example:
  - Describes how body systems work together: Skeletal-muscular; respiratory-cardiovascular.

## Health and Fitness - Eighth Grade

### 2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

### 2.2.3 Evaluates hereditary factors affecting growth, development, and health.

- Evaluates health risks that influence hereditary factors.

Example:

→ Exercises regularly to decrease chance of high blood pressure.

### 2.2.4 Analyzes benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).

- Compares negative vs. positive health habits.

Example:

→ Compares poor nutrition may decrease energy (negative); where appropriate sleep may enhance energy (positive).

**Component 2.3: Understands the concepts of prevention and control of disease.**

#### GLE

### 2.3.1 Understands factors and prevention related to communicable diseases.

- Describes transmission, prevention, and treatment of a variety of communicable diseases.

Example:

→ Explains bacterial pneumonia is transmitted through direct contact with an infected person. Prevention: Avoid contact with infected person.

Treatment: Antibiotics are used to treat bacterial pneumonia.

- Describes risks (emotional, physical, and social) associated with HIV: Prevention, current infection rates, progression, transmission, and treatment.

Example:

→ Describes how infection impacts self-esteem and/or friendships.

- Describes possible risks associated with piercings and tattoos.

Example:

→ Infections from non-sterilized equipment.

- Describes community agencies and resources available for prevention and treatment of communicable diseases.

Example:

→ Locates [www.cdc.gov](http://www.cdc.gov) and local health clinics.



## Health and Fitness - Eighth Grade

- 2.3.2 Develops skills that prevent and control non-communicable diseases.
- Composes a list of community agencies, public policies, and resources available for prevention and treatment of non-communicable diseases.  
Example:  
→ Discusses how public smoking laws may prevent heart disease.

### Component 2.4: Acquires skills to live safely and reduce health risks.

#### GLE

- 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.  
CBA: Acme Advertising
- Describes types of abuse, recognizes risky situations, and identifies sources to help in home, school, and community.  
Example:  
→ Discusses that violence might occur in an unsupervised setting. Identifies parent or trusted adult as a source of help.
  - Describes the potential impacts of harassment, bullying, and intimidation (sexual, sexual orientation, gender, religion, disability, ethnic, race, age) on individuals.  
Example:  
→ Understands continual harassment may impact academic performance.
  - Describes risky situations and provides appropriate response.  
Example:  
→ Understands alternative response: Instead of riding with an intoxicated friend, call for a safe ride.
- 2.4.2 Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.
- Demonstrates basic first-aid/CPR procedures including blood-borne pathogen protections.
  - Discovers local school services, crisis services, and emergency resource services.  
Example:  
→ Understands how to access school resources during an emergency.
- 2.4.3 Understands positive and negative effects of stress and stress-management techniques.
- Describes personal stressors and coping skills for stress management.

## Health and Fitness - Eighth Grade

### 2.4.5 Understands issues and risks related to drug use and abuse.

CBA: Sara's Story

CBA: Tobacco Times

- Discusses community resource agencies.
- Describes how drug abuse affects the person, community, and family.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

GLE

#### 3.1.1 Analyzes how family and cultural factors impact health.

- Compares different cultures in the community and how cultures impact family health.

Example:

→ Understands importance of families learning about other races and cultures to promote cultural competency.

#### 3.1.2 Analyzes how environmental factors impact health.

- Analyzes routes of exposure, dose, toxicity, and individual susceptibility to develop strategies to mediate negative impacts from environmental hazards.

Example:

→ Points out necessity of sun block for skin protection in infants, children, teens, and adults, and exposure over length of time (duration), (e.g., 30 minutes, 1 hour, 2 hours, and 4 hours).

**Component 3.2: Evaluates health and fitness information.**

GLE

#### 3.2.1 Analyzes health and fitness product information.

CBA: True Media Message

- Points out the risks of inappropriate use of health and fitness products.

Example:

→ Describes risks of weight-loss products and supplements.

#### 3.2.2 Creates health and fitness messages in media.

CBA: True Media Message

- Selects a positive media campaign to promote healthy decisions.

Example:

→ Develops a media campaign promoting a drug-free lifestyle.

## Health and Fitness - Eighth Grade

### Component 3.3: Evaluates the impact of social skills on health.

#### GLE

3.3.1 Solves conflicts while maintaining safe and respectful relationships.

CBA: ACME Advertising

CBA: Sara's Story

CBA: Tobacco Times

- Shows the value of individual differences (unique to race, ethnicity, gender, disabilities, sexual orientation, age, and religious beliefs).
- Demonstrates positive communication skills (including steps for refusal skills, conflict resolution, anger management, and decision-making skills) in specific situations: Family, peers, adults.
- Predicts how changes in self and others impact peer relationships.

Example:

→ Discusses how involvement in sports might change friendships.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

### Component 4.1: Analyzes personal health and fitness information.

#### GLE

4.1.1 Analyzes daily health and fitness habits.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Draws conclusions from a personal health and fitness plan.
- Sets goals for healthy behavior change.

### Component 4.2: Develops and monitors a health and fitness plan.

#### GLE

4.2.1 Creates personal health and fitness data and sets goals.

CBA: Fitness Plan for Pat

CBA: Concepts of Health and Fitness

- Develops personal health and fitness plan based on health-related standards.



# Fitness - Year One - High School

*In year one of fitness education, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance and develop a personal health and fitness plan. Students demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of personal fitness.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

## GLE

**1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life.**

- **Demonstrates proficiency in complex motor skills, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, or dance.**

Example:

→ Announces the score, serves the ball, and moves to ready position in a tennis game.

- **Evaluates the importance of practice in improving performance.**

Example:

→ Practices a volleyball forearm pass against a wall using a teacher-designed rubric.

**1.1.5 Applies understanding of movement concepts.**

- **Applies activities that integrate movement concepts.**

Example:

→ Performs forward-roll to cartwheel to round-off.

- **Integrates biomechanical principles and uses these principles to assess performance in a variety of movement forms.**

Example:

→ Uses a rubric to predict the trajectory of the javelin throw.

## Fitness - Year One - High School

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### GLE

**1.2.1 Applies how to perform activities and tasks safely and appropriately.**

**CBA: Concepts of Health and Fitness**

- **Predicts the risk level of various activities.**

Example:

→ Demonstrates safety in floor hockey (no high sticking).

- **Demonstrates safety in fitness activities and personal health and fitness plan.**

Example:

→ Stays hydrated while participating in aerobic activities.

- **Uses a personal risk assessment tool before beginning physical activity (sport, fitness, leisure, or dance).**

Example:

→ Uses an assessment survey to determine readiness for participation in physical activity.

**1.2.2 Applies skills and strategies necessary for effective participation in physical activities.**

- **Uses teamwork, tactical strategies, social interactions, sportsmanship, and fair play.**

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

**1.3.1 Analyzes the components of health-related fitness.**

**CBA: Fitness Planning**

**CBA: Concepts of Health and Fitness**

- **Draws conclusions from the components of health-related fitness in setting individual fitness goals.**

Example:

→ Understands how to improve cardiorespiratory endurance by increasing frequency of cardio workout.

**1.3.2 Analyzes the progress of a personal health and fitness plan.**

**CBA: Fitness Planning**

**CBA: Concepts of Health and Fitness**

- **Compares and contrasts personal progress in relationship to national physical fitness standards.**

Example:

→ Compares personal mile time to national physical fitness standards.

## Fitness - Year One - High School

- **Integrates various personal monitoring systems that assess the components of health-related fitness in relation to the FITT principle.**  
Example:
  - Understands FITT principle for cardiorespiratory endurance:
    - F = 3-5 times per week
    - I = 60-85% target heart rate
    - T = 20-30 minutes
    - T = Running
- **Integrates training principles and phases of a workout to a personal health and fitness plan.**  
Example:
  - Uses the progression training principle to gradually increase heart rate to prepare the body for activity, in the warm-up phase of a workout.
- **Draws conclusions of the effectiveness of the personal health and fitness plan and realigns goals.**

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

#### 1.4.1 Applies the components of skill-related fitness to physical activity.

- **Predicts skill-related fitness in a physical activity.**  
Example:
  - Understands agility, balance, coordination, power, reaction time, and speed are used in the game of Ultimate.
- **Applies components of skill-related fitness in a health and fitness plan.**  
Example:
  - Agility – Shuttle-run
  - Balance – Stick Balance
  - Coordination – Juggling
  - Power – Standing Long Jump
  - Reaction Time – Yardstick Drop
  - Speed – Short Sprint
- **Applies components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, and dance.**  
Example:
  - Shows agility in volleyball. Shows power when diving in aquatics.
- **Shows correlation between components of skill-related fitness and components of health-related fitness as it relates to overall fitness and physical performance.**  
Example:
  - Shows balance and cardiorespiratory endurance in long distance running.

## Fitness - Year One - High School

### 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.

**CBA: Concepts of Health and Fitness**

- Integrates components of skill-related fitness as it relates to occupations, careers, and recreation.

Example:

→ Analyzes occupations that require balance (construction worker walking on scaffolding).

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

### 1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition.

**CBA: Cafeteria Choices**

**CBA: Concepts of Health and Fitness**

- Compares functions of nutrients and draws conclusions for individual needs based on dietary guidelines.

Example:

→ Increases carbohydrate intake for long-distance running.

- Draws conclusions from food labels for calories, nutrient density, types of fats, empty calories, and makes recommendations on healthy choices.

Example:

→ Recognizes there are 120 calories per serving which equals 240 calories per container. The recommendation is to consume a healthy proportion.

- Distinguishes personal nutritional goals and monitors progress.

Example:

→ Sets goal and evaluates progress.

- Compares and contrasts a diet and evaluates the relationship to physical performance.

Example:

→ Uses a diet high in carbohydrates and low in carbohydrates to determine physical performance.

### 1.5.2 Evaluates how nutritional requirements change.

**CBA: Concepts of Health and Fitness**

- Evaluates how nutritional needs change based on caloric needs, basal metabolic rate, and special conditions of various populations.

Example:

→ Recognizes nutritional needs change with increased/decreased exercise, "couch potato," pregnancy, age, diabetes.



## Fitness - Year One - High School

### 1.5.3 Analyzes the effectiveness of various nutritional products.

CBA: Cafeteria Choices

- Analyzes nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet.

Example:

→ Compares and contrasts various diet plans, performance enhancing products, herbs, sports drinks, and weight-gain and weight-loss products.

### 1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.

- Compares and contrasts warning signs and behaviors associated with eating disorders.

Example:

→ Recognizes bingeing and purging. Understands eating in isolated places may be a warning sign of bulimia.

- Analyzes how healthy and unhealthy eating patterns impact the functioning of the human body.

Example:

→ Recognizes poor nutrition habits decrease bone development.

- Gives examples of health agencies available in the community.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.1: Analyzes personal health and fitness information.**

**GLE**

#### 4.1.1 Analyzes daily health and fitness habits.

CBA: Fitness Planning

CBA: Concepts of Health and Fitness

- Analyzes a personal health and fitness plan, critiquing individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration).
- Sets goals for daily health and fitness improvement.

#### 4.1.2 Analyzes career opportunities in health and fitness.

- Compares and contrasts various career opportunities in health and fitness.

# Fitness - Year One - High School

Component 4.2: Develops and monitors a health and fitness plan.

## GLE

4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

CBA: Fitness Planning

CBA: Concepts of Health and Fitness

- Chooses appropriate goal setting strategies in creating a personal health and fitness plan.
- Chooses time-management skills in creating a personal health and fitness plan.
- Selects and participates in a variety of physical activities.
- Selects health, fitness, and nutrition concepts in developing and implementing a personal health and fitness plan, based on personal interests and life goals (fitness, nutrition, stress management, and personal safety).
- Chooses a short and long-term monitoring system for a personal health and fitness plan.
- Evaluates and adjusts goals to make a new personal health and fitness plan as health/fitness/life changes occur.

Example:

→ Updates health and fitness goals in a personal health and fitness plan throughout the lifespan.

4.2.2 Understands barriers to physical activity and a healthy lifestyle.

- Describes barriers to physical activity and promotes strategies to overcome them.

Example:

→ Recognizes barriers to physical activity may include knee surgery; strategies would include rehabilitation/physical therapy.

## Fitness - Year Two - High School

*Students in year two of fitness education are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to be involved with throughout life. They understand and apply key movement and fitness concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency to plan, implement, self-assess, and modify a personal health and fitness plan. Students are prepared to lead a physically active lifestyle and practice health-enhancing behaviors that promote wellness throughout life.*

**EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

### **GLE**

**1.1.1 Evaluates complex motor skills and movement concepts to activities to enhance a physically active life.**

- **Performs activities at fluid and efficient levels of movement.**

Example:

→ Throws a flying disc and runs to a position to receive a return throw.

- **Chooses advanced sport-specific skills in selected physical activities.**

Example:

→ Performs a jump serve in volleyball.

- **Evaluates the importance of practice in improving performance.**

Example:

→ Throws and catches a softball against the wall using a teacher-designed rubric.

**1.1.5 Evaluates understanding of movement concepts.**

- **Evaluates skill performance that integrates movement concepts.**

Example:

→ Uses a rubric to evaluate game strategy in badminton using various strokes (backhand, forehand, overhead clear, and hairpin).

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

### **GLE**

**1.2.1 Analyzes how to perform activities and tasks safely and appropriately.**

- **Compares the risk level of various activities.**

Example:

→ Compares hiking, climbing, and rollerblading risk levels.

## Fitness - Year Two - High School

- Analyzes the training principles used for a specific task and takes corrective action when necessary.  
Example:  
→ Uses correct warm-up and cool-down techniques in weight training.
- Analyzes safety issues related to health and fitness activities (sport, fitness, leisure, and dance) and personal health and fitness plan.  
Example:  
→ Uses protective equipment when rollerblading.

### 1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities.

- Evaluates ways in which physical activity can provide opportunities for positive social interaction and enjoyment.  
Example:  
→ Participates in lifetime activities such as bowling, golf, and tennis.
- Selects coping skills to deal with personal challenges, differences, and setbacks in physical performance.  
Example:  
→ Participates in deep-breathing exercises or yoga.
- Selects personal goals for improvement.

### 1.2.4 Analyzes safety and the importance of fitness in the work environment.

- Compares safety issues in various occupations.  
Example:  
→ Understands correct lifting techniques at work.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

## GLE

### 1.3.1 Evaluates the components of health-related fitness.

- Sets individual fitness goals using all components of health-related fitness.

### 1.3.2 Evaluates the progress of a personal health and fitness plan.

- Critiques personal progress in relationship to national physical fitness standards.  
Example:  
→ PACER: 72 laps completed for a 16-year-old male. FitnessGram National Standard: High Performance.
- Selects a personal monitoring system that assesses the components of health-related fitness in relation to the FITT principle.

## Fitness - Year Two - High School

- Chooses appropriate phases of a workout and training principles in a personal health and fitness plan.
- Evaluates the effectiveness of the personal health and fitness plan and realigns goals.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

### GLE

- 1.4.1 Analyzes the components of skill-related fitness to physical activity.**
- Draws conclusions and sets goals to improve personal components of skill-related fitness.
  - Example:
    - Understands quicker turns and better pivots should increase shuttle-run time, which is a measurement of agility.
  - Analyzes and integrates components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, or dance.  
Example:
    - Understands increased balance and coordination will improve smooth transition in step patterns of dance.
  - Compares and contrasts components of skill-related fitness and components of health-related fitness to improve performance in a selected physical activity.  
Example:
    - Understands increased power and muscular strength may improve long-jump distance.
- 1.4.2 Evaluates components of skill-related fitness as related to careers/occupations/recreation.**
- Selects components of skill-related fitness necessary for successful and safe performance in recreation and occupations.  
Example:
    - Understands balance will enhance rock-climbing (recreation).  
Speed will enhance running up stairs (firefighter).

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

### GLE

- 1.5.1 Evaluates the relationship of nutrition planning to physical performance and body composition.**
- Chooses functions of nutrients and critiques individual needs based on activity level and dietary guidelines.  
Example:
    - Recognizes protein needs of a vegetarian athlete.

## Fitness - Year Two - High School

- **Evaluates progress of physical performance and revises personal nutritional goals.**  
Example:  
→ Eliminates carbonated drinks (sugar) for better performance.
- **Selects healthy ways to lose, gain, and maintain weight.**  
Example:  
→ Uses MyPyramid for a balanced diet.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.2: Develops and monitors a health and fitness plan.**

### GLE

- 4.2.1 Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals.**
- **Generates appropriate goal-setting strategies in creating a personal health and fitness plan.**
  - **Uses time-management skills in creating a personal health and fitness plan.**
  - **Designs a personal health and fitness plan based on personal interests and life goals (fitness, nutrition, stress management, and personal safety).**
  - **Designs a short and long-term monitoring system for a personal health and fitness plan.**
  - **Develops goals to meet changes in health/fitness/life.**  
Example:  
→ Adjusts goals to meet changes that occur throughout the lifespan.

# High School Health

*High school health integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health goals. Students develop skills that will make them health-literate adults. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students are taught how to access accurate information that they can use to promote health for themselves and others. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students demonstrate comprehensive health and wellness knowledge and skills. They use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.*

**EALR 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

## Component 2.1: Understands foundations of health.

### GLE

**2.1.1** Evaluates dimensions of health and relates to personal health behaviors.

- Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected.

Example:

→ Concludes too much social time will negatively affect academics.

- Critiques health and fitness data to make predictions and recommendations for lifelong wellness.

Example:

→ Understands that limited flexibility could predict back problems in adult life. Recommendation is to develop stretching routine to prevent back problems.

## Component 2.2: Understands stages of growth and development.

### GLE

**2.2.1** Analyzes the physiological and psychological changes throughout the lifetime.  
**CBA: Concepts of Health and Fitness**

- Analyzes metabolic changes as individuals transition from early to late adulthood.

Example:

→ Recognizes metabolism slows with aging.

- Analyzes psychological changes as individuals transition from early to late adulthood.

Example:

→ Recognizes depression increases in elderly people.

## High School Health

- Analyzes the importance of maintaining cardiorespiratory and muscular fitness throughout life.

Example:

→ Maintains aerobic and weight-training routine for longevity.

### 2.2.2 Understands how to maintain sexual health throughout life.

- The Healthy Youth Act ([RCW 28A.300.475](#)) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the [2005 Guidelines for Sexual Health and Disease Prevention](#).

### 2.2.3 Evaluates hereditary factors affecting growth, development, and health.

- Evaluates hereditary factors using a personal health risk assessment tool.  
Example:  
→ Participates in a health-risk assessment, draws conclusions, and develops a plan.
- Draws conclusions about personal health history (heart, cancer, alcoholism, anger, stress, etc.).  
Example:  
→ Concludes that high blood pressure is hereditary.

**Component 2.3: Understands the concepts of prevention and control of disease.**

## GLE

### 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

- Analyzes prevention, causative factors, transmission, and treatment of communicable diseases.  
Example:  
→ Analyzes influenza virus, concludes that prevention starts with washing hands; causative factor is to cover mouth when coughing; transmission might be found when sharing pencils; and treatment is to have adequate sleep.
- Analyzes how factors (personal health practices, environmental factors, policies, research, and health-care resources) affect communicable diseases.  
Example:  
→ Washes hands to prevent E. coli.



## High School Health

### 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

CBA: New Student Orientation

CBA: Concepts of Health and Fitness

- Analyzes prevention, causative factors, and treatment of non-communicable diseases.

Example:

→ Analyzes heart disease: Concludes that prevention starts with diet; causative factor is sedentary lifestyle; and treatment is exercise and healthy diet.

- Analyzes non-communicable diseases associated with poor nutrition, lack of sleep, inadequate exercise, and substance abuse.

Example-

→ Analyzes alcoholism in relation to nutrition, sleep, and exercise.

- Analyzes non-communicable diseases and their impact on local and/or world populations.

Example:

→ Analyzes ethnic populations that have low prevalence of heart disease.

**Component 2.4: Acquires skills to live safely and reduce health risks.**

GLE

### 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

CBA: Cut Out Conflict

- Describes emotional triggers and identifies responses.

Example:

→ Recognizes frustration is an emotional trigger to anger. Appropriate response is to follow anger management techniques.

- Understands skills related to anger management, conflict resolution, refusal skills, and situational context clues.

- Describes strategies used to prevent, manage, and resolve conflict in healthy ways and identifies adults, peers, and community resources that might assist in school and workplace settings.

Example:

→ Uses active listening skills and empathy to help a peer. Uses humor to diffuse the situation. Says “no” to the harasser. Leaves the scene.

- Understands appropriate/inappropriate use of technology.

Example:

→ Uses safe email correspondence. Does not give out personal information on the phone.

- Understands types of abuse (neglect, emotional/psychological, physical, and sexual) and appropriate resources.

- Understands knowledge of laws, resources, and reporting procedures in school and community.

# High School Health

**2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.**

**CBA: Concepts of Health and Fitness**

- **Chooses and demonstrates first-aid procedures that are appropriate for basic life support and automatic external defibrillation (AED), caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.**

**Example:**

→ Administers CPR to Resusie Annie.

**2.4.3 Analyzes stress and how it relates to personal stress-management strategies.**

**CBA: Dear “Stressed and Depressed”**

**CBA: Concepts of Health and Fitness**

- **Compares stages of stress.**
- **Points out ways to prevent and cope with stress.**

**Example:**

→ Participates in physical activities to reduce stress.

**2.4.4 Creates personal stress-management strategies.**

**CBA: Dear “Stressed and Depressed”**

- **Designs a plan for preventing, reducing, and coping with stress.**
- **Designs time-management plans, organizational skills, and goal-setting plans to reduce stress.**

**2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society.**

**CBA: New Student Orientation**

- **Compares and contrasts the physical, social, and emotional indicators of possible substance abuse.**

**Example:**

→ Gives up important activities because of drug use.

- **Compares and contrasts the physical and psychological stages of dependency.**

**Example:**

→ Understands physical dependency develops a tolerance to the drug; psychological dependency develops a strong craving for the drug.

- **Compares and contrasts types of codependency.**

**Example:**

→ Understands chief enabler, scapegoat, family hero, mascot, and lost child.

- **Distinguishes how cultural and community norms influence use and abuse of drugs.**

**Example:**

→ Recognizes community norms influence drug-free behavior through billboards and drug-free zone signs.

## High School Health

### 2.4.6 Understands legal implications of drug, alcohol, and tobacco use.

**CBA: New Student Orientation**

- **Interprets school, community, state, and federal laws concerning drug, tobacco, and alcohol use.**

Example:

→ Understands a person must be 21 years of age to consume alcohol.

- **Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes.**

Example:

→ Understands drinking alcohol increases motor vehicle collisions.

- **Gives examples of the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.**

### 2.4.7 Analyzes various treatment options and recovery processes.

**CBA: New Student Orientation**

- **Distinguishes types of treatment and support organizations to help manage addiction/dependency.**

Example:

→ Understands detoxification, Narcotics Anonymous (NA), Student Assistance Program.

**EALR 3: The student analyzes and evaluates the impact of real-life influences on health.**

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**GLE**

### 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.

- **Points out ways a family might influence the health of its members.**

Example:

→ Understands family members encourage healthy habits including rest, physical activity, and nutrition.

- **Selects appropriate strategies to support healthy family/cultural habits on a personal level.**

Example:

→ Wears a helmet when snowboarding. Learns to prepare traditional foods in a healthy manner.

# High School Health

## 3.1.2 Analyzes how environmental factors impact health.

- **Draws conclusions on how air, water, noise, and chemical pollution affect health.**

Example:

→ Analyzes natural and man-made disasters, pesticides and herbicides, environmental issues that affect the food and water supply, and the nutritional quality of food.

- **Draws conclusions on environmental policies and practices and the impact on health.**

Example:

→ Analyzes the “Leave No Trace” policy, safe food handling, food production controls, household waste disposal controls, clean air, and disposal of nuclear waste.

## 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

- **Critiques different occupations and analyzes potential environmental hazards associated with the career.**

Example-

→ Evaluates how hydration, strength, endurance, and flexibility are key components in the field of construction compared to an office worker.

- **Compares and contrasts occupational/career choices and their relationship to health and fitness.**

Example-

→ Understands a postage carrier needs sun screen to protect against skin cancer.

- **Concludes how family and culture impacts choosing healthy places to live, work, and recreate.**

Example:

→ Analyzes impact on health when living in urban vs. rural communities.

## Component 3.2: Evaluates health and fitness information.

### GLE

#### 3.2.1 Evaluates health and fitness information, products, and services.

CBA: New Student Orientation

CBA: A Letter to the Publisher

CBA: Cut Out Conflict

CBA: Dear “Stressed and Depressed”

CBA: Concepts of Health and Fitness

- **Evaluates the accuracy and usefulness of health information and products.**

Example:

→ Selects examples of quackery to determine reliable vs. unreliable and approved vs. non-approved.

## High School Health

- **Critiques reliable sources of information.**  
Example:  
→ Critiques websites and printed materials for reliability.
- **Critiques agencies, businesses, and organizations providing reliable services.**  
Example:  
→ Critiques fitness centers, diet programs, and fitness products/equipment.
- **Weighs the effects of media and technology on personal and community health policies, products, and health promotions.**

### 3.2.2 Creates health and fitness messages in media.

- **Develops effective health and fitness messages in media.**

**Component 3.3: Evaluates the impact of social skills on health.**

### GLE

#### 3.3.1 Analyzes conflict situations.

##### CBA: Cut Out Conflict

- **Points out effective communication skills.**  
Example:  
→ Analyzes verbal, non-verbal, listening, and written communication skills to resolve conflict.
- **Points out a conflict arising.**  
Example:  
→ Uses negotiating/peer-mediation skills; uses journal writing activities to resolve real-life conflicts.
- **Points out effective conflict resolution skills.**  
Example:  
→ Role-plays effective conflict resolution skills.
- **Compares and contrasts appropriate school and community resources to assist in resolving conflict situations.**
- **Compares and contrasts the effects of positive and negative peer pressure.**



**Appendix A: Cognitive Demand**

Adapted from A Taxonomy for Learning, Teaching, and Assessment by Anderson

<b>Cognitive Demand</b>					
<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from instructional messages, oral, written, and graphic.	Carrying out or using a procedure through executing or implementing.	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure.
Define	Clarify	Classify	Compare	Check	Combine
Memorize	Identify	Collect	Contrast	Choose	Compose
Label	Describe	Demonstrate	Distinguish	Conclude	Create
List	Discuss	Discover	Draw Conclusions	Critique	Design
Match	Explain	Implement	Focus	Judge	Develop
Name	Summarize	Predict	Infer	Measure	Generate
Recall	Give Examples	Relate	Integrate	Select	Imagine
Recognize	Illustrate	Show	Point Out	Test	Plan
Identify	Classify	Use	Differentiate	Weigh	Produce

## Appendix B: Classroom-Based Assessments (CBAs)

### Classroom-Based Assessments (CBAs) and the Grade Level Expectations (GLEs)

#### THE LAW

RCW 28A.230.095 includes two provisions. The first addresses all three subject areas: Social studies, the arts, and health and fitness. The second makes special reference to civics. (Please note the underlined text below regarding the modified civics elementary reporting requirement.)

The fully amended law now states:

**(1)** By the end of the 2008-09 school year, school districts shall have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the essential academic learning requirements in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. The office of the superintendent of public instruction may not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.

**(2)** Beginning with the 2008-09 school year, school districts shall require students in the seventh or eighth grade, and the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. Beginning with the 2010-11 school year, school districts shall require students in the **fourth or fifth grade** to complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. Beginning with the 2008-09 school year, school districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

**(3)** Verification reports shall require school districts to report only the information necessary to comply with this section.

The CBAs are referenced throughout the GLE document to help districts decide where to place these assessments. The chart below suggests grade-level placements for the 22 CBAs. Please note, however, that these placements are merely suggestions and districts have the flexibility to place them at any grade level within a particular grade band (3—5, 6—8, 9—12

<b>Health/Fitness</b>
<b>At least one CBA in health AND at least one CBA in fitness by the end of 5<sup>th</sup> grade.</b> <ul style="list-style-type: none"><li>• 7 CBAs are available at the elementary level.</li></ul>
<b>At least one CBA in health AND at least one CBA in fitness by the end of 8<sup>th</sup> grade.</b> <ul style="list-style-type: none"><li>• 8 CBAs are available at the middle school level.</li></ul>
<b>At least one CBA in health AND at least one CBA in fitness by the end of high school.</b> <ul style="list-style-type: none"><li>• 7 CBAs are available at the high school level.</li></ul>





# Health and Fitness

## Classroom-Based Assessments

	CBA Title	Description	GLE
<b>5th Grade</b>	<b>FITNESS</b>		
	Concepts of Health and Fitness	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1 and 2.	EALR 1.0 EALR 2.0
	Get Fit Summer	Evaluate current fitness scores for a fitness component (using an identified fitness test) and set a realistic goal score and describe how certain activities will help achieve goal.	1.2.1, 1.3.1, 4.1.1, 4.2.1
	<b>HEALTH</b>		
	A Cartoon Role Model	Describe positive and negative role model characteristics; demonstrate the strategy role model used to deal with stress (peer pressure, eustress and distress).	2.1.1, 2.4.3, 3.3.1, 3.4.1, 3.5.1
	Mrs. Trimble's Muffins	Analyze nutrient groups on a nutritional label for positive and negative nutritional value and describe why people should either limit or include them in their diet; using the food pyramid, identify foods that make a balanced meal and explain how the chosen foods can benefit the human body.	1.5.1, 1.5.2
	New Kid on the Block	Identify reasons for and emotional effects of bullying; demonstrate negative and positive choices that could be made in response to bullying and their possible outcomes.	2.1.1, 2.4.1, 2.4.3, 3.3.1, 3.4.1, 3.5.1
	Stomp Out Second-Hand Smoke	Using reliable sources, describe negative health effects of second-hand smoke and the regions of the body effected.	2.4.5, 3.2.1
	Welcome to Our School	Identify forms of harassment and describe strategies for dealing with each in addition to sources of help; describe disease prevention strategies related to spread of communicable diseases and how they would be practiced; describe health and fitness goals and how they might help keep students physically fit.	1.3.1, 1.5.1, 1.5.2, 2.1.1, 2.3.1, 2.4.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1

	<b>CBA Title</b>	<b>Description</b>	<b>GLE</b>
<b>8th Grade</b>	<b>FITNESS</b>		
	Concepts of Health and Fitness	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1 and 2.	EALR 1.0 EALR 2.0
	Fitness Plan for Pat	Describe each FITT component; describe two areas of nutrition and physical activity that will improve body composition.	1.3.1, 1.4.2, 1.5.1, 1.5.2, 4.1.1, 4.2.1
	Shop, Eat, Move	Compare nutritional labels, identify positive and negative nutritional components, and identify additional foods that would compensate a healthy meal.	1.5.1, 1.5.4
	<b>HEALTH</b>		
	Acme Advertising	Demonstrate how social skills can lead to a positive resolution of a negative social situation.	2.4.1, 3.3.1
	Sara's Story	Demonstrate short and long term effects (physical, emotional, social, and intellectual) of drug use.	2.4.5, 3.3.1
	Tobacco Times	Identify short-term effects of smoking and smokeless tobacco, determine smoking myths from smoking facts, and identify issues relating to peer pressure.	2.4.5, 3.3.1
	Touring the Systems	Compare components of circulatory, respiratory, digestive, nervous, muscular, skeletal, reproductive and/or endocrine systems to everyday objects.	2.2.1
	True Media Message	Identify false messages in advertisements and explain how they negatively affect a person's social, emotional or physical well-being.	3.2.1, 3.2.2

<http://www.k12.wa.us/HealthFitness/CBAs.aspx>

	<b>CBA Title</b>	<b>Description</b>	<b>GLE</b>
<b>High School</b>	<b>FITNESS</b>		
	Concepts of Health and Fitness	One-point responses (multiple choice), two-point responses (short answer), and four-point responses (critical thinking) questions aligned with EALRs 1, 2, 3, and 4.	EALR 1.0 EALR 2.0 EALR 3.0 EALR 4.0
	Fitness Planning	Evaluate current fitness level for cardiorespiratory endurance, muscular endurance and flexibility and determine whether a maintenance or improvement plan is most appropriate; using FITT principle, demonstrate how maintenance or improvement plan will help achieve goal.	1.3.1, 1.3.2, 4.1.1, 4.2.1
	<b>HEALTH</b>		
	A Letter to the Publisher	Identify negative messages (relating to body image, peer pressure, etc.) contained in advertisements; describe changes that could be made to advertisements that would result in a positive effect.	3.2.1, 3.2.2
	Cafeteria Choices	Compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.	1.5.1, 1.5.3
	Cut Out Conflict	Demonstrate conflict resolution skills (verbal and nonverbal) and explain how community resources may help resolve conflict.	2.4.1, 3.2.1, 3.3.1
	Dear "Stressed and Depressed"	Identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.	2.4.3, 2.4.4, 3.2.1, 3.2.2
New Student Orientation	Explain legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describe services that community resources can provide.	2.3.2, 2.4.5, 2.4.6, 2.4.7, 3.2.1	

<http://www.k12.wa.us/HealthFitness/CBAs.aspx>

## Appendix C: Glossary

### Glossary

Note: The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in health and fitness, but rather they are words stated in the GLEs that require further explanation.

Activity Pyramid – A pyramid of activities that can help develop a fitness plan.

Agility – The ability to change the position of your body quickly and to control your body's movements.

Allergy – A specific reaction of the immune system to a foreign and frequently harmless substance.

Anger Management – The ability to constructively deal with anger.

Example of a five step anger management model:

1. Relax, take a deep breath.
2. Calm down.
3. Evaluate the options.
4. Solve the problem using good words.
5. Walk away if no resolution.

Artistic Gymnastics – Balance beam, vault, bars, and/or floor routine.

Asthma – A disorder that causes the airways that carry air into the lungs to become narrow and to become clogged with mucus.

Bacteria – Extremely small, single-celled organisms that do not have a nucleus; single-celled microorganisms that are found everywhere.

Balance - The ability to keep an upright posture while standing still or moving.

Balance and Control Skills – The ability to control the movement of the body while stationary or moving.

Biomechanical Principles – Rules related to the study of forces that can help a person move the body efficiently and avoid injury.

Body Composition – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.

Body Systems – A group of organs that work together to complete a specific task in the body.

Cardiorespiratory Endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.

CBA's:

#### Elementary CBA's

- A Cartoon Role Model – Assessment that asks an individual to describe positive and negative role model characteristics; demonstrate the strategy role model used to deal with stress (peer pressure, eustress, and distress).
- Concepts of Health and Fitness – Assessment that includes one point responses (multiple choice), two point responses (short answer), and four point responses (critical thinking) questions aligned with EALRs 1, 2, and 4.
- Get Fit Summer – Assessment that asks an individual to evaluate current fitness scores for a fitness component (using an identified fitness test) and set a realistic goal score; describe how certain activities will help achieve goal and identify safety concern, equipment, or rule for activity.
- Mrs. Trimble's Muffins – Assessment that analyzes nutrient groups on a nutritional label for positive and negative nutritional value and describes why people should either limit or include them in their diet; using the food pyramid, identify foods that make a balanced meal and explain how the chosen foods can benefit the human body.

## Appendix C: Glossary

- New Kid on the Block – Assessment that asks an individual to identify reasons for and emotional effects of bullying; demonstrate negative and positive choices that could be made in response to bullying and their possible outcomes.
- Stomp out Second-Hand Smoke – Assessment that asks an individual to use reliable sources, describe negative health effects of second-hand smoke, and point out the regions of the body affected.
- Welcome to Our School – Assessment that asks an individual to identify forms of harassment and describe strategies for dealing with each in addition to sources of help; describe disease prevention strategies related to the spread of communicable diseases and how they would be practiced; describe health and fitness goals and how they might help keep students physically fit.

### Middle School CBAs

- Acme Advertising – Assessment that demonstrates how social skills can lead to a positive resolution of a negative social situation.
- Concepts of Health and Fitness – Assessment that includes one point responses (multiple choice), two point responses (short answer), and four point responses (critical thinking) questions aligned with EALRs 1, 2, and 4.
- Fitness Plan for Pat – Assessment that asks an individual to describe each FITT component; describe two areas of nutrition and physical activity that will improve body composition.
- Sara’s Story – Assessment that demonstrates short and long term effects (physical, emotional, social, and intellectual) of drug use.
- Touring the Systems – Assessment that compares components of circulatory, respiratory, digestive, nervous, muscular, skeletal, reproductive, and/or endocrine systems to everyday objects.
- True Media Message – Assessment that asks individuals to identify false messages in advertisements and explain how they negatively affect a person's social, emotional, or physical well-being.

### High School CBAs

- A Letter to the Publisher – Assessment that requires an individual to identify negative messages (relating to body image, peer pressure, etc.) contained in advertisements; describe changes that could be made to advertisements that would result in a positive effect.
- Cafeteria Choices – Assessment that asks an individual to compare nutritional labels and identify positive and negative nutritional components; identify additional foods that would compensate for negative components and explain why.
- Concepts of Health and Fitness – Assessment that includes one point responses (multiple choice), two point responses (short answer), and four point responses (critical thinking) questions aligned with EALRs 1, 2, and 4.
- Cut Out Conflict – Assessment that demonstrates conflict resolution skills (verbal and nonverbal) and explains how community resources may help resolve conflict.
- Dear “Stressed and Depressed” – Assessment that asks an individual to identify healthy stress management strategies and how they are used to relieve stress; identify signs of depression and describe how community resources may help.

## Appendix C: Glossary

- Fitness Planning – Assessment that asks an individual to evaluate current fitness level for cardiorespiratory endurance, muscular endurance, and flexibility and determine whether a maintenance or improvement plan is most appropriate; using the FITT principle. Then demonstrate how maintenance or improvement plan will help achieve goal.
- New Student Orientation – Assessment that explains legal consequences (laws and penalties) of drug/alcohol use, stages of dependence/addiction (including behaviors), effects of use (on family, school, community, and emotional health), and describes services that community resources can provide.

Communicable Disease – Disease that can be spread to people from other living things or the environment.

Complex Motor Activities – Activities that involve more than one skill.

Complex Motor Skills – Composed of two or more skills (e.g., hopping and skipping, throwing and catching).

Complex Movement Sequences – Combination of motor skills.

Components of Health-Related Fitness – Parts of physical fitness that help a person stay healthy; includes body composition, cardiorespiratory fitness, flexibility, muscular endurance, and muscular strength.

- Body Composition – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.
- Cardiorespiratory Endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.
- Flexibility – The ability to move the joints through a full range of motion.
- Muscular Endurance – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- Muscular Strength – The amount of force a muscle can exert.

Components of Skill-Related Fitness – Parts of physical fitness that help a person perform well in sports and activities that require certain skills; includes agility, balance, coordination, power, reaction time, and speed.

- Agility – The ability to change the position of your body quickly and to control your body's movements.
- Balance – The ability to keep an upright posture while standing still or moving.
- Coordination – The ability to use your senses together with your body parts or to use two or more body parts together.
- Power – The ability to move strength quickly.
- Reaction Time – The ability to react or respond quickly to what you hear, see, or feel.
- Speed – The ability to perform a movement or cover a distance in a short period of time.

Concepts of Direction – Forward, backward, over, under, and through.

Concepts of Effort – Exertion of physical or mental power in activities.

Concepts of Levels – Types of levels: low, medium or high.

Concepts of Pathways – Zigzag, straight, or curved movement.

Concepts of Relationships – The position of the performer related to a piece of equipment or to other performers.

Concepts of Spatial Awareness – Spatial awareness allows children to understand their location and the location of objects in relation to their own bodies.

## Appendix C: Glossary

Conflict Resolution – Non-violent way to deal with an argument. Examples of a four step conflict resolution model:

1. Clarify
2. Choice
3. Consequences
4. Choose

Coordination – The ability to use your senses together with your body parts, or to use two or more body parts together.

Critical Elements – Identifying specific elements of a task.

Decision-making Skills – Steps used to evaluate choices and consequences before making a decision.

Example of a six step decision-making model:

1. State the problem.
2. Ask questions/gather information.
3. Compare alternatives.
4. Imagine the consequences/values.
5. Decide and act.
6. Evaluate the decision.

Dimensions and Indicators of Health – State of well-being in which all of the components of health: physical, emotional, social, mental/intellectual, spiritual, and environmental are in balance.

- Physical Health – Refers to the way your body functions; proper nutrition and sleep, regular exercise, recommended body weight.
- Emotional Health – Expressing emotions in a positive, nondestructive way.
- Social Health – Quality of relationships with friends, family, teachers, and others.
- Mental/Intellectual Health – Ability to recognize reality and cope with the demands of daily life. It is the ability to enjoy learning and know that striving for information and understanding can be an exciting, life-long process.
- Environmental Health – Keeping air and water clean, food safe, and the land around you enjoyable and safe.

Distress – Negative Stress.

Drug – Substance other than food that changes the structure or function of the body or mind.

Dynamic and Cooperative Situations – Situations where individuals use team work to overcome challenges.

Dynamic Balance – The ability to balance under changing conditions of body movement.

Educational Gymnastics – Stunts, balances, poses, and animal movements.

Emergency Situations – When an individual is in an unsafe situation.

Emotional Triggers – Something that provokes a response.

Etiquette – Rules governing socially acceptable behavior.

Eustress – Positive stress.

Fitness Log – A notebook used to record one's fitness activities.

FitnessGram – A group of physical fitness assessments developed specifically for youth.

Fitness Assessment Protocol – Set of directions which accompanies a fitness assessment program.

FITT Principle: A formula in which each letter represents a factor important for determining the correct amount of physical activity, F=Frequency, I=Intensity, T=Time, T=Type.

**Frequency** – How often you do the activity each week.

**Intensity** – How hard you work at the activity per session.

**Time** – How long you work out at each session.

**Type** – Which activities you select.

## Appendix C: Glossary

### FITT Principle for **Cardiorespiratory Endurance**

Frequency - Exercise 3-5 times per week.

Intensity - Train at 60-85% of target heart rate zone.

Time - 20-60 minutes per session is recommended.

Type – Any aerobic activity that keeps heart rate within your target heart rate zone is good (e.g., running, bicycling, and swimming).

### FITT Principle for **Muscular Endurance**

Frequency – Weight train 2-4 times per week.

Intensity – Add or maintain weight and repetition during the workout.

Time – A total workout can be about 30-60 minutes.

Type – An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (resistance training, yoga, and/or Pilates).

To build muscular endurance, lift lighter weight (less resistance) with more (8-15) repetitions.

### FITT Principle for **Muscular Strength**

Frequency – Weight train 2-4 times per week.

Intensity – To build strength, lift heavier weights (more resistance) with fewer (3-8) repetitions.

Time – A total workout can be about 30-60 minutes.

Type – Anaerobic activities such as weight lifting and sit-ups tend to develop muscular strength and endurance.

### FITT Principle for **Flexibility**

Frequency – Daily stretching.

Intensity – Stretch muscles and hold beyond its normal length at a comfortable stretch.

Time – Hold stretch for 10-15 seconds with the stretching workout lasting 15-30 minutes.

Type – Use stretches that allow the body to move through the full range of motion.

Five Senses – Touch, smell, taste, hearing, and sight.

Fleeing – Traveling quickly away from a pursuing person or object.

Fleeer – Someone who travels quickly away from a pursuing person.

Flexibility – The ability to move the joints through the full range of motion.

Food Guide Pyramid – Recommendations as prescribed by the federal government, [mypyramid.gov](http://mypyramid.gov).

Food Label – A label found on the outside packages of food that states the number of servings in the container, the number of calories in each serving, and the amount of nutrients in each serving.

Fundamental Motor Skills – Composed of simple skills: crawling, picking up small objects, or running.

General Space – Area outside of someone's personal space (e.g., classroom, field, or gym).

Germ – A minute life form (especially a disease-causing bacterium).

Goal Setting – Achievement you work towards.

Health and Fitness Plan – Evaluates current health and fitness levels for cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility and analyzes individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration) to determine whether a maintenance or improvement plan is most appropriate.



## Appendix C: Glossary

Health-related Fitness – Parts of physical fitness that helps a person stay healthy; includes body composition, cardiorespiratory fitness, flexibility, muscular endurance, and muscular strength.

- Body Composition – All of the tissues that together make up the body; bone, muscle, skin, fat, and body organs.
- Cardiorespiratory Endurance – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.
- Flexibility – The ability to move the joints through a full range of motion.
- Muscular Endurance – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- Muscular Strength – The amount of force a muscle can exert.

Healthy Fitness Zone – Criterion to evaluate fitness performance. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement."

Increasingly Complex Activities – Activities which involve progressively difficult dynamics.

Indicators of Health – Physical, mental, emotional, and social.

Inverted Balance – Sustained balance (approximately three seconds) with head below body.

Lead-up Games – Games developed for the purpose of limiting the number of skills needed for successful participation.

Leave No Trace – An educational non-profit organization dedicated to the responsible enjoyment and active stewardship of the outdoors by all people worldwide.

Locomotor – Used to move the body from one place to another (e.g., walk, jog, run, jump, hop, leap, gallop, slide, and skip).

Major Body Systems – Respiratory, cardiovascular, skeletal, muscular, endocrine, reproductive, digestive, and nervous systems.

Major Bones – Cranium, clavicle, sternum, vertebra, ribs, pelvis, humerus, ulna, radius, femur, tibia, fibula, and patella.

Major Muscles – Abdominals, biceps, triceps, pectorals, hamstrings, quadriceps, gluteals, and back muscles

Manipulative – Various objects designed to be moved by hand as a means of developing motor skills (e.g., roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation).

Mature Form – The critical elements of a skill, performed in a smooth and continuous motion.

Motor Skills – Motor skills are actions that involve the movement of muscles in the body. They are divided into two groups: gross motor skills, which include the larger movements of arms, legs, feet, or the entire body (crawling, running, and jumping); and fine motor skills, which are smaller actions, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.

Motor Skill Combinations – Composed of two or more skills; gross motor skills, (crawling, running, and jumping); and fine motor skills, (grasping an object between the thumb and a finger).

Movement Concepts –

1. Identifies body planes and parts.
2. Changes in direction, pathways and levels can alter movement.
3. Explains how changes in rhythm, tempo, beat and musical style can alter movements.
4. Distinguishes between personal and general space.

Movement Techniques – Floor routine in gymnastics, and balance beam, and balance poses.

Muscular Endurance – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular Strength – The amount of force a muscle can exert.

## Appendix C: Glossary

MyPyramid – Food Guidance System translates nutritional recommendations into the kinds and amounts of food to eat each day. MyPyramid was released in April 2005 and replaces the Food Guide Pyramid (1992), the widely recognized nutrition education tool.

Non-communicable disease – A disease that is not transmitted by another person or from the environment, e.g., heart disease.

Non-Locomotor – Without moving from place to place (e.g., bend, twist, stretch, push, pull, turn, swing, sway, and rock).

Non-Traditional Skills – Rhythmic gymnastics, juggling, and cup stacking.

Not well – Ill/Not feeling good.

Nutrients – Substances in food that provide energy or help form body tissues and that is necessary for life and growth.

PACER – Stands for Progressive Aerobic Cardiovascular Endurance Run and is a test for cardiorespiratory fitness.

Performance – Showing a learned skill.

Personal Risk Assessment Tool – It is an interactive tool to learn more about personal health risks. It can be used to explore the effects of a wide variety of health care interventions.

Personal Space – Area around self.

Phases of a Workout –

- Warm-up: 5-10 minutes of light exercise to increase blood flow and raise the temperature in muscles.
- Stretching: About 5 minutes of stretching to increase flexibility and help avoid injury and strained muscles.
- Physical Activity: The designated workout, 20-60 minutes.
- Cool-down: 5-10 minutes of reduced exercise to help the heart rate, breathing rate, body temperature, and circulation return to the non-exercising state.

Power – The ability to move strength quickly.

Principles – A basic truth, law or assumption.

Proficiency – Well advanced or competent in any subject or skill.

Progressive Movement Combinations – Sequence of actions.

Reaction Time – The ability to react or respond quickly to what you hear, see, or feel.

Refusal Skills – A strategy to avoid doing something you don't want to do.

Examples of a six step refusal skill model:

1. Say "NO."
2. Ask questions.
3. State the problem.
4. List the consequences.
5. Suggest alternatives
6. Move, sell, and leave the door open.

Repeatable Sequences – Specific movements combined together to create a desired outcome.

This may include traveling, rolling, balancing, and weight transfer into smooth, flowing sequence with intentional changes in direction, speed, and flow.

Rhythmic Skills - Rhythmic skills are activities such as creative movement to music, multicultural dance, and/or jump rope.

Safety Principles – Ways to maintain personal safety when involved in activities.

Safety Rules – Defined rules to keep participants safe.

Situational Context Clues – Be aware of your surroundings (e.g., someone following you).

## Appendix C: Glossary

Skill-related – Six areas of physical fitness that are often associated with games and sports.

- Agility – The ability to change the position of your body quickly and to control your body's movements.
- Balance – The ability to keep an upright posture while standing still or moving.
- Coordination – The ability to use your senses together with your body parts or to use two or more body parts together.
- Power – The ability to move strength quickly.
- Reaction Time – The ability to react or respond quickly to what you hear, see, or feel.
- Speed – The ability to perform a movement or cover a distance in a short period of time.

Skill-related Fitness Assessments – Agility, balance, coordination, power, reaction time, and speed.

Skills Performance – The capability for doing a specific task well; improves with practice.

Speed – The ability to perform a movement or cover a distance in a short period of time.

Sportsmanship – Fairness in following the rules of the game.

Stages of stress –

1. Alarm Stage – The body and mind go on high alert. The “fight-or-flight” response prepares the body to either defend itself or flee from danger.
2. Resistance State – During this stage, the body adapts to the rush created by alarm stage and reacts to the stressor. This is the stage in which the body either decides to “fight” or take “flight”.
3. Fatigue – When exposure to stress is prolonged, the body is affected and loses its ability to adapt to the situation and fatigue may set in causing a tired feeling. Both the body and mind become exhausted. This prolonged or repeated stress can lead to life threatening situations such as high blood pressure, heart disease, or stroke.

Static and Dynamic Balance – Balance while stationary and moving.

Static Balance – The ability to retain the center of mass above the base of support in a stationary position.

Strikes – To come into contact with a paddle, object. To perform various striking skills (e.g., place ball away from opponent in a racquet sport, overhead volleyball serve, or football punt).

Tagger – The person who safely and appropriately touches a person or object.

Tagging – Traveling quickly toward a person or object to safely touch.

Traditional Skills – Soccer, hockey, or basketball are some examples.

Training principles –

- Overload – Rule that states that in order to improve fitness one needs to do more physical activity than he or she normally does.
- Specificity – Rule that states that specific types of exercise improve specific parts of fitness or muscles.
- Progression – Rule that states that the amount and intensity of physical activity needs to be increased gradually.
- Reversibility – Fitness benefits are lost when training stops.
- Diminishing Return – Point at which you are doing more harm than good.

Traverse Climbing Activities – A type of climbing where students are never more than a few feet off the floor as they climb across (sideways) the wall.

Types of Abuse – Physical, emotional/psychological, mental, and sexual abuse.

Virus – A tiny, disease-causing particle that consists of genetic material and a protein coat and that invades a healthy cell and instructs that cell to make more viruses.

Well – Healthy

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