

*Physical and Health Standards Grades K-12*

<b>Physical and Health Education</b>	<b>K-12</b>	<b>January 2016</b>
<b>MOTOR SKILLS</b>		
Demonstrate proficiency in a variety of motor skills and movement patterns. (NASPE.1; MLR.HEPE.G)		
Demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. (MLR.HEPE.G2)		
<b>COGNITIVE SKILLS</b>		
Apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (NASPE.2; MLR.HEPE.G)		
Utilize fundamental movement skills to improve performance. (MLR.HEPE.G4)		
Explain the rules, and/or strategies of a variety of games and activities. (MLR.HEPE.I3)		
<b>PHYSICAL FITNESS</b>		
Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (NASPE.3; MLR.HEPE.H)		
Establish personal fitness goals and reassess their fitness over time through health-related fitness assessments. (MLR.HEPE.H1)		
Design and critique a personal fitness plan that applies the five health-related fitness components and the principles of training. (MLR.HEPE.H2)		
Participate in physical activities that address personal fitness plans and apply the five health-related fitness components. (MLR.HEPE.H3)		
<b>RESPONSIBILITY AND MOTIVATION</b>		
Exhibit responsible personal and social behaviors, and demonstrate intrinsic motivation regarding physical fitness. (NASPE.4; NASPE.5; MLR.HEPE.I)		
Demonstrate collaborative skills while participating in physical activities. (MLR.HEPE.I1:A, B, C)		
Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR.HEPE.I2)		
Explain how etiquette improves games/activities. (MLR.HEPE.I3)		
Recognize the values of physical activity, such as for health, enjoyment, challenge, self-expression and/or social interaction. (NASPE.5)		
<b>HEALTH PROMOTION/RISK REDUCTION</b>		
Comprehend concepts related to health promotion and disease prevention to enhance health and demonstrate the ability to access valid health information and avoid or reduce health risks. (MLR.HEPE.A; MLR.HEPE.C)		
Explain how healthy behaviors can affect health status. (NHES.1.1, MLR.HEPE.A1)		
Explain causes of common diseases, disorders, and other health problems, such as STDs, HIV, and unintended pregnancy, and		

propose ways to reduce, prevent or treat them. (MLR.HEPE.A3)

Describe the characteristics of human growth and development through various stages of life. (MLR.HEPE.A5)

Analyze complex health concepts related to family and personal life; nutrition; personal health; stress; and tobacco, alcohol and other drug use prevention. (MLR.HEPE.A6; MLR.HEPE.C3)

Evaluate the validity and accessibility of health information, products and services. (MLR.HEPE.B1)

### **INFLUENCES ON HEALTH**

Analyze the ability of external factors to enhance health. (MLR.HEPE.D)

Analyze how family peers, culture, media, and technology influence healthy and unhealthy behaviors. (NHES.2.3, 2.5; MLR.HEPE.D1; MLR.HEPE.D2)

Explain how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR.HEPE.D3)

### **ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS**

Demonstrate the ability to use interpersonal communication and advocacy skills, to make decisions and set goals to enhance personal, family and community health. (MLR.HEPE.E.F)

Apply effective communication strategies for: refusal, negotiation, and collaboration to avoid and reduce health risks. (MLR.HEPE.E1)

Utilize effective strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR.HEPE.E1)

Demonstrate the ability to influence and support others in making positive health choices and work cooperatively as an advocate for improving personal, family, and community health. (NHES.8.2; NHES.8.3)

Develop a personal plan to attain a health goal that addresses strengths, needs, and risks. (NHES.6.2)