

Diocese of Boise Health Alignment Document - June 2021

When teaching health, a teacher must also look at the religion standards, *Theology of the Body* Standards, Physical Education Standards and *Circle of Grace* (the diocesan-approved Safe Environment curriculum for children). There is overlap in the standards, and it is important to look at them as a whole. The purpose of this document is to show the overlap of the health standards with other curricular areas.

This document includes the full Idaho Health Education Content Standards. Only the overtly connected religion and *Theology of the Body* standards are included in this document. Only Standards 3 - 5: Health-Enhancing Personal Fitness, Personal and Social Responsibility, and Valuing a Physically Active Lifestyle are included from the Idaho Content Standards for Physical Education. All grade level objectives from *Circle of Grace* are included. It will continue to be important to look at the full religion, *Theology of the Body*, and Physical Education standards; this document is intended to encourage alignment and connection.

Philosophy

It is important for young people today to understand, discern and practice the principles of morally sound, positive and safe, spiritual, physical and mental health. The Catholic Church provides a foundation for these principles.

Rationale

This K-8 Health Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Boise Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.

CATHOLIC PRINCIPLES OF MENTAL, SPIRITUAL AND PHYSICAL HEALTH

Adopted from the Diocese of La Crosse 2014 Health Curriculum

1. God has revealed to us that He is the Creator of all that exists (Rom 1:19-20). Everything that God creates is good (Gen 1:31) and has a design which reveals a purpose (Acts 17:24-28). We conclude from the patterns of the human person whom God designed that certain functions, and not others, are fitting to human behavior.
2. God creates human persons in His image and likeness with a body and a soul (Gen 1:26-27). The human body is animated by a spiritual soul at the moment of the person's conception (Ps 129:13-16). It is the whole person that is intended to become a temple of the Holy Spirit (1 Cor 6:19-20). The unity of soul and body is profound. "Spirit and matter in man are not two natures united, but rather their union forms a single nature (1 Cor 6:19-20, CCC 364-365)." That single nature, which is referred to as human nature, has a spiritual dimension and is common to all persons (CCC 1934).
3. God has a plan for the human person created in His image (Jer 29:11-24): to be united with Him (Jn 12:32). This reality – that human persons are called to participate by knowledge and love in God's own life – is the foundation for the dignity of the human person (CCC 356-357).
4. The soul, with its spiritual powers of intellect and will, allows a human person to understand the natural order of things established by the Creator (CCC 1704-1405). The intellect requires formation in order to arrive at the truth about the world and about itself (Jn 8:31-32). Human free will is a force for growth and maturity in truth and goodness. Thus the human person is able to know the good and choose it. Misuse of freedom guarantees the loss of freedom and leads to misery (Dt 30:15-20, CCC 1730-31).
5. A human person is created to be in relationship with God (Jn 17:20-24). A human person is the only creature on earth whom God willed for Himself (CCC 1703). All other creatures were created for man (Gen 1:28-30). Only humans have rights, which are derived from their dignity as persons made in God's image. Only humans have responsibilities, because their intellect can comprehend the good and their will can choose it freely (Rom 6:15-23).
6. God created the human person as either male or female. "Being man or being woman is a reality which is good and willed by God" (Gen 1:27, CCC 369). Man and woman share the same human nature and an equally exalted dignity. There exists a complementarity between uniquely male and uniquely female gifts which serves the transmission of life (Gen 2:20-25, CCC 372)

7. The human person is created to be in relationship with other persons (Gen 2-18). “Man cannot fully find himself except through a sincere gift of self” (Jn 15:13, *Gaudium et Spec*, n. 24). Sexuality, which affects all aspects of the human person, is a way of relating and being open to others. It has love as its intrinsic end, more precisely, love as donation and acceptance, love as giving and receiving. Sexuality oriented, elevated, and integrated by love acquires a truly human quality (Eph 5:1, 21-32, CCC 2332, *Truth & Meaning of Human Sexuality*, n. 11).

8. In God’s plan, man and woman are created for each other (Gen. 2:22-23). “Physical, moral and spiritual difference and complementarity are oriented towards the goods of marriage and the flourishing of family life” (CCC 2333). In marriage God unites a man and a woman in such a way that by forming ‘one flesh’ they can transmit human life (CCC372). God is the architect of marriage and family life (Mk 10:6-9, Mt 19:3-8, CCC 1603). History confirms that, “the future of humanity passes by way of the family” (*On the Family*, John Paul II, 86).

9. The relationship between God and the human person was severed through the Original Sin of Adam and Eve (Gen 3:8-10). Likewise, the relationship between man and woman was also harmed through the fall (Gen 3:6-7, 16). Since the fall and the breaking of these relationships, man and woman require the gift of grace to regain union with God and to live in a properly ordered relationship with one another and with the rest of creation (Rom 5:12-21).

10. “Human nature, though wounded and weakened by the effects of original sin (Ps 51:7), continues to participate in the goodness of God’s creative work” (Gen. 3:23-4:1, CCC p. 890). Though personal sins further weaken our capacity to choose the good and to act virtuously, graces, especially those that flow through the Sacraments, restore our relationship with God and strengthen our capacity for recognizing and performing ordered actions in the light of a natural law that is “written on the human heart” (Address of John Paul II to the U.N., Oct. 1995).

11. We best participate in God’s goodness when we live in a way consistent with our God-given nature. This is the meaning of good health: body, mind and will working in unison with God’s created order. We gain integrity and can be truly happy and healthy when we live in a way consistent with our nature (Rom 8:1-13, *Gaudium et Spec.*, n. 22)). Following God’s plan brings joy and peace (Ps 5:12-13).

12. We know from Divine Revelation that human life is a gift from God and is sacred (Jer 1:4-5). As stewards of creation, we must safeguard the dignity of every person from conception to natural death by fostering healthy lifestyles consistent with God’s design (1 Pet 4:10).

Reference Documents:

Idaho Health Education Content Standards: (These are the same as the National Health Education Standards)

<https://sde.idaho.gov/academic/shared/health/ICS-Health-White-Paper.pdf> (White Paper explaining Standards & worth reading)

<https://www.sde.idaho.gov/academic/shared/health/ICS-Health.pdf> (actual standards)

DOB Religion Curriculum (please note “moral education” and “education for community” strands:

https://d3844aa8-fac7-46c5-910c-605c0607468b.filesusr.com/ugd/f1312c_42ed815d53ad48898f12f73002bbbc53.pdf

Theology of the Body Standards: <https://www.ruahwoodspress.com/wp-content/uploads/TOB-Standards-112619.pdf>

Idaho PE Standards (please note Standards 3 and 4):

<https://www.sde.idaho.gov/academic/shared/pe/ICS-PE-White-Paper.pdf> (“White Paper/explanation of standards & worth reading)

<https://www.sde.idaho.gov/academic/shared/pe/ICS-PE.pdf> (actual standards)

Circle of Grace Curriculum (available on CMG Connect and in Idaho Catholic schools): <https://dovesnest.net/circleofgrace>

Key to abbreviations: DOBRC (Diocese of Boise Religion Curriculum), TOB (Theology of the Body), PE (Physical Education), COG (Circle of Grace/Safe Environment)

	State of Idaho Health Education Content Standards (There are eight standards common to each of the three grade strands: K-2, 3-5 & 6-8)	DOBRC & TOB (Numbers are references to the Catechism These are delineated by grade level, not grade strands)	PE (Three grade strands: K-2, 3-5, 6-8)	COG (Delineated by grade level, not grade strands)
K	By the end of second grade, TSWBAT Standard 1: Comprehend Core Concepts	K Religion: share ways love and respect are shown for	K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical	K: Children will come to understand and/or

	<i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • <i>Alcohol, Tobacco & Other Drugs</i> • <i>Nutrition & Physical Activity</i> • <i>Injury Prevention & Safety</i> • <i>Mental, Emotional, and Social Health</i> • <i>Prevention & Control of Disease</i> • <i>Consumer & Community Health</i> • <i>Growth, Development & Family Life</i> • <i>Environmental Health</i> K-2.H.1.1.1 Identify that healthy behaviors affect personal health. K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social). K-2.H.1.1.3 Describe ways to prevent communicable diseases. K-2.H.1.1.4 List ways to prevent common childhood injuries. K-2.H.1.1.5 Describe why it is important to seek health care. K-2.H.1.1.6 Describe the impact of health behaviors on body systems. <i>Standard 2: Analyzing Influences</i> <i>(analyze influence of family, peers, culture, media, technology & other</i>	ourselves and others 1789; 1825 share ways that friends treat one another 775-776; 1045; 1829; 1939 Know that families are a sign of God's love and teach us about Jesus 1655-1658 Describe prayer as talking and listening to God 2559-2565 Know ways to take care of God's creation 299; 343;355 Know that everyone is unique and has gifts given by God to share 299; 343; 353 Share ways to be friendly, caring and thankful to families, friends, and animals 224; 795; 983; 1167; 1333 know that God created everyone out of His own image 279-280; 339 K TOB: Explain that man is the pinnacle of creation because he is made in	fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,). K-2.PE.3.1.2 Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component). K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue). K-2.PE.4.1.1 Apply physical education class rules, procedures, and	describe the concept of <i>Circle of Grace</i>. Children will be better able to identify safe and unsafe situations. Children will demonstrate how to take action if their <i>Circle of Grace</i> (COG) boundaries have been threatened or crossed.
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factors on health behavior) K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors. K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors. K-2.H.2.1.3 Describe how the media can influence health behaviors. Standard 3: Accessing Information (demonstrate the ability to access valid information, products and services to enhance health) K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health. K-2.H.3.1.2 Identify ways to locate school and community health helpers. Standard 4: Interpersonal Communication (demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks) K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings. K-2.H.4.1.2 Demonstrate listening skills to enhance health. K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous	the image and likeness of God (TOB 5-7).	safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions). K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others). K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games) K-2.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as	
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situation. K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed. Standard 5: Decision Making (demonstrate the ability to use decision-making skills to enhance health) K-2.H.5.1.1 Identify situations when a health-related decision is needed. K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Standard 6: Goal Setting (demonstrate the ability to use goal-setting skills to enhance health) K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal. K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal. Standard 7: Practice Healthy Behavior (demonstrate the ability to practice		recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks). K-2.PE.5.1.3 Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down)	
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	health-enhancing behaviors and avoid or reduce health risks) K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks. Standard 8: Advocacy (demonstrate the ability to advocate for personal, family & community health) K-2.H.8.1.1 Make requests to promote personal health. K-2.H.8.1.2 Encourage peers and family to make positive health choices.			
1	By the end of second grade, TSWBAT Standard 1: Comprehend Core Concepts (related to health promotion and disease prevention to enhance health including the following concepts) • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health	1st Grade Religion: understand the difference between good and bad choices 1755 understand that all choices have consequences 1777; 1786-1789 know and realize that all forms of life come from God 703 understand the importance of telling the	K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,). K-2.PE.3.1.2 Know and demonstrate basic	1st Grade: Children will come to understand and/or describe the concept of <i>Circle of Grace</i>. Children will be better able to identify safe and unsafe situations. Children will demonstrate how to take action if their <i>Circle of Grace</i> (COG) boundaries have been threatened or crossed.

	● Prevention & Control of Disease ● Consumer & Community Health ● Growth, Development & Family Life ● Environmental Health K-2.H.1.1.1 Identify that healthy behaviors affect personal health. K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social). K-2.H.1.1.3 Describe ways to prevent communicable diseases. K-2.H.1.1.4 List ways to prevent common childhood injuries. K-2.H.1.1.5 Describe why it is important to seek health care. K-2.H.1.1.6 Describe the impact of health behaviors on body systems. Standard 2: Analyzing Influences (analyze influence of family, peers, culture, media, technology & other factors on health behavior) K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors. K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors. K-2.H.2.1.3 Describe how the media can influence health behaviors.	truth 2488-2492 Know that families teach us about Jesus 2204-22-5 Show appreciation for families as a sign of God's love 2205 Know, as Christians, we love all people 873-874; 947 Share some ways that we can serve others, and do acts of justice 1928-1942 Know that God's family includes peoples of all races, languages, and abilities 2297-2298; 1929-1933 Know that we are called to obey the law of our community 1915; 2238-2240 Discuss how we share in the joys and pains of others 790-795 1st grade TOB: 1.8.1 Recognize that true freedom comes by choosing the good (cf. TOB 53:3). 1.9.1 Recognize that each person is unique and unrepeatable (TOB	knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component). K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue). K-2.PE.4.1.1 Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions). K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking	
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	Standard 3: Accessing Information <i>(demonstrate the ability to access valid information, products and services to enhance health)</i> K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health. K-2.H.3.1.2 Identify ways to locate school and community health helpers. Standard 4: Interpersonal Communication <i>(demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks)</i> K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings. K-2.H.4.1.2 Demonstrate listening skills to enhance health. K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed. Standard 5: Decision Making <i>(demonstrate the ability to use</i>	20:5). 1.9.2 Recognize that God calls us to make a gift of ourselves in love (TOB 46:6, 78:3)	turns, sharing equipment, helping others). K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games) K-2.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks). K-2.PE.5.1.3 Express feelings appropriately about participation	
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	<i>decision-making skills to enhance health)</i> K-2.H.5.1.1 Identify situations when a health-related decision is needed. K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. <i>Standard 6: Goal Setting</i> <i>(demonstrate the ability to use goal-setting skills to enhance health)</i> K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal. K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal. <i>Standard 7: Practice Healthy Behavior</i> <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.		during physical activity (e.g., use of emoticons like smiley faces and thumb up/down)	
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	Standard 8: Advocacy <i>(demonstrate the ability to advocate for personal, family & community health)</i> K-2.H.8.1.1 Make requests to promote personal health. K-2.H.8.1.2 Encourage peers and family to make positive health choices.			
2	By the end of second grade, TSWBAT Standard 1: Comprehend Core Concepts <i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health K-2.H.1.1.1 Identify that healthy behaviors affect personal health. K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social).	2nd Grade Religion: Know that all of God's creation is sacred 299 Know how to forgive and be forgiven 2840; 2845 know that the Bible and the Church teach us what is right and what is wrong 75; 141; 2074 know the difference between an 'accident' and a 'sin' 1862 Share examples of ways we show love and respect for ourselves and others 459; 1347; 1823 Share ways to treat others fairly and respect differences 1825; 818 show appreciation for the diverse members of	K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,). K-2.PE.3.1.2 Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each	2nd Grade: Children will come to understand and/or describe the concept of <i>Circle of Grace</i>. Children will be better able to identify safe and unsafe situations. Children will demonstrate how to take action if their <i>Circle of Grace</i> (COG) boundaries have been threatened or crossed.

K-2.H.1.1.3 Describe ways to prevent communicable diseases. K-2.H.1.1.4 List ways to prevent common childhood injuries. K-2.H.1.1.5 Describe why it is important to seek health care. K-2.H.1.1.6 Describe the impact of health behaviors on body systems. Standard 2: Analyzing Influences <i>(analyze influence of family, peers, culture, media, technology & other factors on health behavior)</i> K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors. K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors. K-2.H.2.1.3 Describe how the media can influence health behaviors. Standard 3: Accessing Information <i>(demonstrate the ability to access valid information, products and services to enhance health)</i> K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health. K-2.H.3.1.2 Identify ways to locate school and community health helpers. Standard 4: Interpersonal	the community 791; 866 Treat all people and all religions with love and respect 842-843 2nd Grade TOB: 2.3.1 Show how we learn more about ourselves through our relationships with others (cf.TOB 9:4, 12:3) 2.3.2 Discuss reasons why God made man male and female in Gen. 1:27 and Gen. 2:18-22a (cf. TOB 2-3;13:2). 2.6.1 Discuss how the character of a person is embodied in the way that he carries himself, speaks, grooms, dresses, and interacts with others (cf. 1Cor. 6:19-20, 1Thess. 4:4, TOB 57:1-3). 2.6.2 Analyze how the body reveals that each person is made for relationship with God, others, and the world (TOB 12:1, 13:4).	health-related component). K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue). K-2.PE.4.1.1 Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions). K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others). K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games) K-2.PE.5.1.1 Participate	
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<i>Communication</i> <i>(demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks)</i> K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings. K-2.H.4.1.2 Demonstrate listening skills to enhance health. K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed. <i>Standard 5: Decision Making</i> <i>(demonstrate the ability to use decision-making skills to enhance health)</i> K-2.H.5.1.1 Identify situations when a health-related decision is needed. K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. <i>Standard 6: Goal Setting</i> <i>(demonstrate the ability to use goal-setting skills to enhance health)</i>		in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks). K-2.PE.5.1.3 Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down)	
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	K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal. K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal. Standard 7: Practice Healthy Behavior (demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks) K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity). K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks. Standard 8: Advocacy (demonstrate the ability to advocate for personal, family & community health) K-2.H.8.1.1 Make requests to promote personal health. K-2.H.8.1.2 Encourage peers and family to make positive health choices.			
3	By the end of fifth grade, TSWBAT Standard 1: Core Concepts	3rd Grade Religion: Know that we model our lives after Jesus	3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice,	3rd Grade: The concept of COG will be reinforced.

	(related to health promotion and disease prevention to enhance health including the following concepts) • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health. 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health. 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health. 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., second hand smoke/vapors from vaping). 3-5.H.1.1.5 Describe when it is important to seek health care. 3-5.H.1.1.6 Describe the impact of health behaviors on body systems. Standard 2: Analyzing Influences	2609; 422; 437 know that everyone is created in God's image; every life is sacred 1934 know how life in a family guides us to do God's will 2223; 2225 describe the diverse roles of members in a community 873-874; 947 know the meaning of stewardship as caring for all things given 783; 373 Know that all people are equal in God's eyes 1907; 1929-1933 Define the words justice and service and give examples 1807; 1697; 1754 Know that Christians are responsible for the care of one another 783 Know that each of us is responsible for helping with work in our homes and church 1653;852 3rd Grade TOB: 3.6.1 Show how the body reveals the	learn techniques, positive self-talk, visualize performance, positive specific feedback 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/community programs). 3-5.PE.3.1.3 With teacher assistance,	Children will be better able to identify safe and unsafe situations. Children will better understand how to take action if boundaries are threatened or violated.
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	<i>(analyze the influence of family, peers, culture, media, technology & other factors on health behavior)</i> 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors. 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors. 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors. 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors. 7 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors. 3-5.H.2.1.6 Describe ways that technology can influence personal health. <i>Standard 3: Accessing Information</i> <i>(demonstrate the ability to access valid information, products, and services to enhance health)</i> 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services. 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information. <i>Standard 4: Interpersonal Communication</i> <i>(demonstrate the ability to use</i>	person (TOB 14:4)	interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results). 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness). 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other	
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<i>interpersonal communication skills to enhance health & avoid or reduce health risks)</i> 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks. 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict. 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health. <i>Standard 5: Decision Making</i> <i>(demonstrate the ability to use decision-making skills to enhance health)</i> 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful decision. 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision. 3-5.H.5.1.3 List healthy options to health related issues or problems. 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision. 3-5.H.5.1.5 Choose a healthy option when making a decision. 3-5.H.5.1.6 Describe the outcomes of a health related decision. <i>Standard 6: Goal Setting</i>		students. 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others). 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and	
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	<i>(demonstrate the ability to use goal-setting skills to enhance health)</i> 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision. 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal. <i>Standard 7: Practice Healthy Behavior</i> <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> 3-5.H.7.1.1 Identify responsible personal health behaviors. 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks. <i>Standard 8: Advocacy</i> <i>(demonstrate the ability to advocate for personal, family and community health)</i> 3-5.H.8.1.1 Express opinions and give accurate information about health issues. 3-5.H.8.1.2 Encourage others to make positive health choices.		after school programs, community fitness events, run/walk programs). 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	
4	By the end of fifth grade, TSWBAT	4th Grade Religion:	3-5.PE.2.1.3 Identify ways to improve	4th Grade:

	Standard 1: Core Concepts <i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health. 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health. 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health. 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., second hand smoke/vapors from vaping). 3-5.H.1.1.5 Describe when it is important to seek health care. 3-5.H.1.1.6 Describe the impact of health behaviors on body systems.	Know that God calls us into relationship with him 950; 1027; 1033; 2305 know how each of the Ten Commandments are guides to making good moral choices 1961-1964; 1786-1789 know the meaning of the virtue of chastity 2337; 1832 know that the right to life is the most basic human right 2264; 2270; 2273 know that capital sins are pride, greed, envy, anger, lust, gluttony, and laziness 1866 know that sin is a deliberate choice against God's will 1849-1850 know that human life begins in a family 2205; 2101-2103 know that everyone is created in the Image of God 225; 356-361 Be able to demonstrate that as Christians we have a responsibility to care for all human beings, especially the poor 2439; 1033; 1435;	performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class, home/school/community programs).	Children will come to understand the concept of COG in relation to use of the internet on computers, phones, etc.
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	Standard 2: Analyzing Influences <i>(analyze the influence of family, peers, culture, media, technology & other factors on health behavior)</i> 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors. 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors. 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors. 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors. 7 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors. 3-5.H.2.1.6 Describe ways that technology can influence personal health. Standard 3: Accessing Information <i>(demonstrate the ability to access valid information, products, and services to enhance health)</i> 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services. 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information. Standard 4: Interpersonal Communication	1825 Name at least one example of how they should participate in family, community, and society 1939-1942 Define social sin 1928-1948 4th Grade TOB: 4.3.4 Discuss that a unity of man and woman is possible because they are both alike (they are both human beings) and different (one is man, one is woman)(TOB 9:1). 4.8.1 Discuss how the body expresses virtue (cf. TOB 57:1-3).	3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results). 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness). 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide	
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	<i>(demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks)</i> 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks. 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict. 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health. <i>Standard 5: Decision Making</i> <i>(demonstrate the ability to use decision-making skills to enhance health)</i> 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful decision. 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision. 3-5.H.5.1.3 List healthy options to health related issues or problems. 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision. 3-5.H.5.1.5 Choose a healthy option when making a decision. 3-5.H.5.1.6 Describe the outcomes of a health related decision.		assistance to the teacher and other students. 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others). 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g.,	
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	Standard 6: Goal Setting <i>(demonstrate the ability to use goal-setting skills to enhance health)</i> 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision. 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal. Standard 7: Practice Healthy Behavior <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> 3-5.H.7.1.1 Identify responsible personal health behaviors. 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks. Standard 8: Advocacy <i>(demonstrate the ability to advocate for personal, family and community health)</i> 3-5.H.8.1.1 Express opinions and give accurate information about health issues. 3-5.H.8.1.2 Encourage others to make positive health choices.		student-initiated involvement, before and after school programs, community fitness events, run/walk programs). 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	
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5	By the end of fifth grade, TSWBAT Standard 1: Core Concepts <i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health. 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health. 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health. 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., second hand smoke/vapors from vaping). 3-5.H.1.1.5 Describe when it is important to seek health care. 3-5.H.1.1.6 Describe the impact of health	5th Grade Religion: know the definition of 'love' in the context of family love and responsibility 2207; 1912; 1604 know how to define sexuality 369-373; 1605; 2333 recognize qualities of a good friendship 1829; 1939 Know that social justice is based on the dignity of the human person 1928-1942; 2425-2426 Know that the celebration of the Eucharist calls us to feed and nourish others 1394-1400 5th Grade TOB: 5.4.1 Explain how original nakedness is seeing the world and others as God sees; as Gift (TOB 13; 14:2).	3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves physical fitness (e.g., physical education class,	5th Grade: Children will be able to recognize the influence of the media on their COG.
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	behaviors on body systems. Standard 2: Analyzing Influences (analyze the influence of family, peers, culture, media, technology & other factors on health behavior) 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors. 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors. 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors. 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors. 7 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors. 3-5.H.2.1.6 Describe ways that technology can influence personal health. Standard 3: Accessing Information (demonstrate the ability to access valid information, products, and services to enhance health) 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services. 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.		home/school/community programs). 3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results). 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness). 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building	
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Standard 4: Interpersonal Communication <i>(demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks)</i> 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks. 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict. 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health. Standard 5: Decision Making <i>(demonstrate the ability to use decision-making skills to enhance health)</i> 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful decision. 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision. 3-5.H.5.1.3 List healthy options to health related issues or problems. 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision. 3-5.H.5.1.5 Choose a healthy option when making a decision.		challenges, create task cards, provide assistance to the teacher and other students. 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others). 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute). 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day	
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	3-5.H.5.1.6 Describe the outcomes of a health related decision. Standard 6: Goal Setting <i>(demonstrate the ability to use goal-setting skills to enhance health)</i> 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision. 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal. Standard 7: Practice Healthy Behavior <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> 3-5.H.7.1.1 Identify responsible personal health behaviors. 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks. Standard 8: Advocacy <i>(demonstrate the ability to advocate for personal, family and community health)</i> 3-5.H.8.1.1 Express opinions and give accurate information about health issues. 3-5.H.8.1.2 Encourage others to make		within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs). 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).	
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	positive health choices.			
6	By the end of eighth grade, TSWBAT Standard 1: Core Concepts <i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness. 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence. 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors)) and personal health are related. 6-8.H.1.1.4 Describe how family history can affect personal health. 6-8.H.1.1.5 Describe ways to reduce or	6th Grade Religion: define free will 1730-1748 define virtue and identify examples 1803-1805; 1833 learn ways to form good conscience (e.g., Ten Commandments) 1783-1785; 1798; 1802 define chastity and modesty 2337; 2348; 2521-2522 learn how to defend the Catholic position on various life issues concerning the unborn, elderly, handicapped, and imprisoned 2259-2283 Know that we must always obey our conscience 1783-1785; 1777; 1800 know alternative Christian responses to crisis situations involving the unborn, elderly, handicapped, and imprisoned 2259-2283 know that marriage as designated by God is	6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities) 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).	6th Grade: Young people will come to a deeper understanding of COG. Young people will be better able to identify, form and maintain healthy relationships. Young people will be able to distinguish between healthy and unhealthy relationships. Young people will be better able to safeguard their COG for violations.

	prevent injuries and adolescent health problems. 6-8.H.1.1.6 Explain how appropriate health care can promote wellness. 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors. 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors. Standard 2: Analyzing Influences <i>(analyze the influence of family, peers, culture, media, technology, and other factors on health behavior)</i> 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility). 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors. 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in). 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention. Standard 3: Accessing Information	permanent, faithful, and life-giving 1638-1642; 1534; 1644-1645 know that all humanity was created equally by God in love 2393 illustrate ways that we are called to be good stewards of the environment 2415-2418; 1930; 2416 6th Grade TOB: 6.2.1 Define “original experience” as the most basic human experiences all humanity has in common: original solitude, original unity, original nakedness (TOB 4.4, 11:1). 6.3.2 Identify the two ways of being human: male and female (TOB 8:1, 10:1). 6.3.3 Discuss why it is a good thing that God created man as male and female (TOB 9:3, 13:3, 14:1, 16:1-2). 6.4.1 Define "original nakedness" as experiencing the true	6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g. , resistance training techniques, combatives, sprint starts, vertical/standing jump, pilates). 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance). 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion). 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals	
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<i>(demonstrate the ability to access valid information, products, and services to enhance health)</i> 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services. 6-8.H.3.1.2 Access valid health information from home, school, and community. 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility. 6-8.H.3.1.4 Describe situations that may require professional health services. <i>Standard 4: Interpersonal Communication</i> <i>(demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks)</i> 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health. 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies. 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying). <i>Standard 5: Decision-Making</i>	and clear vision of the person (TOB 13:1). 6.4.2 Exhibit the virtue of reverence for God, his creation, and other people by treating them with respect and honor, for God is all good and his creation is a good gift (TOB 14:4; 15:4; 119-120; 132:1). 6.5.1 Explain gift-of-self as thoughts, words or actions that place oneself at the service of others and seek the true good of the other (TOB 14:2). 6.5.2 Propose how a “communion of persons” involves the loving gift of self (i.e. the Trinity, but also the unity of the Church, the family and the unity of man and woman) (cf. TOB 8:4, 9:1-3, 10:1, 15:1). 6.6.1 Explain how the human body is a visible sign (a “sacrament”) of God’s invisible love (TOB 19:4). 6.6.2 Describe how the human body is the “temple of the Holy	(e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training). 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control). 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve argument between peers, be sensitive of the rights and feelings of others, role play) 6-8.PE.4.1.4 Appreciate other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to	
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	<i>(demonstrate the ability to use decision-making skills to enhance health)</i> 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making. 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices). 6-8.H.5.1.3 Distinguish when individual or collaborative decision-making is appropriate. 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 6-8.H.5.1.7 Analyze the outcomes of a health-related decision <i>Standard 6: Goal-Setting</i> <i>(demonstrate the ability to use goal-setting skills to enhance health)</i>	Spirit” (1Cor 6:15) and why it is necessary to “glorify God in your body” (1Cor 6:20) (TOB 57.2).	participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring). 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities). 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute). 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at	
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	6-8.H.6.1.1 Assess personal health practices. 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy). Standard 7: Practicing Healthy Behaviors <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors. 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others. 6-8 H.7.1.4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity. Standard 8: Advocacy <i>(demonstrate the ability to advocate for personal, family and community health)</i>		least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks). 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping). 6-8.PE.5.1.4 Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).	
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	6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information. 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices. 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community. 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences			
7	By the end of eighth grade, TSWBAT Standard 1: Core Concepts <i>(related to health promotion and disease prevention to enhance health including the following concepts)</i> • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease • Consumer & Community Health • Growth, Development & Family Life • Environmental Health 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and	7th Grade Religion: Explain our relationship to God in light of Jesus' humanity 470; 474; 499 know that marriage requires sacramental preparation 1632 know that marriage is not just a contract, but a covenant 1639-1640 know that sin is the greatest obstacle to the life of holiness 375; 405; 2013-2014 know the types of sin: against faith, hope, sacrilege, and blasphemy 2120; 2303; 2148 extend the definition of conscience and free will	6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities) 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility,	7th Grade: Young people will understand respect and disrespect within the context of their COG.

	wellness. 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence. 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors)) and personal health are related. 6-8.H.1.1.4 Describe how family history can affect personal health. 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems. 6-8.H.1.1.6 Explain how appropriate health care can promote wellness. 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors. 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors. Standard 2: Analyzing Influences <i>(analyze the influence of family, peers, culture, media, technology, and other factors on health behavior)</i> 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility). 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual	to include that they involve an informed personal judgment 1781-1789 define informed personal judgment, and know that some actions are irreversible and permanent 1867 know how to differentiate between the secular view of sexuality and God's view 2360-2363 know the Catholic Church's position regarding the sanctity of life 2559-2583 know that our bodies are gifts from God, and therefore; we must care for them as gifts from God 364; 1197; 1265; 1695 know that abortion is contrary to moral law 2270-2274 begin to understand that every marriage act must be open to children, and artificial contraception is not allowed 372; 1603-1605; 1652-1653 know that purity requires modesty of	and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g. , resistance training techniques, combatives, sprint starts, vertical/standing jump, pilates). 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs,	
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	health practices and behaviors. 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in). 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention. Standard 3: Accessing Information <i>(demonstrate the ability to access valid information, products, and services to enhance health)</i> 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services. 6-8.H.3.1.2 Access valid health information from home, school, and community. 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility. 6-8.H.3.1.4 Describe situations that may require professional health services. Standard 4: Interpersonal Communication <i>(demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks)</i> 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.	dress and dignity of each person 2518; 2345; 2520-2527 Know that each of us is called to a close relationship with Jesus 948; 960; 1331; 1361; 1395-1396 Know that God calls us to stand for what is right and to speak out against injustices in our society 2317; 2412; 1867 Know the Catholic Church's work concerning respect for life issues in the diocese and in the parish 2304; 2559-2583 know of the dignity and rights of others 2264; 2273 Know that justice and charity lead to peace; injustice leads to war 2304-2317 Know that reputation and honor are aspects of a person's dignity 1700-1876 know that Catholics are called to work for the common good in economic and political areas 1928; 1910;	social dance). 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion). 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training). 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good sportsmanship, practice self-control). 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g.,	
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	6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies. 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying). Standard 5: Decision-Making <i>(demonstrate the ability to use decision-making skills to enhance health)</i> 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making. 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices). 6-8.H.5.1.3 Distinguish when individual or collaborative decision-making is appropriate. 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. 6-8.H.5.1.6 Choose healthy alternatives	1927; 2425-2432 know the actions that violate the rights of people in society today 2214-2242 7th Grade TOB: 7.1.1 Explain that even after the Fall, creation remains a good gift and is not totally corrupted; it is able to be redeemed (cf. TOB 32:3, 86) 7.1.2 Provide examples of rightly ordered desire given by God and disordered "desire"(TOB 48:4). 7.5.1 Evaluate actions for self-mastery and describe how actions of self-mastery free one to make a full gift of self (TOB 15: 1-4, 32:6). 7.6.1 Explain how the body has a language: the body itself communicates that the human being is a gift just by the fact that it exists (TOB 14:4). 7.7.1 Point out that as a result of original sin man experiences	resolve argument between peers, be sensitive of the rights and feelings of others, role play) 6-8.PE.4.1.4 Appreciate other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring). 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities). 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical	
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	over unhealthy alternatives when making a decision. 6-8.H.5.1.7 Analyze the outcomes of a health-related decision Standard 6: Goal-Setting <i>(demonstrate the ability to use goal-setting skills to enhance health)</i> 6-8.H.6.1.1 Assess personal health practices. 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy). Standard 7: Practicing Healthy Behaviors <i>(demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks)</i> 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors. 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others. 6-8 H.7.1.4. Explain the importance of	concupiscence and needs to bring emotions and desires into harmony with what is truly good (TOB 26:5, 31:3, 31:6, 32:3, 33:1-2, 51:5-6, 54). 7.8.1 Explain how Christ does not accuse but instead appeals to the human heart to be pure (TOB 45:5, 46:5-6, 49:7) 7.8.2 Describe what “life according to the Spirit” is and how following the law of God leads to true freedom and happiness (TOB 15:1, 45:1, 51:5-6, 53:4-5, 54:2-4). 7.9.1 Evaluate how love, as a power, is a participation in the love of God himself: How it is total. How it is faithful. How it is fruitful. How it is generous (TOB 127:1).	activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute). 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks). 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club	
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	personal hygiene, self-care, food behavior, and physical activity. Standard 8: Advocacy (demonstrate the ability to advocate for personal, family and community health) 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information. 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices. 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community. 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences		membership, camping). 6-8.PE.5.1.4 Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).	
8	By the end of eighth grade, TSWBAT Standard 1: Core Concepts (related to health promotion and disease prevention to enhance health including the following concepts) • Alcohol, Tobacco & Other Drugs • Nutrition & Physical Activity • Injury Prevention & Safety • Mental, Emotional, and Social Health • Prevention & Control of Disease	8th Grade Religion: Know and give examples of the corporal and spiritual works of mercy 2447 know that we are called by God through the Church to live a moral life with God, ourselves, and our neighbors 2420; 2264; 2210 list, define, and give examples of the four cardinal virtues:	6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities) 6-8.PE.3.1.1 Know and	8th Grade: Students will identify values that reflect moral decisions.

	• Consumer & Community Health • Growth, Development & Family Life • Environmental Health 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness. 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence. 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors)) and personal health are related. 6-8.H.1.1.4 Describe how family history can affect personal health. 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems. 6-8.H.1.1.6 Explain how appropriate health care can promote wellness. 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors. 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors. Standard 2: Analyzing Influences (analyze the influence of family, peers, culture, media, technology, and other	prudence, justice, fortitude, and temperance 1805; 1834 know that human sexual love is only allowed to be expressed in marriage between a man and a woman 2360-2363; 2335 differentiate between sexual impulse and responsive sexual behaviors 2351; 1607; 2259 know that the Church has a method of family planning based on the natural reproductive cycles of the body 2368 know that God always forgives us if we are truly contrite 210-211 Know ways family members make present the Kingdom of God to each other 1655-1658; 2203-2205 Know that, as Catholics, we respect and obey civil authority and work to change unjust, oppressive law 2238-2240; 1915; 2255 Know the major themes of Catholic Social	demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component). 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g. , resistance training techniques, combatives, sprint starts, vertical/standing jump, pilates). 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and	
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	factors on health behavior) 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility). 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors. 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in). 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention. Standard 3: Accessing Information (demonstrate the ability to access valid information, products, and services to enhance health) 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services. 6-8.H.3.1.2 Access valid health information from home, school, and community. 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility. 6-8.H.3.1.4 Describe situations that may require professional health services.	Teaching 2494-2495;909; 1716; 1459 8th Grade TOB: 8.1.1 Propose that creation should be received as a gift and not manipulated, dominated and controlled (cf. TOB 13:3-4, 59:3). 8.5.1 Give examples of how a person is pure in heart, that is, when he/she perceives and respects others as a gift and seeks to make a gift of him/herself to others (TOB 50; 54; 57:3). 8.5.2 Explain how the loving communion of man and woman is in the image of the Trinity, a communion of persons who are love and who in giving and receiving are fruitful (TOB 9:3) 8.6.1 Explain that living out the spousal meaning of the body	skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance). 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion). 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training). 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good	
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	Standard 4: Interpersonal Communication <i>(demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks)</i> 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health. 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies. 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying). Standard 5: Decision-Making <i>(demonstrate the ability to use decision-making skills to enhance health)</i> 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making. 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical	can be through marriage or virginity for the sake of the Kingdom (TOB 15:5, 81:6). 8.9.1 Describe the idea of a vocation and how it is the way one lives out spousal love (TOB 78; 86). 8.9.2 Compare and contrast the sacrament of marriage to celibacy for the sake of the kingdom (TOB 76:6, 78:4). 8.9.3 Explain how God invites, and does not force, when he calls someone to the vocation of married life, consecrated life, or the priesthood, leaving the person free to respond (TOB 73:3-4; 76:4; 79:8). 8.9.5 Explain that when God calls two people to the vocation of marriage, he is inviting them into a special sacrament of his love (cf. Ephesians 5 and TOB 87-93)	sportsmanship, practice self-control). 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve argument between peers, be sensitive of the rights and feelings of others, role play) 6-8.PE.4.1.4 Appreciate other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring). 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for	
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activity, nutritional choices). 6-8.H.5.1.3 Distinguish when individual or collaborative decision-making is appropriate. 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 6-8.H.5.1.7 Analyze the outcomes of a health-related decision Standard 6: Goal-Setting <i>(demonstrate the ability to use goal-setting skills to enhance health)</i> 6-8.H.6.1.1 Assess personal health practices. 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy). Standard 7: Practicing Healthy Behaviors <i>(demonstrate the ability to practice</i>		actions, recognize the importance of individual roles in group activities). 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute). 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks). 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings	
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	<i>health-enhancing behaviors and avoid or reduce health risks)</i> 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors. 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others. 6-8 H.7.1.4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity. <i>Standard 8: Advocacy</i> <i>(demonstrate the ability to advocate for personal, family and community health)</i> 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information. 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices. 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community. 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences		including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping). 6-8.PE.5.1.4 Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).	
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