

A photograph of several children playing outdoors on a grassy field. They are holding onto a large, light-colored parachute that is spread out above them. The children are wearing casual clothing like t-shirts and shorts. The entire image has a teal-colored overlay. At the top and bottom of the page, there are horizontal bars in blue, red, yellow, and purple.

HEALTH & SAFETY

— AND —

PHYSICAL EDUCATION STANDARDS



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High School Physical Education courses may be found at [ArkansasEd.gov](https://arkansased.gov)

Introduction to Health

The Arkansas Department of Education's Vision for Excellence is to transform Arkansas to lead the nation in student-focused education. The ADE has revamped the design and presentation of the Arkansas Academic Standards that outline learning expectations for students. The new format encourages student-focused outcomes and the flexibility to identify where students are in their learning.

The **Arkansas Health & Safety**, as well as the **Physical Education** Standards set the expectations for all schools in the state for teaching and learning in the areas of health and physical fitness. The revised standards are divided into two sections: K-12 Health & Safety and K-8 Physical Education. Multiple stand-alone high school course options are available for Physical Education and may be found on [ArkansasEd.gov](https://arkansased.gov). The Arkansas Health & Safety and Physical Education Standards provide opportunities for students to demonstrate competency in the following domains:

Arkansas Health & Safety

- Human Growth and Development
- Healthy Skills and Relationships
- Nutrition
- Alcohol, Tobacco, and Other Drugs
- Personal Health and Safety
- Disease Prevention and Control
- Mental and Emotional Health

Physical Education

- Physical Competence
- Knowledge and Understanding
- Motivation and Confidence

Domains and **standards** have been established across multiple grades. Under each domain, there is an overarching standard which indicates the goal for student learning by the end of grade 12. There is also an overarching **competency question** that teachers can use to guide student learning when they are designing lessons or planning activities.

The grade bands provide a guide for approximating when students should reach learning expectations. The **student learning objectives**, written as “*I can*” statements are provided for each level of learning. This format allows districts that have transitioned to a competency-based system of reporting, to easily move students through the levels when they are ready. Each grade band is subdivided into two different levels of learning. This division is intended to illustrate how student learning might progress over time and indicate when a student might be ready to move on to the next level of learning.

Included in the **teacher guidance** are suggested topics or skills that could be used when writing lessons for the standard. Multiple health-related online resources have also been identified to help support teachers with planning. These instructional notes and resources are not required to be used as a part of the curriculum, but rather provide educators with various ways for students to demonstrate their understanding or competency.

The Rules Governing Standards for Accreditation require that students receive instruction in Health & Safety and Physical Education. For Grades K-8, all students must receive instruction annually in the content. As part of the minimum graduation requirements, all students must successfully complete one-half credit of Health & Safety and one-half credit of Physical Education.

**Additional resources related to these Standards can be found on the
Arkansas Department of Education website: [ArkansasEd.gov](https://arkansased.gov)**

The Arkansas Department of Education's Vision for Teaching and Learning

The Arkansas Department of Education's Vision for Excellence in Education is transforming Arkansas to lead the nation in student-focused education. Implementation of this vision drives significant changes as the department identifies student learning to be a defining characteristic of effective teaching.

Arkansas is committed to students exhibiting evidence of learning through three lenses of application that move students toward competency in multiple disciplines. In order for Arkansas students to graduate college and career ready, they must be **actively-literate**, **critical thinkers**, and **engaged in the community**. The ADE Lenses of Learning outline how students exhibit evidence of their learning and how teachers provide opportunities for students to demonstrate their learning.



At the core of all instruction are content-based academic standards. These standards set the bar for what each student should know and be able to do. In an effort to encourage student-focused outcomes and allow teachers flexibility to meet students where they are in their learning, the ADE has updated the design and presentation of the Arkansas Academic Standards. The Standards are divided into domains which represent clusters of big ideas. In some instances, the domains are organized across K-12, while in other cases they are arranged across smaller grade-bands, depending on the age-appropriateness of the content. The revised format allows districts that are transitioning to a competency-based system to more easily move students through the levels of learning as they master grade-level expectations.

In order to be successful, students will also need a strong foundation of life skills – those intangible abilities that help people interact with others, communicate well, and make positive contributions in the workplace and beyond. These skills are critical to students building and maintaining a strong foundation in academic knowledge and personal competencies. ADE has created the **G.U.I.D.E. for Life**, a set of personal competency standards, to develop the requisite skills for outstanding job performance and successful personal relationships.

ADE's Vision of Teaching and Learning exemplifies the commitment to student-focused education through its bold development of the ADE Lenses of Learning, reimagined academic standards, and the G.U.I.D.E. for Life. Outside-the-box thinking has led to the creation and implementation of these innovative tools, which can now be used as levers to realize Arkansas' transformational vision to lead the nation in student-focused education.



HEALTH & SAFETY STANDARDS

— K - 12 —

**Overview of
Student Learning Objectives
by Grade Level**

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

COMPETENCY
QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can name different parts of the body and describe physical characteristics that make us unique.

Level B

I can distinguish different body parts, including main organs of the body, and tell what those parts do.

3-5

Level C

I can classify the major functions of the body systems, identify which body parts are in each system, and how to keep my body systems healthy.

Level D

I can distinguish how the body systems mature and how heredity impacts growth and development.

6-8

Level E

I can demonstrate an understanding of how different body systems interact and depend on each other.

I can analyze more advanced body systems and the function that they play in overall health.

Level F

I can analyze and discuss physical and emotional changes that occur during puberty and the physical changes that occur within body systems as I mature.

9-12

Level G

I can analyze growth patterns and developmental changes and examine the factors that interfere with healthy development.

Level H

I can examine factors that are important to human reproduction, including prenatal care, pregnancy, and childbirth, and identify available health resources.

Human Growth and Development

Centers for Disease Control and Prevention “BAM” Body and Mind

- Resources on disease, food and nutrition, physical activity, safety, social/emotional health, tobacco, oral hygiene
- Designed for ages 9-13
- <https://www.cdc.gov/bam/index.html>

SHAPE America (Society of Health and Physical Educators)

- Has resources, activity ideas and more for primary and secondary teachers
- https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626

American School Health Association

- Resources and links for a variety of topics in health education
- <http://www.ashaweb.org/resources/>

Kids Health in the Classroom

- Teacher’s Guides for K-2, 3-5, 6-8 on the Human Body, Health Problems, and Personal Health
- https://classroom.kidshealth.org/?WT.ac=ms_tab

DOMAIN:
STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can demonstrate a respect of personal space for myself and others.

I can recognize different emotions and respond to others as needed.

Level B

I can demonstrate respect for peers and adults through appropriate communication.

I can identify different emotions and illustrate how to interact with others in different settings.

3-5

Level C

I can demonstrate appropriate verbal and nonverbal communication skills.

I can compare behaviors that demonstrate respect as well as disrespect of self and others.

Level D

I can predict consequences of healthy and unhealthy behaviors, including their impact on self and others.

I can effectively communicate my thoughts and opinions to my peers in a healthy manner.

6-8

Level E

I can evaluate how inappropriate and risky behaviors as well as poor communication may have negative consequences in relationships.

I can identify the dangers and consequences of inappropriate use of technology and social media.

Level F

I can analyze the impact of behaviors and communication on relationships.

9-12

Level G

I can analyze behaviors and attitudes that contribute to healthy relationships.

I can identify healthy sexual behavior.

I can describe the signs of dating violence and abuse.

Level H

I can compare and contrast characteristics of healthy and unhealthy behaviors and relationships.

I can communicate with peers about dating violence.

Healthy Skills and Relationships

Cooking Matters

- Cooking Matters provides an innovative nutrition education program through a 6-week course.
- Classes are hand-on, full participation classes taught by volunteer chefs and nutrition experts.
- <https://www.arhungeralliance.org/programs/no-kid-hungry/cookingmatters>

Coordinated Approach to Child Health (CATCH)

- CATCH supplies classroom curriculum that targets 6th-8th grade students providing proven strategies to decrease obesity and improve nutrition knowledge.
- [https://www.archildrens.org/health-and-wellness/community-outreach/catch-\(6th-8th\)](https://www.archildrens.org/health-and-wellness/community-outreach/catch-(6th-8th))
- www.catch.org

The We Can CATCH Kids Club

- This program for elementary school-aged children in an after school setting encourages a healthy diet and regular, moderate-to-vigorous physical activity. The program introduces children to: healthful behaviors; how the heart works when the body is physically active; the Five-A-Day concept for fruits and vegetables; healthier choices in a fast food restaurant; and MyPlate food groups.
- Elementary grades
- <https://www.baptist-health.com/page/youth-initiatives>

DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY
QUESTION:



How can I make healthy food choices to optimize health?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify and choose healthy snacks.

Level B

I can identify the food groups and discuss the importance of choosing foods from each group.

3-5

Level C

I can make healthy food choices based on nutritional information.

Level D

I can discuss healthy and unhealthy food intake patterns and the consequences of both.

6-8

Level E

I can recognize different types of eating disorders and identify resources for treatment.

Level F

I can develop a personal eating plan that contributes to overall health and well-being.

9-12

Level G

I can evaluate personal eating habits and patterns for the purpose of determining how I can live a healthy lifestyle as it relates to nutrition.

Level H

I can identify unhealthy nutrition choices in self and others and determine the warning signs of unhealthy choices and disorders related to nutrition.

Nutrition

Rethink Your Drink Educational Campaign Toolkit

- This toolkit provides education on the harms of sugar-sweetened beverage consumption as well as strategies and resources to encourage youth to rethink their drink choices and choose healthier beverages over sugary drinks.
- <https://healthyactive.org/wp-content/uploads/2017/11/Rethink-Your-Drink-Toolkit.pdf>

Cooking Matters

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- Classes are hands-on, full participation classes taught by volunteer chefs and nutrition experts.
- <https://www.arhungeralliance.org/programs/no-kid-hungry/cookingmatters>

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- Elementary grades
- <https://www.baptist-health.com/page/youth-initiatives>

DOMAIN:

Alcohol, Tobacco, and Other Drugs

STANDARD:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

COMPETENCY
QUESTION:



How can I engage in healthy and responsible behaviors related to alcohol, tobacco, and other drugs?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can discuss appropriate use of medications, including taking medicine from reliable adults and following directions.

Level B

I can identify the effects of alcohol and tobacco use that make them harmful to self and others.

3-5

Level C

I can discuss avoidance strategies for alcohol, tobacco, and other drug use.

Level D

I can discuss physical and psychological damage resulting from long-term use of alcohol, tobacco, and other drugs.

6-8

Level E

I can analyze the misuse of and dependency on alcohol, tobacco, and other drugs and identify support and resources for treatment.

Level F

I can evaluate the family, societal, and legal impact of alcohol, tobacco, and other drugs.

9-12

Level G

I can describe the effects of the use of alcohol, tobacco, and other drugs.

Level H

I can analyze substance abuse and identify available resources to combat addiction.

Alcohol, Tobacco, and Other Drugs

ASPIRE by MD Anderson

- ASPIRE is a bilingual, online tool that helps middle and high school teens learn about being tobacco-free. It explains the dangers of tobacco and nicotine use, so they never start smoking. Or, if they already do, it gives information and ways to quit.
- <https://www.mdanderson.org/about-md-anderson/community-services/aspire.html>

Prescription for Life

- This interactive course empowers high school students with the skills and knowledge they need to make safe and healthy decisions about prescription drugs, using an evidence-based, public health approach.
- <https://prescriptionforlife.everfi.com/>

Project Prevent: Youth Tobacco & Nicotine Prevention

- Project Prevent provides classroom education resources/training for middle school and high school students specifically for tobacco and nicotine prevention including vaping and JUUL.
- www.sosprojectprevent.com

JUUL: The 411

- This program provides classroom education resources/training for middle school and high school students specifically about JUUL.
- To request a classroom presentation contact the community health nurse specialist at the local education service cooperative:
<http://www.arkansased.gov/divisions/learning-services/school-health-services>
- Take Down Tobacco: Free online courses to get the knowledge, skills, and tools to fight tobacco use in your school.

DOMAIN:

STANDARD:

COMPETENCY

QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify the role of germs in causing disease and demonstrate ways to prevent spreading them.

I can identify safety hazards and demonstrate ways to prevent harm to self and others.

I can identify various emotions and how they impact me.

Level B

I can discuss the relationship between personal hygiene, wellness, and disease prevention.

I can demonstrate safety procedures for emergencies at home or at school.

I can recognize the relationship between my emotions and the emotions of others.

3-5

Level C

I can develop strategies for lifetime behavior and activity that promote health and wellness.

I can identify people and resources that promote health and safety.

Level D

I can identify behaviors associated with physical, mental, and verbal abuse and resources that aid in avoiding them.

I can recognize potentially abusive situations as a threat to personal safety.

6-8

Level E

I can monitor personal feelings and stress and identify strategies, skills, and resources that assist in managing them.

I can examine personal feelings and stress that can be a threat to personal safety.

Level F

I can identify strategies to avoid risk associated with communicable diseases.

I can show/model a knowledge of first aid and appropriate response in emergency situations.

9-12

Level G

I can make choices in different situations that contribute to the overall health of self and others.

I can demonstrate an understanding of basic first aid including hands-on CPR, bleeding control, and the use of an AED.

Level H

I can demonstrate an understanding of different procedures and resources that contribute to the health and safety of self and others.

Personal Health and Safety

Centers for Disease Control and Prevention (CDC) “BAM” Body and Mind

- Resources on disease, food and nutrition, physical activity, safety, social/emotional, tobacco, oral hygiene.
- Designed for ages 9-13
- <https://www.cdc.gov/bam/index.html>

AR Department of Health: Physical Activity Resources and Links

- <https://www.healthy.arkansas.gov/programs-services/topics/physical-activity-resources>

SHAPE America (Society of Health and Physical Educators)

- Has resources, activity ideas and more for primary and secondary teachers.
- https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626

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- <http://www.ashaweb.org/resources/>

Kids Health in the Classroom

- Teacher’s Guides for K-2, 3-5, 6-8 on the Human Body, Health Problems, and Personal Health.
- Personal Health section has information on fitness, hygiene, nutrition, relationships, and safety.
- https://classroom.kidshealth.org/?WT.ac=ms_tab

Together Counts

- Every Move Counts – <https://togethercounts.com/grades-k-5/>

DOMAIN:

Disease Prevention and Control

STANDARD:

Students will demonstrate understanding of health promotion (physical, social, and emotional) by applying research-related concepts to disease prevention, safety, and advocating for the health and well-being of self and others.

COMPETENCY
QUESTION:



How can I make good choices related to disease prevention and help others do the same?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can compare and contrast different methods of disease transmission and prevention, including food-borne illnesses, STDs, and other communicable diseases.

Level H

I can analyze the impact of different communicable and non-communicable diseases on the overall health of self and others.

DOMAIN:

Mental and Emotional Health

STANDARD:

Students will understand the components related to mental and emotional health and analyze related behaviors.

COMPETENCY
QUESTION:



How can I understand the different components of mental and emotional health and analyze behaviors associated with each?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can recognize the importance of good mental health and how it relates and contributes to all other aspects of health.

Level H

I can demonstrate skills and strategies that promote personal and mental health.

Mental and Emotional Health

Kognito Simulation

- Kognito provides a platform for mental health discussion simulation.
- <https://kognito.com/>

Treatment and Services Adaptation Center (TSA): Resiliency, Hope and Wellness in Schools

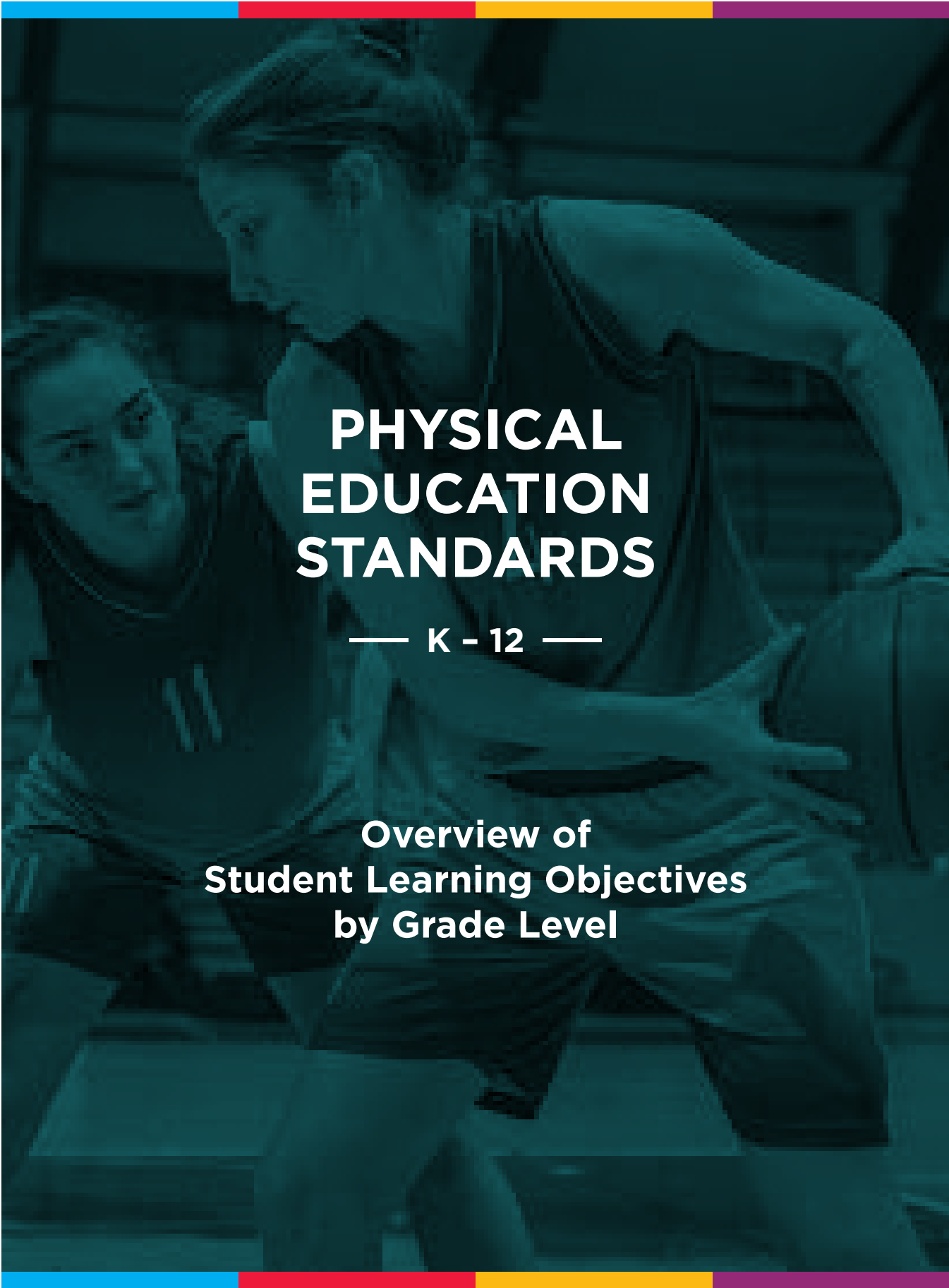
- TSA provides access to a number of interventions and strategies for education to lay a foundation for a trauma-informed school, manage the daily challenges of students, and support the entire school community.
- <http://traumaawareschools.org/interventions>

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- CBITS is school-based group and individual intervention designed to reduce symptoms of post-traumatic stress disorder, depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.
- High School grades: <https://cbitsprogram.org>
- Elementary grades: <https://bouncebackprogram.org>

Mind Over Mood

- This website provides resources, strategic skills, and principles used in cognitive behavioral therapy.
- <https://www.mindovermood.com>

A photograph of two young women playing basketball. One woman is in the foreground, wearing a dark jersey, looking down at the ball. The other woman is behind her, also in a dark jersey, looking on. The image is overlaid with a dark teal color. At the top and bottom of the page, there are horizontal bars in blue, red, yellow, and purple.

PHYSICAL EDUCATION STANDARDS

— K - 12 —

**Overview of
Student Learning Objectives
by Grade Level**

DOMAIN:

Physical Competence

STANDARD:

Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

COMPETENCY
QUESTION:



What are the motor and movement skills that are needed for everyday life and for the engagement of better health?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can demonstrate emerging locomotor and non-locomotor skills, movement patterns, and basic manipulative skills with beginning weight transfer and travel.

I can distinguish the differences between locomotor, non-locomotor, and manipulative skills.

Level B

I can execute mature patterns of locomotor and non-locomotor skills, and patterns utilizing different pathways, speed, and levels.

I can perform basic manipulative skills in a mature pattern.

3-5

Level C

I can combine various locomotor and non-locomotor skills and manipulative skills within activities (small-sided activities and for skills requiring accuracy to a target).

I can demonstrate emerging patterns of passing with the hands and feet, volleying, and striking with implements.

Level D

I can determine force, distance, and height needed for accuracy with basic manipulative skills.

I can combine traveling with manipulative skills in a mature pattern.

6-8

Level E

I can apply locomotor, non-locomotor, and manipulative skills to games and sports with an emphasis on executing the skills with correct fundamental technique.

I can integrate change of direction and speed while maintaining control of the body and manipulative.

I can differentiate offensive and defensive skills for various games and sports.

I can identify various games and sports and the skills needed for each.

Level F

I can execute the skills required for a variety of games and sports.

I can demonstrate correct technique for basic skills in at least two outdoor recreation activities.

DOMAIN:

Physical Competence

STANDARD:

Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

COMPETENCY
QUESTION:



How can I demonstrate physical literacy in a variety of motor skills and movement patterns?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can differentiate my personal space from the personal space of others in general space when I use locomotor and non-locomotor skills.

I can use locomotor skills to travel different pathways, at varying levels and different speeds.

Level B

I can combine locomotor skills, pathways, levels, direction, and speed in general space with rhythm.

I can demonstrate emerging understanding of chasing and fleeing activities.

3-5

Level C

I can recognize spatial needs, pathways, directions, and speed as instructed by the teacher (movement concepts).

I can determine my path and speed for running and fleeing activities.

Level D

I can apply spatial and movement concepts for strategy in games and activities.

I can analyze game/activity situations for needed movement concepts.

I can apply basic offensive and defensive strategies and tactics in various games and activities.

I can recognize the type of manipulative skills needed for different games and activities.

6-8

Level E

I can judge when I need to transition between offense and defense, minimizing options for opponents, and correcting defensive play based on the situation.

I can implement varying force and direction for games and activities.

I can recognize the strategic relationship between open spaces and manipulative skills.

Level F

I can communicate to advance a partner/teammate or to capitalize on an advantage during transitions between offense and defense and/or reduce open spaces.

I can describe and apply mechanical advantages to vary force or direction in the game/activity situation.

I can evaluate the weather and other situations to make adjustments regarding safety during outdoor recreation activities.

DOMAIN:

Knowledge and Understanding

STANDARD:

Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.

COMPETENCY
QUESTION:



How can I demonstrate physical activity and communicate why it is important?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify active play opportunities outside of physical education.

I can recognize that my heart rate and breathing speed up as I move harder and faster.

Level B

I can discuss the benefits of being active through play and/or exercise.

I can identify the heart as a muscle that grows stronger with exercise, play, and other physical activity.

3-5

Level C

I can describe the concept of fitness and provide examples of how physical activity enhances health.

Level D

I can differentiate between skill-related and health-related fitness.

6-8

Level E

I can describe how being physically active leads to a healthy body.

I can analyze the difference between aerobic and non-aerobic exercise and the difference between muscular strength and endurance.

I can describe the relationship between resting heart rate and aerobic fitness.

I can recognize factors that influence personal physical activity.

I can use technology to enhance the benefits of exercise.

Level F

I can create and implement a personal workout plan using the overload principle, or FITT formula, to improve levels of health-related fitness and nutrition.

I can apply strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

DOMAIN:

Motivation and Confidence

STANDARD:

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

COMPETENCY
QUESTION:



How can I demonstrate good sportsmanship and empathy during physical activity?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can follow instruction and directions for myself and/or my group when prompted.

I can share equipment and space with others.

Level B

I can accept specific corrective feedback and responsibility for class protocols.

I can work safely and responsibly in physical education class.

3-5

Level C

I can work cooperatively and praise others for their successes.

I can accept players of all skill levels in various physical activities.

Level D

I can engage in physical activities with responsible interpersonal behavior.

I can apply safety principles.

6-8

Level E

I can demonstrate personal responsibility for collaboration and safe behaviors.

I can provide encouragement and positive feedback to those with differences in physical development, maturation, and skill level.

Level F

I can use rules and guidelines for addressing ethical and unethical behavior during physical activity.

DOMAIN:

Motivation and Confidence

STANDARD:

Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

COMPETENCY
QUESTION:



How does physical activity benefit my life?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can recognize that physical activities can be enjoyed individually or with others.

Level B

I can recognize that some physical activities will be challenging, but can be enjoyable.

I can explain how cooperating with others can lead to success.

3-5

Level C

I can discuss how practice develops confidence when working on challenging physical activity.

Level D

I can describe how the benefits of physical activity at school can be replicated in other settings.

6-8

Level E

I can discuss how lifelong physical activity benefits physical, social, and emotional health.

Level F

I can apply the five components of health-related fitness and explain the connections between fitness and overall mental and physical health.

I can ask for help and help others in various physical activities.

A photograph of four children climbing a jungle gym, viewed from below looking up. The image is overlaid with a teal color filter. The children are smiling and holding onto the metal bars. The background is a clear blue sky.

HEALTH & SAFETY STANDARDS

— K - 12 —



GRADE LEVEL EDUCATIONAL MILESTONES

By the end of Grade 2, a typical student will understand that different body parts and organs work together to help perform day-to-day activities. He or she will be able to demonstrate respect for self and others by using different forms of communication and emotions. Identifying the four food groups and distinguishing between healthy and unhealthy snacks are important skills for students at the end of Grade 2. The ability to discuss the appropriate use of medicine and the harmful effects of alcohol and tobacco is an expectation at this stage as well. Ultimately, the student is beginning to make connections between personal hygiene, wellness, and disease prevention and engage in basic safety procedures.

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

COMPETENCY
QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can name different parts of the body and describe physical characteristics that make us unique.

Level B

I can distinguish different body parts, including main organs of the body, and tell what those parts do.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Discussing certain parts of the body and describing different physical characteristics that make them unique
- Describing the functions of certain body parts as well as the changes that occur to the body as they grow
- Understanding that specific body parts function as part of a larger system
- Identifying the major functions of the human body's various systems, including the circulatory, digestive, muscular, nervous, respiratory, and skeletal systems

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:
STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can demonstrate a respect of personal space for myself and others.

I can recognize different emotions and respond to others as needed.

Level B

I can demonstrate respect for peers and adults through appropriate communication.

I can identify different emotions and illustrate how to interact with others in different settings.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Demonstrating awareness of personal space and respect through sharing and cooperating with others
- Demonstrating and recognizing a variety of ways to effectively communicate
- Identifying inappropriate behaviors that show disrespect for others
- Identifying different types of relationships (family and friendships)
- Interacting in a manner that demonstrates an understanding of the benefits of healthy relationships, including friendships
- Identifying appropriate forms of communication with peers and adults
- Demonstrating the ability to use appropriate skills to enhance relationships
- Learning effective communication skills to use in response to specific situations
- Examining general rules and predicting consequences of choices
- Identifying verbal and nonverbal methods of communication

ADDITIONAL STUDENT DEMONSTRATIONS:


DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY
QUESTION:

 How can I make healthy food choices to optimize health?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify and choose healthy snacks.

Level B

I can identify the food groups and discuss the importance of choosing foods from each group.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Identifying healthy and unhealthy food and drink and understanding the importance of making healthy choices related to nutrition
 - Identifying healthy foods from each food group and discussing the factors that influence food choice
- Describing the relationship between serving size and servings per container

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.



K-2

I can discuss appropriate use of medications, including taking medicine from reliable adults and following directions.

I can identify the effects of alcohol and tobacco use that make them harmful to self and others.

- Identifying the appropriate use of medicine and why it is important for a reliable adult to dispense medicines

- [illegible]

[illegible]

DOMAIN:

STANDARD:

COMPETENCY

QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify the role of germs in causing disease and demonstrate ways to prevent spreading them.

I can identify safety hazards and demonstrate ways to prevent harm to self and others.

I can identify various emotions and how they impact me.

Level B

I can discuss the relationship between personal hygiene, wellness, and disease prevention.

I can demonstrate safety procedures for emergencies at home or at school.

I can recognize the relationship between my emotions and the emotions of others.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Personal Health

- Demonstrating and discussing the importance of appropriate basic personal hygiene and healthy dental care
- Describing ways to prevent the spread of germs and illnesses

Safety

- Identifying and discussing obvious safety hazards
- Identifying people and resources, such as community health services, that promote health and safety

- Describing physical, mental and verbal abuse and identifying behaviors associated with each type of abuse
- Discussing safety procedures needed for lifetime success (i.e., basic first aid, food safety, home safety plans)*¹

Emotional Health

- Identifying various emotions and recognizing the difference between good and bad choices for coping with situations
- Identifying feelings and situations that trigger certain emotions and practicing coping skills to address these feelings and emotions

ADDITIONAL STUDENT DEMONSTRATIONS:



GRADE LEVEL EDUCATIONAL MILESTONES

By the end of Grade 5, a typical student can classify the different body systems and understand the effect of heredity and maturation on those systems. The student is able to communicate verbally and nonverbally in a healthy way. Making healthy food choices and understanding the consequences of unhealthy food choices are valuable skills for students to demonstrate by the end of Grade 5. He or she understands the physical and psychological damage of long-term drug and alcohol abuse and practices avoidance strategies. In addition, a Grade 5 student is able to identify resources and practice strategies that promote health and safety as well as understanding that there are different types of abuse.

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

COMPETENCY
QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can classify the major functions of the body systems, identify which body parts are in each system, and how to keep my body systems healthy.

Level D

I can distinguish how the body systems mature and how heredity impacts growth and development.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Recognizing ways that heredity impacts growth and development
- Understanding the major functions of the human body's various systems, including the circulatory, digestive, muscular, nervous, respiratory and skeletal systems
- Describing the functions of certain body parts as well as the changes that occur to the body as they grow
- Examining the changes that occur during puberty and adolescence

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:
STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can demonstrate appropriate verbal and nonverbal communication skills.

I can compare behaviors that demonstrate respect as well as disrespect of self and others.

Level D

I can predict consequences of healthy and unhealthy behaviors, including their impact on self and others.

I can effectively communicate my thoughts and opinions to my peers in a healthy manner.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Practicing conflict resolution and developing skills to promote positive relationships
- Predicting consequences of various choices and applying skills that promote positive relationships
- Applying different verbal and nonverbal communication skills in different types of relationships
- Demonstrating the ability to use appropriate skills to enhance relationships and promote wellness
- Understanding different types of relationships (family and friendships)
- Describing how to avoid unsafe behaviors
- Recognizing the dangers and consequences of inappropriate use of social media and technology

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY
QUESTION:



How can I make healthy food choices to optimize health?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can make healthy food choices based on nutritional information.

Level D

I can discuss healthy and unhealthy food intake patterns and the consequences of both.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Identifying major nutrients found within different foods
- Explaining how nutrients in foods contribute to good health
- Choosing healthy meals and snacks using nutritional guidelines
- Analyzing food intake patterns and their nutritional benefits and values
- Explaining the relationship between food intake and weight management

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

Alcohol, Tobacco, and Other Drugs

STANDARD:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

COMPETENCY
QUESTION:



How can I engage in healthy and responsible behaviors related to alcohol, tobacco, and other drugs?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can discuss
avoidance strategies
for alcohol, tobacco,
and other drug use.

Level D

I can discuss physical and
psychological damage resulting
from long-term use of alcohol,
tobacco, and other drugs.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Identifying the possible physical, psychological, and social consequences of alcohol abuse
- Listing and describing appropriate uses for prescription and over-the-counter medicines and explaining why following the directions is important when using medicines
- Identifying harmful chemicals in tobacco and other nicotine products and understanding that these products may be physically and psychologically addictive
- Practicing and demonstrating avoidance strategies for alcohol, drug, and tobacco use
- Identifying common misuses of non-prescription and prescription drugs and the consequences of misuse (i.e., dependency)
- Defining drug categories

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

STANDARD:

COMPETENCY

QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can develop strategies for lifetime behavior and activity that promote health and wellness.

I can identify people and resources that promote health and safety.

Level D

I can identify behaviors associated with physical, mental, and verbal abuse and resources that aid in avoiding them.

I can recognize potentially abusive situations as a threat to personal safety.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Personal Health

- Defining communicable diseases and applying skills to prevent and control such diseases
- Understanding how to access community health services in emergency and non-emergency situations
- Examining how media/advertising impacts thoughts, feelings, and behaviors
- Examining the importance of good hygiene as the body develops
- Identifying reliable media sources which provide valid health information
- Demonstrating personal hygiene practices that support wellness, especially related to oral health
- Identifying disease-causing germs and discussing how the body can fight infection
- Identifying common types of communicable and non-communicable diseases, both acute and chronic

Safety

- Applying skills to prevent and control the spread of disease
- Identifying abuse and assault as a form of violence and identifying individuals to whom they could report the abuse
- Illustrating safety procedures for lifetime activities and formulating safety plans for emergencies that occur in the home or at school (i.e., basic first aid, food safety, home safety plans)*¹
- Recognizing appropriate procedures to respond to emergency situations, both life-threatening and non-life-threatening
- Identifying violent verbal and non-verbal behaviors

Emotional Health

- Recognizing the warning signs of depression and suicidal thoughts and identifying prevention and coping strategies
- Demonstrating the ability to monitor personal feelings and behaviors as well as different ways to manage stress

ADDITIONAL STUDENT DEMONSTRATIONS:



GRADE LEVEL EDUCATIONAL MILESTONES

A typical student completing Grade 8 understands the interaction of body systems and the connection of these systems to overall health. The physical and emotional changes that take place during puberty are understood. The student grasps the connections between behaviors, communication, and relationships, particularly when using social media. Recognizing eating disorders and developing eating plans that contribute to overall health are manageable for the student. Grade 8 students can lead logical discussions around the impacts of misuse and dependency on alcohol, tobacco, and other drugs on society, the family, and the legal system. In addition, students at this grade band understand not only how to reduce the risk factors of communicable diseases but also how to respond with appropriate first aid procedures during emergencies.

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

COMPETENCY
QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can demonstrate an understanding of how different body systems interact and depend on each other.

I can analyze more advanced body systems and the function that they play in overall health.

Level F

I can analyze and discuss physical and emotional changes that occur during puberty and the physical changes that occur within body systems as I mature.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Examining the interaction among the body systems
- Analyzing how maturation affects the body systems
- Identifying responsible behaviors and consequences related to physical, social, and emotional changes during adolescence
- Continuing to examine the basic functions of more advanced body systems such as the endocrine, excretory, immune, and reproductive systems

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:
STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can evaluate how inappropriate and risky behaviors as well as poor communication may have negative consequences in relationships.

I can identify the dangers and consequences of inappropriate use of technology and social media.

Level F

I can analyze the impact of behaviors and communication on relationships.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Identifying appropriate ways to express affection within relationships
- Describing how communication can affect family life and peer relationships
- Examining and developing solution skills for conflict and modeling refusal skills that may be used when pressured
- Analyzing the dangers and consequences of inappropriate use of social media and technology
- Examining how communication skills can prevent bullying, reduce prejudices, and encourage tolerance
- Evaluating how social issues affect inappropriate behaviors

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY
QUESTION:



How can I make healthy food choices to optimize health?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can recognize different types of eating disorders and identify resources for treatment.

Level F

I can develop a personal eating plan that contributes to overall health and well-being.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Describing the principles associated with the development of a healthy meal plan
- Examining the consequences of nutrient deficiencies in the body and understanding methods of prevention (e.g., anemia, dehydration, chronic disease)
- Analyzing factors that influence food choices and explaining how those choices relate to health
- Developing a personal eating plan for weight management
- Examining causes, symptoms, consequences, and treatment for common eating disorders

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

Alcohol, Tobacco, and Other Drugs

STANDARD:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

COMPETENCY
QUESTION:



How can I engage in healthy and responsible behaviors related to alcohol, tobacco, and other drugs?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can analyze the misuse of and dependency on alcohol, tobacco, and other drugs and identify support and resources for treatment.

Level F

I can evaluate the family, societal, and legal impact of alcohol, tobacco, and other drugs.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Explaining the physical and psychological effects of the major chemicals found in tobacco and other similar products
- Identifying the physical, emotional, social, and legal effects of alcohol and other drugs
- Discussing the dangers of gateway drugs
- Evaluating how dependency impacts family and society
- Examining the legal consequences of the use and abuse of drugs, including alcohol and tobacco
- Identifying support services and community resources for assistance and treatment

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

STANDARD:

COMPETENCY

QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can monitor personal feelings and stress and identify strategies, skills, and resources that assist in managing them.

I can examine personal feelings and stress that can be a threat to personal safety.

Level F

I can identify strategies to avoid risk associated with communicable diseases.

I can show/model a knowledge of first aid and appropriate response in emergency situations.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Personal Health

- Identifying risky behaviors that increase the possibility of communicable and non-communicable diseases and demonstrating ways to reduce those risk factors
- Discussing the validity of media messages that contribute to health information and creating media messages that promote good health
- Examining the importance of good hygiene as the body develops
- Identifying resources, products, and health information provided by community health services
- Identifying ways to prevent and treat STIs
- Discussing the physical and social implications of STIs, including HIV and AIDS

Safety

- Analyzing examples of harassment and intimidating behaviors
- Identifying individuals and other avenues for reporting abuse
- Understanding proper handling of food in order to prevent food-borne illness^{*1}
- Demonstrating first aid procedures, including the use of CPR, AEDs, bleeding control (Stop the Bleed), and universal procedures/precautions^{*2}
- Identifying potentially abusive situations as a threat to personal safety

Emotional Health

- Recognizing the warning signs of depression and suicidal thoughts and identifying prevention and coping strategies
- Practicing the skills necessary to manage mental and emotional health

ADDITIONAL STUDENT DEMONSTRATIONS:



GRADE LEVEL EDUCATIONAL MILESTONES

As a student reaches the end of Grade 12, he or she should be able to discuss and identify resources related to a number of health-related issues. For example, understanding the importance of prenatal care and resources related to pregnancy and childbirth is a critical skill at this stage, as is recognizing substance abuse and resources related to addiction. At this point in his or her development, the typical student can discuss healthy and unhealthy behaviors in relationships, dating violence, and abuse. He or she can discuss healthy and unhealthy behaviors in regard to eating and can also discuss the impact of communicable and non-communicable diseases. Articulating these issues will contribute to the Grade 12 student's ability to demonstrate procedures and identify resources that contribute to his or her own overall health and safety and that of others.

DOMAIN:

Human Growth and Development

STANDARD:

Students will demonstrate the ability to apply their understanding of human growth and development, including awareness of their own and others', related to body systems.

COMPETENCY
QUESTION:



How can I demonstrate a transfer of knowledge about the body systems to understand, interpret, or analyze individual body parts as part of a larger system?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can analyze growth patterns and developmental changes and examine the factors that interfere with healthy development.

Level H

I can examine factors that are important to human reproduction, including prenatal care, pregnancy, and childbirth, and identify available health resources.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Discussing the impact of early childhood abuse and neglect
- Examining the impact of early childhood trauma on healthy development
- Discussing and analyzing the human reproductive system
- Understanding that certain body parts function as part of a larger system and examine physical characteristics that they share with others
- Comparing and contrasting the developmental changes that occur in different stages of life (i.e. infancy-childhood, adolescence-teen years, young adult-middle age, senior)
- Discussing factors such as drug use, fetal alcohol syndrome, low birth weight, nutrition, and proper pre-natal care and their impact on healthy births
- Knowing how to access community health resources related to human growth and development that may be available in their immediate or surrounding area

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

STANDARD:

Healthy Skills and Relationships

Students will demonstrate healthy relationships and interaction with others, utilize effective communication skills (verbal, non-verbal, and online), and differentiate between healthy and unhealthy behaviors, and how those behaviors impact relationships with peers and adults.

COMPETENCY
QUESTION:



How can I demonstrate respect and communicate effectively while forming healthy relationships?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can analyze behaviors and attitudes that contribute to healthy relationships.

I can identify healthy sexual behavior.

I can describe the signs of dating violence and abuse.

Level H

I can compare and contrast characteristics of healthy and unhealthy behaviors and relationships.

I can communicate with peers about dating violence.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Comparing and contrasting healthy and unhealthy behaviors and attitudes in relationships with families, with peers, and in the workplace
- Practicing communication skills in order to resolve conflict and to diffuse unhealthy behaviors (i.e., power, control, verbal abuse, physical abuse, emotional abuse, and bullying)
- Understanding the warning signs, causes/risk factors, prevention strategies, and treatment strategies for different mental health disorders
- Identifying risk factors associated with suicide and suicidal ideation
- Assessing community health resources related to mental health, including the suicide prevention hotline and the suicide prevention online chat
- Dating Violence Awareness^{*3}
- Analyzing the cycle of abuse and power dynamics in abusive relationships
- Analyzing measures to stop or prevent dating violence and abuse
- Understanding the resources and reporting procedures for dating violence or abuse
- Examining common misconceptions and stereotypes about dating violence and abuse
- Recognizing diversity and the potential of victimization and stereotyping
- Analyzing the importance of sexual abstinence in teen relationships
- Comparing and contrasting abstinence to other forms of safety measures intended to reduce the risks of unintended pregnancies and STIs
- Assessing community health resources related to healthy life skills and relationships

ADDITIONAL STUDENT DEMONSTRATIONS:


DOMAIN:

Nutrition

STANDARD:

Students will apply concepts of how food choices impact the overall health of self and others, and investigate how different types of eating disorders damage body systems.

COMPETENCY
QUESTION:

 How can I make healthy food choices to optimize health?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can evaluate personal eating habits and patterns for the purpose of determining how I can live a healthy lifestyle as it relates to nutrition.

Level H

I can identify unhealthy nutrition choices in self and others and determine the warning signs of unhealthy choices and disorders related to nutrition.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Designing an eating plan which includes adequate nutrients
 - Understanding the importance of proper hydration and knowing the warning signs of dehydration
 - Examining eating patterns and determining which patterns might be unhealthy
- Demonstrating an understanding of the relationship between caloric intake and physical activity
 - Comparing and contrasting personal eating habits with widely accepted guidelines related to nutritional value
 - Assessing community health resources related to nutrition

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Alcohol, Tobacco, and Other Drugs

STANDARD:

Students will investigate healthy and unhealthy behaviors related to alcohol, tobacco, and other drugs, while understanding the physical, psychological, and legal consequences for self and others.

COMPETENCY
QUESTION:



How can I engage in healthy and responsible behaviors related to alcohol, tobacco, and other drugs?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can describe the effects of the use of alcohol, tobacco, and other drugs.

Level H

I can analyze substance abuse and identify available resources to combat addiction.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Identifying healthy and unhealthy behaviors related to alcohol, tobacco, and drugs
- Examining and discussing the effects (financial, legal, mental, physical, and social) of tobacco and similar products
- Examining and discussing the effects (financial, legal, mental, physical, and social) of alcohol use
- Examining and discussing the effects (financial, legal, mental, physical, and social) of drug use (prescription, non-prescription, illegal)
- Examining the opioid crisis in Arkansas
- Comparing and contrasting methods for cessation of tobacco use
- Analyzing the warning signs, symptoms, causes, and risk factors of substance abuse
- Analyzing prevention, treatment, and recovery strategies for substance abuse
- Assessing community health resources related to alcohol, tobacco, and other drugs

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

STANDARD:

COMPETENCY

QUESTION:

Personal Health and Safety

Students will promote physical, social, and emotional health for self and others.



How can I make good choices regarding my personal health and safety and help others do the same?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can make choices in different situations that contribute to the overall health of self and others.

I can demonstrate an understanding of basic first aid including hands-on CPR, bleeding control, and the use of an AED.

Level H

I can demonstrate an understanding of different procedures and resources that contribute to the health and safety of self and others.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Assessing safe and unsafe situations at home, at school, and in the community (i.e., fire safety, gun safety, food handling safety, and traffic safety)*¹
- Analyzing strategies for avoiding dangers and harmful uses of the internet and social media
- Discussing and demonstrating the proper use of appropriate protective equipment in emergency and non-emergency situations
- Examining factors that influence choices related to current health products
- Discussing the barriers that hinder responsible decision-making
- Describing the procedure to become an organ and tissue donor (e.g., Arkansas Regional Organ Recovery Agency [ARORA])^{*4}
- Demonstrate proficiency in psychomotor skills used for life support including hands-only CPR^{*2}, abdominal thrusts for choking victims, and use of an AED
- Assessing community health resources related to personal safety

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Disease Prevention and Control

STANDARD:

Students will demonstrate understanding of health promotion (physical, social, and emotional) by applying research-related concepts to disease prevention, safety, and advocating for the health and well-being of self and others.

COMPETENCY
QUESTION:



How can I make good choices related to disease prevention and help others do the same?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can compare and contrast different methods of disease transmission and prevention, including food-borne illnesses, STDs, and other communicable diseases.

Level H

I can analyze the impact of different communicable and non-communicable diseases on the overall health of self and others.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Discussing different ways that disease can be transmitted
- Researching different methods of disease prevention and understand the importance of preventative care
- Recognizing the warning signs, causes, prevention strategies, and treatment options for various communicable and noncommunicable diseases
- Demonstrating an understanding of different types of common cancers, including but not limited to skin, colon, breast, prostate, blood, and bone cancers
- Assessing different community health resources that could help treat communicable and noncommunicable diseases and know how to access those resources

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DOMAIN:

Mental and Emotional Health

STANDARD:

Students will understand the components related to mental and emotional health and analyze related behaviors.

COMPETENCY
QUESTION:



How can I understand the different components of mental and emotional health and analyze behaviors associated with each?

STUDENT LEARNING
OBJECTIVES:

9-12

Level G

I can recognize the importance of good mental health and how it relates and contributes to all other aspects of health.

Level H


I can demonstrate skills and strategies that promote personal and mental health.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

- Comparing and contrasting short-term and long-term effects of stress and depression
- Analyzing common types of mental health disorders, including but not limited to anxiety disorders, affective disorders, personality disorders, eating disorders, and attention disorders
- Understanding the warning signs, causes/risk factors, prevention strategies, and treatment strategies for different mental health disorders
- Identifying risk factors associated with suicide and suicidal ideation
- Understanding and discussing the stigma that exists against mental health disorders, and developing strategies to create a mentally-healthy community by erasing this stigma
- Assessing community health resources related to mental health, including the suicide prevention hotline and the suicide prevention online chat

ADDITIONAL STUDENT DEMONSTRATIONS:

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A photograph of three children running in a gymnasium, overlaid with a teal tint. The children are in motion, with their arms and legs extended. The background is slightly blurred, showing an indoor setting with a wooden floor and a doorway.

PHYSICAL EDUCATION STANDARDS

— K - 12 —



GRADE LEVEL EDUCATIONAL MILESTONES

By the end of Grade 2, a typical student will understand and demonstrate emerging locomotor, non-locomotor and manipulative skills needed to perform a variety of activities. These activities include weight transfer and travel, executing movement patterns such as tossing and catching objects, and maneuvering through an obstacle course. He or she will be able to differentiate the personal space of self from the personal space of others when performing various activities. Traveling different pathways, at varying levels and speeds singly as well as in combination in such activities as chasing and fleeing, are important skills for students by the end of Grade 2. Students at this age should also be able to exhibit responsibility for personal and social behaviors such as following instructions, sharing equipment, accepting corrective feedback, and practicing safety in the physical education class. Ultimately, a student will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

DOMAIN:

Physical Competence

STANDARD:

Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

COMPETENCY
QUESTION:



What are the motor and movement skills that are needed for everyday life and for the engagement of better health?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can demonstrate emerging locomotor and non-locomotor skills, movement patterns, and basic manipulative skills with beginning weight transfer and travel.

I can distinguish the differences between locomotor, non-locomotor, and manipulative skills.

Level B

I can execute mature patterns of locomotor and non-locomotor skills, and patterns utilizing different pathways, speed, and levels.

I can perform basic manipulative skills in a mature pattern.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level A

- Engaging in creative movements such as animal walks
- Tossing an object to self and catching it
- Moving alongside a rolling hoop
- Jumping and landing over low obstacles with balance
- Creating letter and number shapes with the body
- Making shapes, letters, and numbers with juggling scarves

Level B

- Tossing and catching an object with a partner
- Maneuvering through an obstacle course, rotating through stations, or movement centers
- Moving with a partner to toss and catch while executing a locomotor skill
- Traveling showing the difference between jogging and running
- Jumping forward and backward while self-turning a jump rope, rotating through stations, or movement centers

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Physical Competence

STANDARD:

Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

COMPETENCY
QUESTION:



How can I demonstrate physical literacy in a variety of motor skills and movement patterns?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can differentiate my personal space from the personal space of others in general space when I use locomotor and non-locomotor skills.

I can use locomotor skills to travel different pathways, at varying levels and different speeds.

Level B

I can combine locomotor skills, pathways, levels, direction, and speed in general space with rhythm.

I can demonstrate emerging understanding of chasing and fleeing activities.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level A

- Utilizing motor skills without bumping into others or equipment
- Following a simple 3- to 4-part movement pattern: Walk, in a curvy path, at a low level, at a slow speed
- Finding a spot on the floor that they will not be able to touch another student

Level B

- Practicing motor skills to the rhythm of music
- Slowing down to let another student pass to avoid a collision
- Quickly changing direction to avoid getting tagged

ADDITIONAL STUDENT DEMONSTRATIONS:

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DOMAIN:

Knowledge and Understanding

STANDARD:

Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.

COMPETENCY
QUESTION:

 How can I demonstrate physical activity and communicate why it is important?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can identify active play opportunities outside of physical education.

I can recognize that my heart rate and breathing speed up as I move harder and faster.

Level B

I can discuss the benefits of being active through play and/or exercise.

I can identify the heart as a muscle that grows stronger with exercise, play, and other physical activity.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level A

- Incorporating motor skill activities in free play in and out of school
- Knowing the location of the heart and where to find the heart rate (pulse)
- Practicing the different health-related exercises of a nationally recognized assessment

Level B

- Discussing how different body systems are affected by specific movements
- Participating in a nationally recognized health-related fitness assessment

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

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

COMPETENCY
QUESTION:



How can I demonstrate good sportsmanship and empathy during physical activity?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can follow instruction and directions for myself and/or my group when prompted.

I can share equipment and space with others.

Level B

I can accept specific corrective feedback and responsibility for class protocols.

I can work safely and responsibly in physical education class.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level A

- Following along with a song that integrates creative movement
- Taking turns with limited equipment
- Following instructions at a fitness activity station
- Responding appropriately to feedback from the teacher

Level B

- Demonstrating responsible use of equipment
- Working with a partner on the daily skill with minimum guidance
- Self-correcting movement mistakes
- Recognizing the roles of rules of etiquette in physical activities and games

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

COMPETENCY
QUESTION:

 How does physical activity benefit my life?

STUDENT LEARNING
OBJECTIVES:

K-2

Level A

I can recognize that physical activities can be enjoyed individually or with others.

Level B

I can recognize that some physical activities will be challenging, but can be enjoyable.
I can explain how cooperating with others can lead to success.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level A

- Seeking a partner or group that is not the normal friend group
- Attempting a new skill for fun
- Discussing the enjoyment of playing with friends

Level B

- Working together in small-sided games
- Identifying physical activities that promote self-expression
- Discussing personal reasons for engaging in physical activities

ADDITIONAL STUDENT DEMONSTRATIONS:



3-5

GRADE LEVEL EDUCATIONAL MILESTONES

By the end of Grade 5, a typical student will be able to combine various motor skills and movement patterns needed to perform a variety of activities such as small-sided games and skills requiring accuracy to a target. The student is able to demonstrate emerging patterns of passing with hands and feet, volleying, traveling, striking with implements and determining the force, distance and height needed. Applying concepts, principles, strategies and tactics related to movement and performance are valuable skills for students to demonstrate by the end of Grade 5. These include recognizing spatial needs, pathways, directions and speed for running and fleeing activities, analyzing situations, developing offensive and defensive strategies for various games, and recognizing what skills are needed for different games and activities. A Grade 5 student understands the concept of fitness and how physical activity enhances health as well as differentiating skill-related and health-related fitness. By the end of Grade 5, a student exhibits responsible personal and social behavior during physical activities, practices safety, and connects physical activity at school to physical activity in other settings.

DOMAIN:

Physical Competence

STANDARD:

Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

COMPETENCY
QUESTION:



What are the motor and movement skills that are needed for everyday life and for the engagement of better health?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can combine various locomotor and non-locomotor skills and manipulative skills within activities (small-sided activities and for skills requiring accuracy to a target).

I can demonstrate emerging patterns of passing with the hands and feet, volleying, and striking with implements.

Level D

I can determine force, distance, and height needed for accuracy with basic manipulative skills.

I can combine traveling with manipulative skills in a mature pattern.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level C

- Practicing motor skills and using equipment properly in small-sided games
- Rolling a ball to knock over cones
- Traveling to show the difference between running and sprinting
- Applying skipping, leaping, and jumping into various physical activities
- Striking a manipulative with either a short- or long-handled implement

Level D

- Participating in lead-up games with sport-specific skills
- Tossing or throwing a manipulative with accuracy to a goal or target
- Learning a line dance or a fitness routine
- Dribbling a soccer ball with feet or dribbling a basketball with one hand

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Physical Competence

STANDARD:

Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

COMPETENCY
QUESTION:



How can I demonstrate physical literacy in a variety of motor skills and movement patterns?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can recognize spatial needs, pathways, directions, and speed as instructed by the teacher (movement concepts).

I can determine my path and speed for running and fleeing activities.

Level D

I can apply spatial and movement concepts for strategy in games and activities.

I can analyze game/activity situations for needed movement concepts.

I can apply basic offensive and defensive strategies and tactics in various games and activities.

I can recognize the type of manipulative skills needed for different games and activities.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level C

- Engaging in various lead-up games and activities that require changes of speed and direction to avoid collisions with others or equipment
- Applying the movement concepts of speed, endurance, and pacing while engaged in physical activity
- Speeding up or slowing down to avoid being tagged

Level D

- Participating in lead-up games with sport-specific skills to apply offensive and defensive strategies
- Understanding that certain equipment is utilized for specific settings
- Understanding the different amount of force needed to either bunt or hit a ball for distance in baseball, or when to use a short or long pass in soccer
- Protecting the goal or net to keep an opponent from scoring

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Knowledge and Understanding

STANDARD:

Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.

COMPETENCY
QUESTION:



How can I demonstrate physical activity and communicate why it is important?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can describe the concept of fitness and provide examples of how physical activity enhances health.

Level D

I can differentiate between skill-related and health-related fitness.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level C

- Identifying the health benefits of specific physical activities
- Recognizing that distance running requires steady breathing and sprinting short distances does not
- Completing a pre and post health fitness assessment like the President's Challenge or Fitnessgram

Level D

- Finding heart rate and calculating pulse
- Identify whether a physical activity is skill-related or health-related
- Engaging in activities with frequency, intensity, time, type to improve health
- Designing a fitness plan to address physical activity to enhance a specific area of health

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

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

COMPETENCY
QUESTION:



How can I demonstrate good sportsmanship and empathy during physical activity?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can work cooperatively and praise others for their successes.

I can accept players of all skill levels in various physical activities.

Level D

I can engage in physical activities with responsible interpersonal behavior.

I can apply safety principles.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level C

- Encouraging classmates during activities for all successes and attempts
- Recognizing the role of rules and etiquette for physical activity
- Checking the playing area outside for obstructions before playing

Level D

- Handling all equipment correctly so that others do not get injured because of misuse
- Modifying activities to include others in an activity or game
- Critiquing rules and etiquette as skill level increases: no longer having to let the ball bounce before passing a volleyball back over the net

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

COMPETENCY
QUESTION:



How does physical activity benefit my life?

STUDENT LEARNING
OBJECTIVES:

3-5

Level C

I can discuss how practice develops confidence when working on challenging physical activity.

Level D

I can describe how the benefits of physical activity at school can be replicated in other settings.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level C

- Rotating through activity stations with a partner or in small groups to improve skill
- Engaging in discussions during small-sided activities

Level D

- Engaging in physical activities outside of the physical education class
- Describing and comparing interactions between partners, small and large groups during activities

ADDITIONAL STUDENT DEMONSTRATIONS:



GRADE LEVEL EDUCATIONAL MILESTONES

By the end of Grade 8, a typical student demonstrates proficiency in motor skills and movement patterns needed to perform a variety of physical activities. The student is able to identify and execute skills with correct fundamental techniques, integrate direction and speed while maintaining control of the body, differentiate offensive and defensive skills for various games and sports. Demonstrating correct basic techniques for at least two outdoor recreational activities is well within the abilities of a Grade 8 student. A Grade 8 student applies the concepts, principles, strategies and tactics related to movement and performance. These include transitioning between offense and defense, communicating with partners and teammates, and making adjustments regarding safety after evaluating weather and equipment. In addition, a Grade 8 student understands what is needed to achieve and maintain a healthy level of physical activity. The student recognizes factors that influence personal physical activity such as aerobic and non-aerobic exercise. He or she can create a personal fitness plan that incorporates physical activity, good nutrition and strategies for dealing with stress, and discuss the benefits of physical, social, and emotional health. Grade 8 students exhibit responsible personal and social behavior by demonstrating safe and ethical behaviors, and providing encouragement and positive feedback to others when participating in physical activities.

DOMAIN:

Physical Competence

STANDARD:

Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.

COMPETENCY
QUESTION:



What are the motor and movement skills that are needed for everyday life and for the engagement of better health?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can apply locomotor, non-locomotor, and manipulative skills to games and sports with an emphasis on executing the skills with correct fundamental technique.

I can integrate change of direction and speed while maintaining control of the body and manipulative.

I can differentiate offensive and defensive skills for various games and sports.

I can identify the various games and sports and the skills needed for each.

Level F

I can execute the skills required for a variety of games and sports.

I can demonstrate correct technique for basic skills in at least two outdoor recreation activities.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level E

- Engaging in sport-specific skill games
- Throwing and/or catching with a variety of trajectories with different sized objects (flying disc, baseball, utility ball)
- Passing and/or receiving while moving or remaining stationary (football, basketball, soccer, hockey)
- Displaying pivots, fakes, or give-and-go for offensive and defensive skills

Level F

- Identifying the differences between sport-skill games and recreation games
- Using mature throwing/passing and catching/receiving with hands, feet, or implement in modified game play
- Effectively executing offensive and defensive skills in modified game play

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Physical Competence

STANDARD:

Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

COMPETENCY
QUESTION:



How can I demonstrate physical literacy in a variety of motor skills and movement patterns?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can judge when I need to transition between offense and defense, minimizing options for opponents, and correcting defensive play based on the situation.

I can implement varying force and direction for games and activities.

I can recognize the strategic relationship between open spaces and manipulative skills.

Level F

I can communicate to advance a partner/teammate or to capitalize on an advantage during transitions between offense and defense and/or reduce open spaces.

I can describe and apply mechanical advantages to vary force or direction in the game/activity situation.

I can evaluate the weather and other situations to make adjustments regarding safety during outdoor recreation activities.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level E

- Applying the concepts of direction and force when striking an object within small-sided lead-up games (volleyball, floor hockey, pickleball)
- Shifting between offense and defense quickly
- Covering a position on the playing area to prevent an opponent from scoring

Level F

- Evaluating equipment and area for proper safety
- Participating in sport-specific games
- Using a sacrifice play to help a teammate score
- Calling for the ball in baseball or volleyball
- Understanding the dangers of lightning to outdoor and/or water-based activities

ADDITIONAL STUDENT DEMONSTRATIONS:


DOMAIN:

Knowledge and Understanding

STANDARD:

Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity.

COMPETENCY QUESTION:

 How can I demonstrate physical activity and communicate why it is important?

STUDENT LEARNING OBJECTIVES:

6-8

Level E

I can describe how being physically active leads to a healthy body.

I can analyze the difference between aerobic and non-aerobic exercise and the difference between muscular strength and endurance.

I can describe the relationship between resting heart rate and aerobic fitness.

I can recognize factors that influence personal physical activity.

I can use technology to enhance the benefits of exercise.

Level F

I can create and implement a personal workout plan using the overload principle, or FITT formula, to improve levels of health-related fitness and nutrition.

I can apply strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level E

- Exploring the ways that different body systems interact and how those systems are impacted by exercise
- Creating a plan to promote a healthier lifestyle through exercise
- Relaxing by using proper breathing techniques and exercise

Level F

- Utilizing smart devices such as wearable heart rate monitors to track steps and cardiovascular output
- Logging daily food and activity with emphasis on health improvement
- Designing a warm-up and cool-down appropriate for specific activity

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

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

COMPETENCY
QUESTION:



How can I demonstrate good sportsmanship and empathy during physical activity?

STUDENT LEARNING
OBJECTIVES:

6-8

Level E

I can demonstrate personal responsibility for collaboration and safe behaviors.

I can provide encouragement and positive feedback to those with differences in physical development, maturation, and skill level.

Level F

I can use rules and guidelines for addressing ethical and unethical behavior during physical activity.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level E

- Demonstrating good sportsmanship with teammates and opponents
- Communicating in a positive manner during activities with others in the group and/or class
- Combining efforts in small groups during adventure and team-building activities

Level F

- Creating games and activities for inclusion of all classmates
- Officiating games and activities
- Developing responsibility for improving level of physical activity and health for themselves

ADDITIONAL STUDENT DEMONSTRATIONS:

DOMAIN:

Motivation and Confidence

STANDARD:

Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

COMPETENCY QUESTION:

 How does physical activity benefit my life?

STUDENT LEARNING OBJECTIVES:

6-8

Level E

I can discuss
how lifelong physical activity benefits physical, social, and emotional health.

Level F

I can apply the five components of health-related fitness and explain the connections between fitness and overall mental and physical health.
I can ask for help and help others in various physical activities.

Teacher Guidance THIS MAY INCLUDE STUDENTS:

Level E

- Listing different activities and exercises that lend themselves to positive interactions with others
- Sharing likes/dislikes of activities

Level F

- Mentoring younger students
- Asking for assistance to improve a physical skill

ADDITIONAL STUDENT DEMONSTRATIONS:



The Arkansas Department of Education offers a variety of courses that meet the Physical Education High School requirements. These courses may be found at [ArkansasEd.gov](https://arkansased.gov).

RESOURCES &
FOOTNOTES:

ETR has a K-12 Curriculum

- <https://www.etr.org/about-us/newsroom/etr-introduces-digital-k-12-health-education-curriculum/>

CDC: Healthy Youth Info

- <https://www.cdc.gov/healthyyouth/index.htm>

Legislative Health Requirements

- * Indicates that content is required to be taught by Arkansas Law, Rule, or Regulation

1 = Food Handling Safety - Instructional Materials ACA §6-16-126

2 = Cardiopulmonary Resuscitation Instruction ACA §6-16-143

3 = Dating Violence Awareness §6-16-1004

4 = Organ Donor Awareness Education §6-16-501