

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade K

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
G-K.1.1 Name the major body parts.	K-1.4 Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot). K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, non-locomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).
Yes - No - Partially	
N-K.1.3 Explain why the body needs daily physical activity.	K-2.4 Identify the physiological effects of moderate physical activity (for example, fast heart rate, rapid breathing, increase body temperature). K-3.1 Sustain moderate-to-vigorous physical activity for short periods of time. K-3.2 Engage in sustained physical activity that causes an increased heart rate, and rapid breathing. K-3.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position). K-3.4 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).
Yes - No - Partially	
Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Health Ed. Performance Indicator	PE Performance Indicator
P-K.2.1 Identify how the family influences personal health practices and behaviors.*	Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.
Yes - No - Partially	
Standard 5: The student will demonstrate the ability to use decision-making skills to enhance health.	
Health Ed. Performance Indicator	PE Performance Indicator
M-K 5.1 Demonstrate the ability to cooperate with others (sharing, listening, and taking turns).	K-4.1 Share physical-activity space and equipment willingly with others. K-4.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity). K-4.3 Work independently and with others on physical education tasks.
Yes - No - Partially	
Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health and reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
N-K.6.1 Set a goal to be active at recess.	K-3.1 Sustain moderate-to-vigorous physical activity for short periods of time. K-3.4 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).
Yes - No - Partially	

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 1

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
M-1.1.1 Identify good character traits (honesty, respect for self, respect for others, dependability, responsibility).	2-4.2 Support and work cooperatively with others to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
Yes - No - Partially	
M-1.1.3 Identify ways that individuals are unique.	2-4.4 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
Yes - No - Partially	
N-1.1.5 List ways to be physically active every day.	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Yes - No - Partially	
Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Health Ed. Performance Indicator	PE Performance Indicator
N-1.2.1 List ways that a person's family and friends can influence children's food choices and physical activity.	2-5.1 Identify several physical activities that are personally enjoyable. 2-5.2 Try new physical activities individually and/or with peers.
Yes - No - Partially	
Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
P-1.4.2 Demonstrate listening skills to enhance health.*	2-4.5 Apply rules, procedures, and safe practices during physical education class with few or no reminders.
Yes - No - Partially	

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Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 1

Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
M-1.7.1 Describe appropriate ways to express personal feelings.	2-5.4 Express personal feelings appropriately on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class). 2-5.5 Use physical activity as a means of self-expression.
Yes - No - Partially Guidance?	

Standard 8: The student will demonstrate the ability to advocate for personal, family, and community health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-1.8.1 Encourage family members and peers to be physically active.	2-5.2 Try new physical activities individually and/or with peers.
Yes - No - Partially	

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 2

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
G-2.1.2 Describe the parts of the circulatory system and their function (heart, blood vessels).	2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration). 2-3.3 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
Yes - No - Partially	
M-2.1.2 Discuss ways to be a good friend.	2-4.4 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
Yes - No - Partially Guidance	
M-2.1.3 Describe good character traits (honesty, respect for self, respect for others, dependability, and responsibility).	2-4.3 Treat others with respect during physical activities.
Yes - No - Partially Guidance	
N-2.1.2 Identify physical activities that promote the key components of health-related fitness.	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Yes - No - Partially	
N-2.1.3 Explain the importance of limiting one's screen time and increasing physical activity.	2-3.3 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
Yes - No - Partially	
Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	

Health Ed. Performance Indicator	PE Performance Indicator
P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and behaviors both positively and negatively.	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Yes - No - Partially	
Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-2.3.1 Locate places where children and families can be physically active.	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Yes - No - Partially	
Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
M-2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.*	2-5.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer. 2-5.4 Express personal feelings appropriately on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class). 2-5.5 Use physical activity as a means of self-expression
Yes - No - Partially Guidance	

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Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 2

Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health and reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
I-2.6.1 Develop a personal safety plan to prevent or reduce injury.	2-4.1 Works independently and safely during physical education tasks. 2-4.5 Apply rules, procedures, and safe practices during physical education class with few or no reminders.
Yes - No - Partially	
N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities.	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).
Yes - No - Partially	
Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
I-2.7.2 Discuss safety rules at school.	2-4.5 Apply rules, procedures, and safe practices during physical education class with few or no reminders.
Yes - No - Partially	
Standard 8: The student will demonstrate the ability to advocate for personal, family, and community health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-3.8.1 Explain to others why healthy eating	Standard 5: The physically literate individual demonstrates awareness that physical activity provides the

and physical activity are important.	opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
Yes - No - Partially	

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 3

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
D-3.1.1 Identify the basic parts of the respiratory system (lungs, bronchioles, and diaphragm.)	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component. 5-3.3 Monitor his or her own participation in physical activity (for example, using a GPS device and/or pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log). 5-3.5 Implement strategies to achieve and maintain health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
Yes - No - Partially	
G-3.1.3 Identify major parts of the muscular system (heart, biceps, triceps and quadriceps).	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component. 5-2.6 Describe how heart rate is used to monitor exercise intensity.
Yes - No - Partially	
M-3.1.1 Identify examples of mental, emotional, social, and physical health.	5-5.5 Recognize that physical activity is an opportunity for positive social interaction. Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
Yes - No - Partially	
M-3.1.3 Identify healthy ways to communicate (including verbal, nonverbal, and written).	5-4.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-4.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
Yes - No - Partially Guidance	
N-3.1.5 Explain ways to be physically active	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for

daily and limit screen time.	example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). 5-3.3 Monitor his or her own participation in physical activity (for example, using a GPS device and/or pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).
Yes - No - Partially	
N-3.1.6 Explain health-related fitness and skill-related fitness.	5-3.2 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity). 5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
Yes - No - Partially	
P-3.1.1 Define the term "wellness."	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component. (physical fitness component)
Yes - No - Partially	
P-3.1.3 Discuss wellness practices that keep the body healthy.	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). 5-3.2 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity).
Yes - No - Partially	
P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.*	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). [Re: Physical activity]
Yes - No - Partially	

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 3

Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Health Ed. Performance Indicator	PE Performance Indicator
I-3.2.2 Explain how peers can influence the way an individual handles conflict.	5-4.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-4.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others).
Yes - No - Partially	
Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health and reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
N-3.6.2 Develop a goal to choose healthy foods and beverages, reduce screen time and be physically active.	5-3.3 Monitor his or her own participation in physical activity (for example, using a GPS device and/or pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log). [Re: Physical activity]
Yes - No - Partially	

Health Education and Physical Education Standards and Performance Indicator Correlations

Grade 4

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
Yes - No - Partially ?	
N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.	Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
Yes - No - Partially	
P-4.1.4 Describe ways to prevent common childhood injuries and health problems.*	Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
Yes - No - Partially	
Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Health Ed. Performance Indicator	PE Performance Indicator
M-4.2.1 Explain ways that peers can influence an individual's self-concept.	5-4.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.
Yes - No - Partially	
N-4.2.1 Describe factors that influence individual healthy food choices and physical activity.	Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
Yes - No - Partially	
Standard 3: The student will demonstrate the ability to access valid information and products and services to enhance health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-4.3.1 Identify places to access accurate information on healthy foods and physical activity.	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). [Re: Physical activity]

Yes - No - Partially	
Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health and reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
N-4.6.2 Create a goal and track progress to reduce screen time and increase daily physical activity.	5-3.5 Implement strategies to achieve and maintain health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
Yes - No - Partially	

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Health Education Standards and Performance Indicator Correlations to Physical Education

Grade 5

Standard 1: The student will comprehend concepts related to health-promotion to enhance health of self and others.	
Health Ed. Performance Indicator	PE Performance Indicator
G-5.1.1 Describe the structures and function of the respiratory system.	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
Yes - No - Partially	
G-5.1.2 Review circulatory system.	5-2.6 Describe how heart rate is used to monitor exercise intensity.
Yes - No - Partially	
N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
Yes - No - Partially	
N-5.1.5 Explain basic precautions to help prevent injury during physical activity.	5-4.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
Yes - No - Partially	
Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). [Re: Physical activity]
Yes - No - Partially	
Standard 5: The student will demonstrate the ability to use decision-making skills to enhance health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-5.5.2 Describe physical activities that promote health-related fitness.	5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
Yes - No - Partially	
Standard 6: The student will demonstrate the ability to use goal-setting skills to enhance health and reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
M-5.6.1 Develop a plan to reduce and	5-5.1 Seek to engage in physical activities that are personally enjoyable.

manage stress.	5-5.5 Recognize that physical activity is an opportunity for positive social interaction.
Yes - No - Partially	
Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.	
Health Ed. Performance Indicator	PE Performance Indicator
I-5.7.1 Implement safety strategies to avoid causing injury to self and to others.	5-4.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
Yes - No - Partially	
N-5.7.1 Demonstrate healthy food and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay.	5-3.5 Implement strategies to achieve and maintain health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
Yes - No - Partially	
Standard 8: The Student will demonstrate the ability to advocate for personal, family and community health.	
Health Ed. Performance Indicator	PE Performance Indicator
N-5.8.2 Advocate for physical activity in school and in the community.	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise).
Yes - No - Partially	