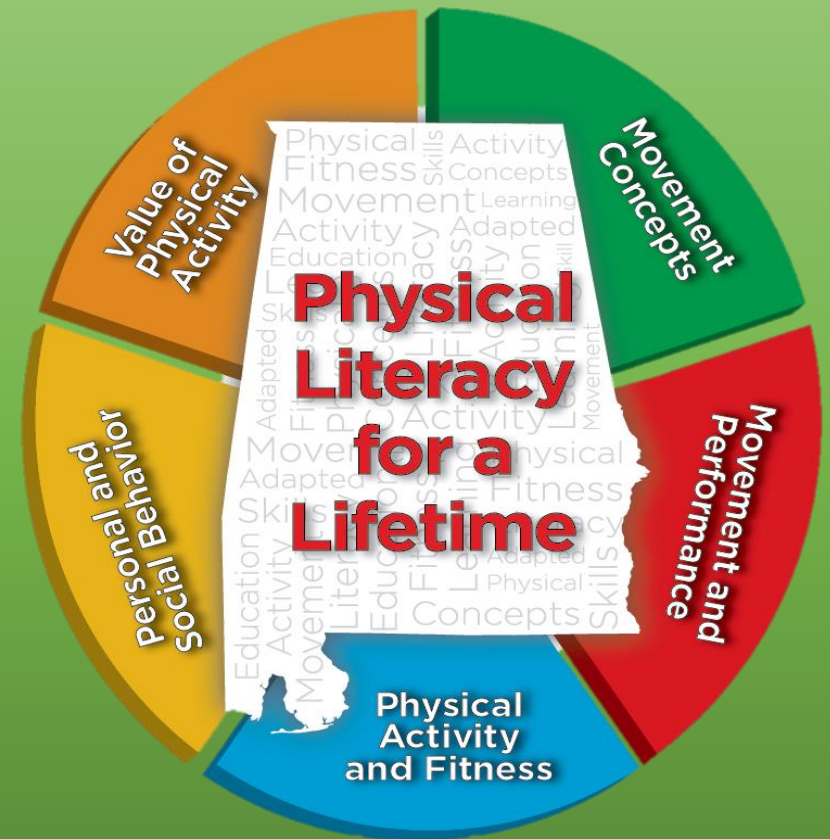




# 2019 Health Education and Physical Education Courses of Study



# 2019 Health Education and Physical Education Courses of Study

Committee  
Task Force



# Resources Utilized in Developing the *2019 Alabama Courses of Study: Health Education and Physical Education*



- *The 2009 Alabama Courses of Study: Health Education and Physical Education*
- Documents from Other States
- National Standards for Health Education and Physical Education
- Public and Professional Input



# 2019 Alabama Course of Study: Health Education



# Benefits of Health Education

## POSITIVE IMPACT ON STUDENTS

- Academic Achievement
- Behavior
- Attendance
- Health Literacy

## POSITIVE IMPACT ON COMMUNITY

- Avoid or Reduce Health Risks
- Promote a Healthy Population

## POSITIVE IMPACT ON ECONOMY

- Reduce Healthcare Costs
- Reduce Health Insurance Costs

# Whole School, Whole Community, Whole Child Model



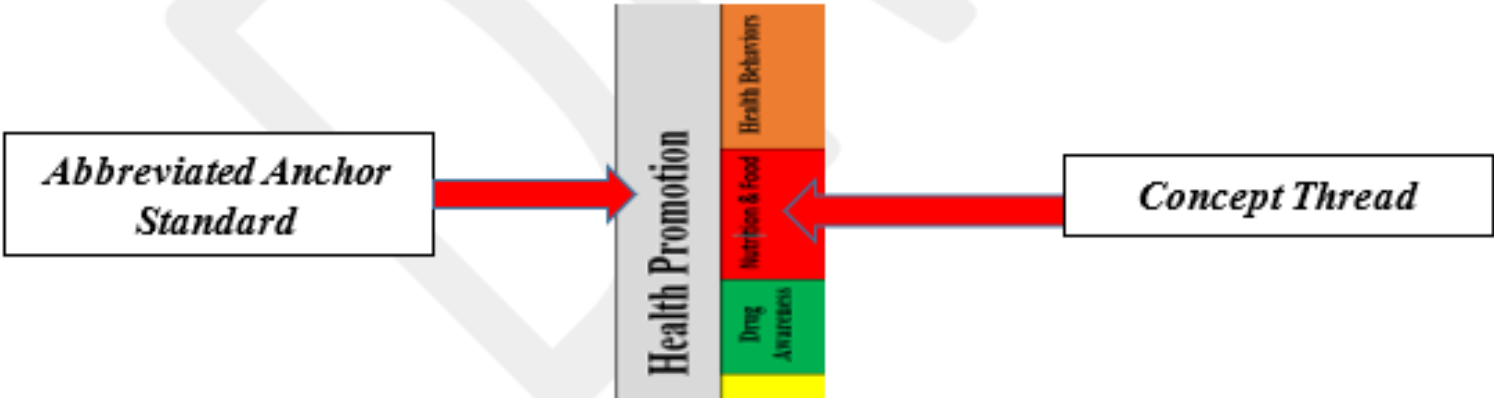
# Conceptual Framework



# Directions for Interpreting the Minimum Required Content Grades K-5

## Directions for Interpreting the Minimum Required Content

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Anchor Standard</b>		<i>Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i>					
	<b>Self-Management</b>	<b>Monitor Progress</b>	<b>K.7.1</b> Show healthy behaviors that improve personal health and wellness. Examples: demonstrating correct technique for hand washing, showing basic first aid procedures for bandaging a cut	<b>1.7.1</b> Identify healthy practices and behaviors to maintain and improve personal health.	<b>2.7.1</b> Predict how healthy behaviors can reduce health risks. Example: predicting how a healthy sleep routine promotes academic success	<b>3.7.1</b> Develop a plan for responsible personal health behavior. Examples: keeping an activity log, planning activities that reduce stress	<b>4.7.1</b> Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health. Example: planning a daily menu based on the USDA food guidelines





# Grades K-5 Overview

## Awareness of

- Making healthy decisions
- Negative behaviors such as experimenting with tobacco and alcohol
- Influences of media, technology, family, peers, and culture



# Anchor Standard 4



*Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Interpersonal Communication</b>	<b>Social</b>	K.4.1 Explain how a person can use good listening skills to enhance his or her health.	1.4.1 Identify ways listening skills can be used to build and maintain healthy relationships. Example: taking turns talking and listening	2.4.1 Demonstrate techniques of effective listening. Examples: body language, eye contact	3.4.1 Practice skills needed to develop and maintain personal relationships. Examples: conflict resolution, role play	4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. Example: helping those with disabilities	5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.
	<b>Emotions &amp; Feelings</b>	K.4.2 Name various emotions and feelings. Examples: anger, sadness, joy, fear	1.4.2 Discuss ways to express feelings to peers in a healthy way. Example: speaking calmly	2.4.2 Explain ways that bullying and excessive teasing can be hurtful.	3.4.2 Discuss healthy ways to express needs, wants, and feelings. Examples: using appropriate refusal skills, manners, communication	4.4.2 Describe the various types of bullying and effects on the victim. Examples: types - through social media; effects - depression, suicide, eating disorders	5.4.2 Compare positive and negative ways to respond to conflict and bullying.
	<b>Conflict Resolution</b>	K.4.3 Describe how to express feelings to prevent a conflict from starting.	1.4.3 Interpret the feelings of and describe ways to show empathy for others.	2.4.3 Demonstrate how to communicate with others with kindness and respect.	3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations.	4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.	5.4.3 Develop a class plan to prevent bullying in the school.



# Grades 6-8 Overview



## Students Learn the Importance of

- Working Cooperatively to Enhance the Health of Individuals, Peers, Family, and the Community
- Understanding Health Issues
- Developing Health-Enhancing Behaviors
- Obtaining Accurate Health Information
- Decision-Making
- Goal-Setting
- Advocacy
- The Use of Communication Skills

# Anchor Standard 5



*Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.*

	Grade 6	Grade 7	Grade 8
<b>Decision-Making</b>	<p><b>6.5.1</b> Describe situations that can help or hinder making a healthy decision. Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle</p>	<p><b>7.5.1</b> Distinguish when a self-decision should be made or if help should be sought from a responsible adult. Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts</p> <p>a. Determine when it is necessary to ask for assistance when making a health choice. Examples: friend begins to self-harm, negative peer pressure</p>	<p><b>8.5.1</b> Predict the impact on self and others when making a health-related decision. Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts. Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury</p>
	<p><b>6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Example: role-playing healthy ways to express anger and frustration</p>	<p><b>7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions. Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time</p>	<p><b>8.5.2</b> Critique the positive and negative outcomes of a health-related decision. Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep negative – tobacco use, eating disorders, drug use</p>





# Grades 9-12 Overview

## Students Develop Skills for

- Accessing Health Information, Products, and Services to Meet Health Needs
- Determining the Impacts of Family, Culture, Mass Media, and Technology on Health
- Gaining knowledge of Global and Environmental Issues
- Understanding of the Importance of Recognizing, Avoiding, and Reporting Types of Abuse
- Applying Decision-Making Skills, Setting Goals, and Working Cooperatively to Advocate for Healthy Students, Schools, and Communities



# Anchor Standard 2

***Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.***

## Analyzing Influences

- HE.2.1** Analyze the influence of external factors on health beliefs and behaviors.
- a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.  
Examples: explaining how holiday celebrations and traditions affect health behaviors such as over indulgence in eating and consuming alcohol; explaining how extra-curricular activities and schedules result in over-consumption of fast food
  - b. Examine how peers influence healthy and unhealthy behaviors.
  - c. Critique the effect of media on personal and family health.  
Example: influence of media on teen body image, sexual activity, drugs, alcohol, violence, cyber-bullying
  - d. Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.
- HE.2.2** Describe the pros and cons of the use of technology as it affects personal, family, and community health.  
Examples: positive and negative influences on self-esteem, addiction to technology, personal interactions and relationships
- HE.2.3** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  
Examples: addressing topics such as wearing safety equipment, teen pregnancy, drug abuse, suicide, cyber-bullying, weight management, potentially dangerous social media trends
- HE.2.4** Critique the influence of personal values and beliefs on individual health practices and behaviors.
- HE.2.5** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.  
Examples: assessing the effects of driving under the influence, drinking alcohol which can lead to poor choices such as sexual behavior, poor nutrition, sedentary lifestyle

# New Health Education Electives

Leaders in Health Advocacy (one-half credit)



World Health (one-half credit)



# Leaders in Health Advocacy



*Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.*

Advocacy

- HA.8.1** Use school-wide survey data to develop positive messages concerning health topics, including exercise, adequate sleep, and healthy eating.
- HA.8.2** Lead or participate in community-wide health-related events.  
Examples: Relay for Life, 5K run, Longest Day activities (Alzheimer's Association)
- HA 8.3** Communicate to peer or community groups on health-related topics.

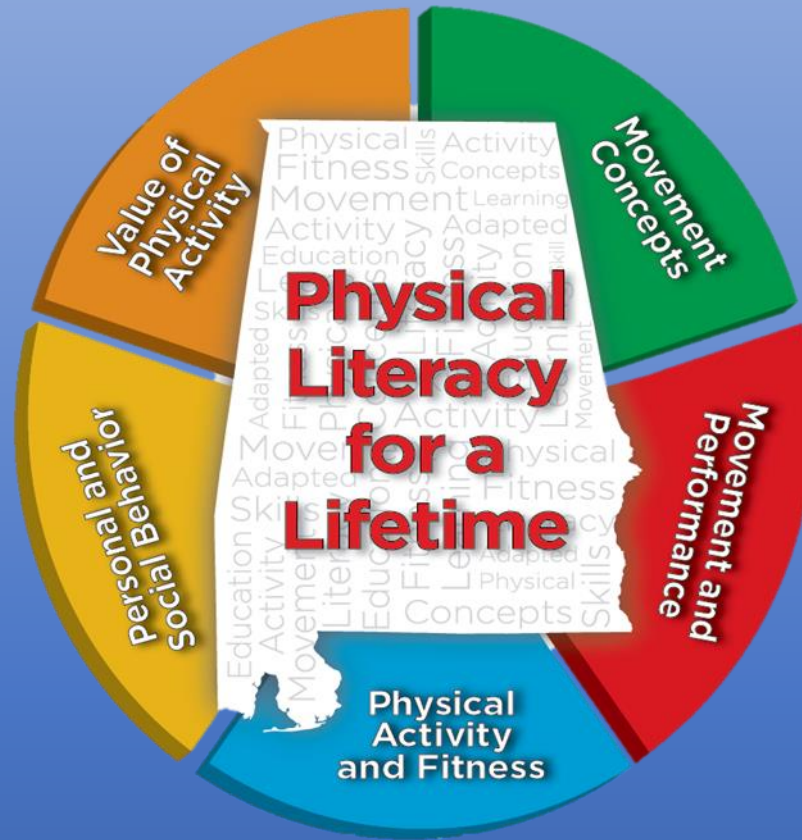


# World Health



<b><i>Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>	
<b>Decision-Making</b>	<b>WH. 5.1 Evaluate</b> alternatives to current world health programs and practices. <b>WH.5.1</b> Examine barriers that hinder decision-making skills related to world health issues. Examples: politics, religious beliefs, culture <b>WH.5.2</b> Predict the potential short- and long-term impacts of poor decision-making on world health issues. Examples: rising cost of medical care
	<b><i>Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>
	<b>Goal-Setting</b> <b>WH.6.1</b> Research the needs, strengths, and risks of long-term goals for addressing world health issues.
<b><i>Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>	
<b>Self-Management</b>	<b>WH.7.1</b> Analyze individual responsibility for enhancing global health. Example: explaining how individual actions can help or hinder the eradication of communicable diseases <b>WH.7.2</b> Compare healthy practices and behaviors of people from various world-wide locations. Examples: immunizations, wellness checkups





# *2019 Alabama Course of Study: Physical Education*

# Program Purpose

Physical education is part of a well-rounded education because of its impact on and direct link to student achievement.

Addresses  
the whole  
child

Develops  
physically  
literate  
individuals

Serves as  
an integral  
part of the  
academic  
climate of  
the school

Learns  
social  
skills.

# Quality Physical Education Programs Produce

Better  
learners

Reduced  
health  
risks

Improved  
physical  
fitness

Enhanced  
cognitive  
ability



# Value of Physical Activity

Improves the overall quality of life

Provides enjoyment

Provides self-challenging opportunities

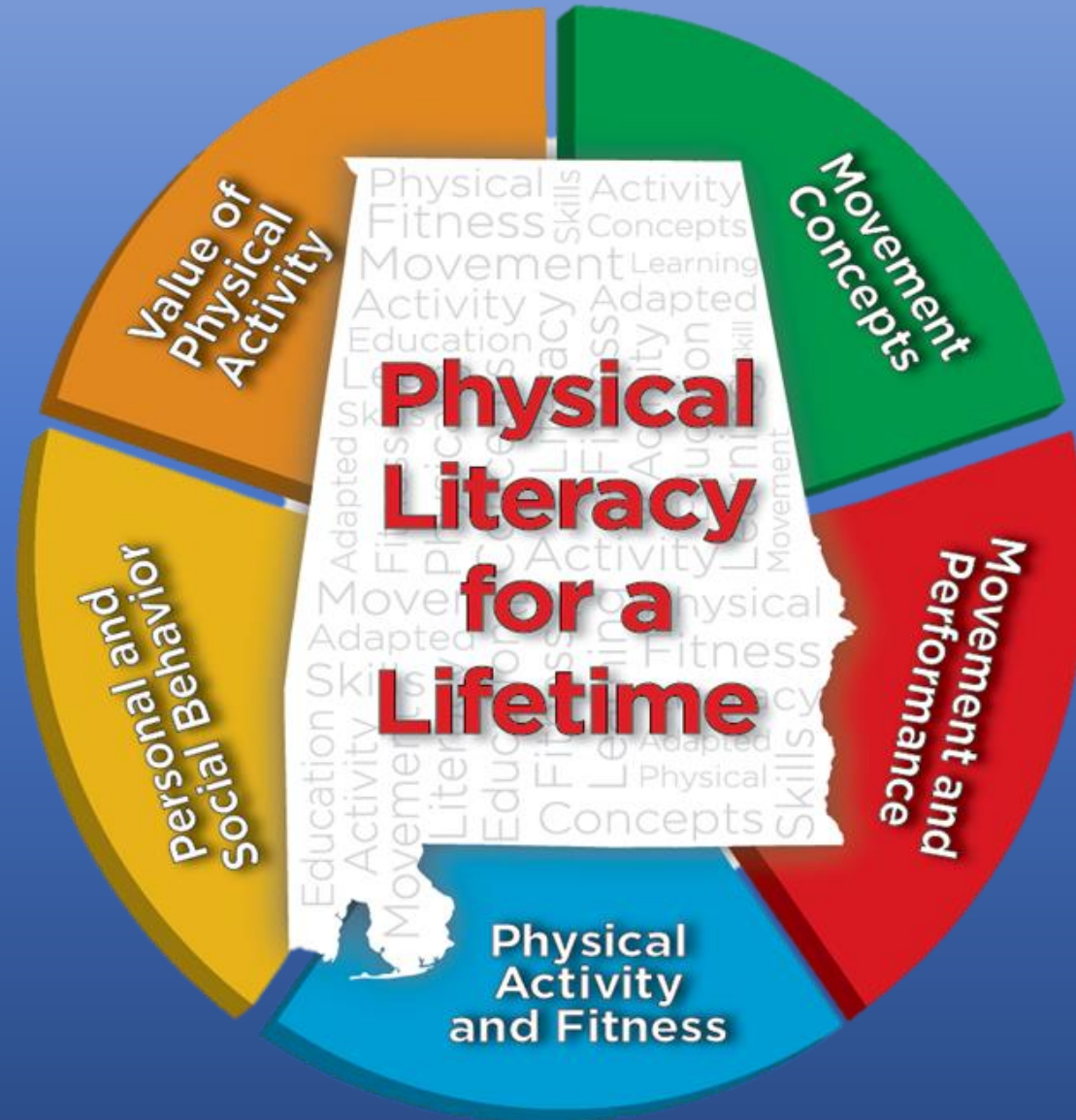
Develops self-confidence

Allows for self-expression

Encourages social interaction

Provides a positive impact on health

# Conceptual Framework



# Directions for Interpreting the K-8 Standards

The diagram illustrates the hierarchy of standards. At the bottom, four black arrows labeled 'Content Standard' point upwards to the columns of the table. On the left, two black arrows labeled 'Anchor Standard' and 'Content Identifiers' point to the first column of the table.

<b>Anchor Standard</b>	<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>			
<b>Content Identifiers</b>	<b>Standard 1</b>	<b>Grade 6</b> <i>Students can:</i>	<b>Grade 7</b> <i>Students can:</i>	<b>Grade 8</b> <i>Students can:</i>
	<b>1.1</b> <b>Locomotor</b>  <i>Dance and rhythms</i>	<b>6-1.1</b> Recognize and identify correct rhythmic activities and sequences of steps for various dance forms.  Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka	<b>7-1.1</b> Demonstrate accurate rhythmic activities and sequences of steps for multiple dance forms.  Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka	<b>8-1.1</b> Create a movement sequence to music as an individual or in a group to display command of rhythm and timing.

# New: Adapted Physical Education Accommodations

*Adapted Physical Education (APE) accommodation suggestions: Sliding, galloping, jogging, and running – Hand holding assistance to increase speed and balance, fast pace walking, shorten distance, peer assistance (sliding – step together step, side to side)*



# Grades K-5 Standards Focus

## Grades K-2

- Acquisition of fundamental motor skills
- Acquiring a variety of movement concepts
- Applying movement skills

## Grades 3-5

- Increased small muscle control
- Enhanced cognitive abilities
- More refined gross motor skills
- Participation in large groups and modified game settings





# Anchor Standard 2

<b>Movement and performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>						
<b>Standard 2</b>	<b>Kindergarten</b> <i>Students can:</i>	<b>Grade 1</b> <i>Students can:</i>	<b>Grade 2</b> <i>Students can:</i>	<b>Grade 3</b> <i>Students can:</i>	<b>Grade 4</b> <i>Students can:</i>	<b>Grade 5</b> <i>Students can:</i>
<b>2.1</b> <b>Movement Concepts</b>  <i>Space</i>	<b>K-2.1</b> Demonstrate the difference between movement in personal and general space while attempting to maintain self-control.	<b>1-2.1</b> Demonstrate moving in personal and general space while maintaining self-control, in response to designated class expectations.	<b>2-2.1</b> Apply the concept of personal and general space during class activities.	<b>3-2.1</b> Demonstrate the concept of spatial awareness in a dynamic environment.	<b>4-2.1</b> Understand the concepts of open and closed spaces in small group activities while moving or traveling.	<b>5-2.1</b> Understand and apply spatial awareness skills in a game setting.
<b>APE accommodation suggestions:</b> Allow for extensive verbal prompting, use directional poly spots.						
<b>2.2</b> <b>Movement concepts</b>  <i>Pathways, shapes, levels</i>	<b>K-2.2</b> Travel by: <ul style="list-style-type: none"> <li>• Using various pathways.</li> <li>• Demonstrating various levels.</li> </ul>	<b>1-2.2</b> Understand and employ a variety of relationships with objects. Examples: over, under, around, through	<b>2-2.2</b> Integrate shapes, levels, and pathways into simple movement sequences.	<b>3-2.2</b> Demonstrate shapes, levels, and pathways specific to a wide variety of physical activities.	<b>4-2.2</b> Combine movement concepts of pathways, shapes, and levels with skills in small group activities.	<b>5-2.2</b> Execute combined movement concepts of pathways, shapes, and levels with skills in various physical activity settings.

# Grades 6-8 Standards Focus

- Refining basic motor skills and skill execution
- Exhibiting sport-specific etiquette
- Respecting officials
- Applying proper safety practices



# Anchor Standard 1

<b>Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>			
<b>Standard 1</b>	<b>Grade 6</b> <i>Students can:</i>	<b>Grade 7</b> <i>Students can:</i>	<b>Grade 8</b> <i>Students can:</i>
<b>1.1</b> <b>Locomotor</b>  <i>Dance and rhythms</i>	<b>6-1.1</b> Recognize and identify correct rhythmic activities and sequences of steps for various dance forms.  Examples: folk, social, creative, line or world dance, hip-hop, stomp, haka	<b>7-1.1</b> Demonstrate accurate rhythmic activities and sequences of steps for multiple dance forms.  Examples: folk, social, creative, line and world dance, hip-hop, stomp, haka	<b>8-1.1</b> Create a movement sequence to music as an individual or in a group to display command of rhythm and timing.
<i>APE accommodation suggestions:</i> slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts and allow extensive review/practice, peer assistance.			
<b>1.2</b> <b>Manipulative</b>  <i>Throwing</i>	<b>6-1.2</b> Throw using the proper form for distance or power appropriate to the practice task.  Examples: bocce, horseshoes, baseball, softball	<b>7-1.2</b> Throw using the proper form for distance or power appropriate to the activity in a dynamic environment.  Examples: throwing to a moving receiver, give and go passing	<b>8-1.2</b> Throw using the proper form for distance or power appropriate to the activity during small-sided game play.
<i>APE accommodation suggestions:</i> Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing more successful; decrease distance of target for novice students; increase distance of target for advanced students; increase target size for novice students; decrease target size for advanced students; use ball launchers			

# Grades 9-12 Overview

Required course

- Beginning Kinesiology vs. LIFE





# Grades 9-12 Standards Focus

- Reinforces physical education concepts and skills learned in Grades K-8
- Provides a healthy-living framework for a lifetime
- Empowers students to become physically active adults
- Implement different types of personal fitness programs





# Directions for Interpreting the 9-12 Standards

<b>Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i></b>		
<b>Standard 2</b>	<b>Level 1 <i>Students can:</i></b>	<b>Level 2 <i>Students can:</i></b>
<b>AC-2.1 Movement and Performance</b> <i>Safety</i>	Recognize unsafe situations related to participation in outdoor activities.	Demonstrate safe and appropriate use and care of equipment and facilities. Examples: archery, canoeing, fishing, hunting
<b>AC-2.2 Movement and Performance</b> <i>Techniques needed for participation</i>	Identify skills and components needed for the individual to participate successfully in outdoor activities.	Model proper skills and components for the specified outdoor sport. Examples: backpacking, canoeing, hiking, mountain biking

Content Identifiers

Content Standards

Content Standards

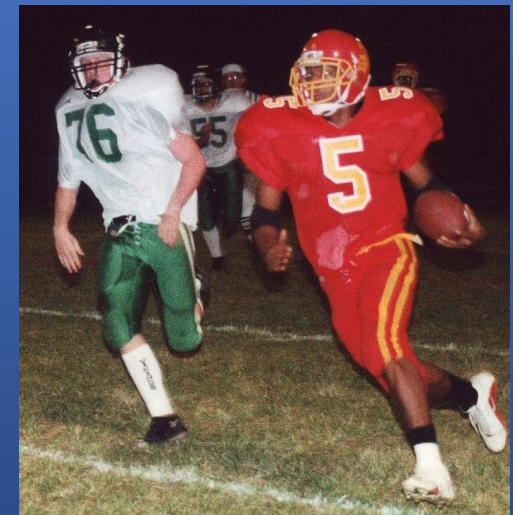
Content Standards

# Anchor Standard 4

<b>Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></b>		
<b>Standard 4</b>	<b>Level 1</b> <i>Students can:</i>	<b>Level 2</b> <i>Students can:</i>
<b>BK-4.1</b> <b>Personal and Social Behavior</b>  <i>Personal responsibility</i>	Demonstrate effective self-management skills to effectively participate in activities with various personalities, skill levels, and diverse population.	Recognize and discuss how idealized body images and elite performance levels portrayed in various media differ from the norm.
<b>BK-4.2</b> <b>Personal and Social Behavior</b>  <i>Rules and etiquette</i>	Model respect for others by respecting opposing opinion, exhibiting the willingness to compromise, and demonstrating teamwork while engaging in physical activity.	Discuss moral and ethical conduct in specific competitive situations. Examples: intentional fouls, performance-enhancing substances
<b>BK-4.3</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	Use communication skills and strategies that promote positive team or group dynamics.	Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
<b>BK-4.4</b> <b>Personal and Social Behavior</b>  <i>Working with others</i>	Solve problems and think critically during physical activity, both individually and in groups.	Assume a leadership role in a physical activity setting. Examples: task or group leader, referee, coach
<b>BK-4.5</b> <b>Personal and Social Behavior</b>  <i>Safety</i>	Identify safe practices for participating in physical activity, exercise, and movement practices, individually or in a group. Examples: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection	Demonstrate safe practices while participating in physical activity, exercise, and movement practices.
<b>APE accommodation suggestions:</b> verbally prompting and redirecting; peer assistance to model proper personal and social behaviors		

# Electives

- Advanced Kinesiology
- Adventure and Cooperative Activities
- Life Sports: Individual, Dual, and Team
- Strength and Conditioning
- Sports Officiating
- Varsity Athletics





# New: Preschool Standards

Concepts	Suggested Preschool Activities
Prevention and risk management in physical education	Identify ways to be safe while at play. Examples: Keep hands and feet to themselves, know personal space, follow playground and gym rules
Movement competence and understanding in physical education	Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space. Examples: Turning and twisting in personal space, walking and remaining in a line one behind the other, moving in general space without touching
	Demonstrate balance. Examples: Static balance on one foot, retaining balance while moving in a variety of directions or apparatus
Physical and personal wellness in physical education	Understand the difference between resting and active heart rate and breathing. Example: Feeling heart rate and breathing before and after activity
	Associate the benefits experienced during and after physical activity. Examples: Happy, stronger, relaxed, more focus
Personal and social responsibility	Demonstrate sharing equipment, reciprocal play, and good sportsmanship. Examples: Regulating own emotions, establishing positive relationships, waiting their turn

Preschool standards are located in the appendices.

# 2019 Health Education and Physical Education Courses of Study

