

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills</p> <p><b>19.A.1b</b> Participate daily in moderate to vigorous physical activity while performing basic movement patterns</p>	<p>*Develop locomotor, non-locomotor, and manipulative skills</p> <p>*Combine locomotor and non-locomotor skills</p> <p>*Develop spatial awareness</p> <p>*Participate/discuss activities that make hearts beat faster</p> <p>*Demonstrate balance when using basic skills</p> <p>**Understand difference between personal and general space</p> <p>*Use proper vocabulary</p>	<p>*Locomotor skills: walk, run, jog, skip, gallop, slide, hop, leap</p> <p>*Jump rope activities and line jumping (aerobic activity)</p> <p>*Ball dribbling (e.g., right/left, right/left on knees, turning)</p> <p>*Throwing and catching activities (e.g. egg toss, using “soft balls,” yarn balls, games, scarves)</p> <p>*Hula-hoop activities</p> <p>*Rhythms and Dance</p> <p>*Games</p> <p>*Tumbling (rolling, balancing, weight transfer activities, animal movements)</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple</p> <p>*Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

B. Analyze various movement concepts and applications

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.B.1a</b> Understand spatial awareness and relationships to objects and people</p>	<p>*Demonstrate spatial awareness *Identify personal space *Distinguish between and move accurately in various directions *Relate activity-based movement concepts using the qualities of movement such as speed and flow</p>	<p>*Locomotor skills and activities: walk, run, slide, gallop, leap *Warm-up activities emphasizing various locomotor activities and muscle groups *Tag and dodging games, emphasizing locomotor skills *Rhythms and dance activities emphasizing bending, balance, spatial awareness. (e.g., limbo, bunny hop) *Jump rope activities *Obstacle course *Base running activities</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple *Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi *Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>
<p><b>19.B.1b</b> Understand how to execute basic movement patterns</p>	<p>*Demonstrate spatial awareness *Identify personal space *Distinguish between and move accurately in various directions *Relate activity-based movement concepts using the qualities of movement such as speed and flow</p>	<p>*Locomotor skills and activities: walk, run, slide, gallop, leap *Warm-up activities emphasizing various locomotor activities and muscle groups *Tag and dodging games, emphasizing locomotor skills *Rhythms and dance activities emphasizing bending, balance, spatial awareness. (e.g., limbo, bunny hop) *Jump rope activities *Obstacle course *Base running activities</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple *Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi *Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>19.C.1a</b> Demonstrate safe movement in physical activities</p>	<ul style="list-style-type: none"> <li>*Develop and use safe movement and behaviors</li> <li>*Work cooperatively</li> <li>*Follow class rules</li> <li>*Discuss/explain importance of warm-ups/cool-downs</li> <li>*Follow guidelines for proper use of equipment/facilities</li> </ul>	<ul style="list-style-type: none"> <li>*Balance activities</li> <li>*Ball activities (e.g., egg toss, giving and grasping, dribbling, etc.)</li> <li>*Fitness activities (e.g., muscular strength—pull-ups/pushups; flexibility—v-sit; stretching—sit and reach; cardio endurance—mile run)</li> <li>*Games</li> <li>*Hula hoop activities</li> <li>*Locomotor: walk, run, jog, skip, gallop, slide, hop, jump, leap</li> <li>*Parachute activities</li> <li>*Rhythms and dance activities</li> <li>*Scooter activities</li> <li>*Tag and dodging activities</li> <li>*Jump rope activities</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple</li> <li>*Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi</li> <li>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</li> </ul>

**State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.A.1a</b> Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance)</p> <p><b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement</p>	<p>*Identify activities that will change your heart rate</p> <p>*Demonstrate how to locate a pulse in the wrist or neck to measure heart rate</p> <p>*Discuss changes that take place in the body after physical activity</p>	<p>*Students will walk, run, jog, gallop and skip around cones while changing speeds on whistle or other sounds</p> <p>*Students partake in activities such as jump rope, jogging, push-ups, dribbling, etc...understanding the meaning of aerobic and anaerobic exercises.</p> <p>*Discussion of heart rate and how to check for heart rate</p> <p>*Discussion of changes in heart rate after activity</p> <p>*Continuously check for heart rate before, during and after activities</p> <p>*Discussion of components of physical fitness/health related fitness</p> <p>*Locomotor skills: walk, run, jog, skip, gallop, hop, jump, leap</p> <p>*Tag games</p> <p>*Health related activities (e.g., Aerobic—run/jog; Agility—activities with change of direction, stopping/starting; Flexibility—sit and reach, stretching; Strength Building—pushups, curl ups, sit ups, pull ups, tug of war)</p> <p>*Hula hoops</p> <p>*Jump rope activities</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple</p> <p>*Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

B. Assess individual fitness levels.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.B.1a</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing)</p>	<p>*Match the components of health-related fitness to fitness assessment</p>	<p>*Discuss what happens to the body during and after exercise—what changes occur.                      *Discuss what makes the heart beat faster (e.g., running jogging, jumping rope, etc.)                      *Exercises and activities that improve agility (e.g., quick starting and stopping running), strength (e.g., push-ups, curl-ups, pull-ups, tug-of-war), aerobic capacity (e.g., running/jogging, jumping rope), and flexibility (e.g., stretching, sit and reach, yoga).                      *Games                      *Jump rope and hula hoop activities</p>	<p>*Checklists                      *Rubrics                      *Exit Slips                      *Verbal Assessments                      *Worksheets                      *Written Tests                      *Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple                      *Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi                      *Websites                      Pecentral.org                      SPARKfamily.org                      Peuniverse.com</p>

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>20.C.1a</b> Identify a realistic health-related goal.</p>	<p>*Participate in teacher directed activities that can develop health-related fitness goals</p>	<p>*Discuss health-related fitness goals                      *Assist students set individual goals based on physical fitness results                      *Discuss and engage in exercise and activities that improve agility (e.g., quick starting and stopping running), strength (e.g., push-ups, curl-ups, pull-ups, tug-of-war), aerobic capacity (e.g., running/jogging, jumping rope), and flexibility (e.g., stretching, sit and reach, yoga).                      *Discuss and identify choices that influence wellness levels</p>	<p>*Checklists                      *Rubrics                      *Exit Slips                      *Verbal Assessments                      *Worksheets                      *Written Tests                      *Quarterly Common Assessments</p>	<p>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple                      *Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi                      *Websites                      Pecentral.org                      SPARKfamily.org                      Peuniverse.com</p>

**State Goal 21: Develop skills necessary to become a successful member of team by working with others during physical activity.**

A. Demonstrate personal responsibility during group physical activities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>21A.1a</b> Follow directions and class procedures while participating in physical activities.</p>	<ul style="list-style-type: none"> <li>*Listen to class procedures</li> <li>*Perform activities independently and cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss procedure for the day’s physical activity</li> <li>*Have students repeat the procedures for participation in physical activity, or worksheet.</li> <li>*Balance activities</li> <li>*Ball activities</li> <li>*Fitness activities</li> <li>*Games</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple</li> </ul>
<p><b>21.A.1b</b> Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p>	<ul style="list-style-type: none"> <li>* Follow directions/rules</li> <li>*Perform individual roles in a group</li> <li>*Identify individual behaviors needed to be changed in order for group success</li> </ul>	<ul style="list-style-type: none"> <li>*Hula-hoop activities</li> <li>*Locomotor: Walk, run, jog, skip, gallop, slide, hop, jump, leap</li> <li>*Parachute activities</li> <li>*Rhythms and dance activities</li> <li>*Scooter activities</li> <li>*Tag and dodging activities</li> <li>*Jump rope activities</li> </ul>	<ul style="list-style-type: none"> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi</li> </ul>
<p><b>21.A.1c</b> Work independently on tasks for short periods of time.</p>	<ul style="list-style-type: none"> <li>*Give ways to settle disagreements</li> <li>*Respect others space</li> <li>*Identify consequences</li> </ul>			<ul style="list-style-type: none"> <li>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</li> </ul>

B. Demonstrate cooperative skills during structured group physical activity.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>21.B.1a</b> Work cooperatively with another to accomplish an assigned task.</p>	<ul style="list-style-type: none"> <li>*Listen to safe practices</li> <li>*Complete a task with a partner/group with &amp; without teacher intervention</li> <li>*Complete a partner/group task within a given time</li> <li>*Recognize need for individual/shared goals</li> <li>*Identify partner safety procedures</li> <li>*Complete partner/group activity within a given time with little teacher intervention</li> </ul>	<ul style="list-style-type: none"> <li>*Ball activities with a partner</li> <li>*Balloon volleying with a partner</li> <li>*Exercises and stretches with a partner</li> <li>*Jumping rope with a partner, or small group</li> <li>*Rhythms and dance with a partner or group</li> <li>*Games</li> <li>*Tug-of-War</li> <li>*Running/jogging activities with a partner</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook <u>Elementary Physical Education Teaching &amp; Assessment</u>, by Christine J. Hopple</li> <li>*Textbook <u>Dynamic Physical Education for Elementary Students</u>, by Robert P. Pangrazi</li> <li>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</li> </ul>

**State Goal 22: Understand principles of health promotion and the prevention and treatment or illness and injury.**

- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>22.A.1a</b> Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion)</p>	<p>*Recall/recognize feelings/symptoms of sickness *Recognize importance of covering mouth &amp; nose when coughing or sneezing</p>	<p>*Discuss signs and symptoms of illness *Discuss ways of preventing illness *Discuss dangerous situations and how to stay safe *Tag Games *Relay Games *Station Work *Worksheets</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! Ruby Learns About the World of Wellness *Website Pecentral.org</p>
<p><b>22.A.1b</b> Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, flossing, eating practices, sleep, cleanliness)</p>	<p>*Demonstrate how to avoid spreading germs *Recognize necessity of and demonstrate how to wash hands *Explain red, green, yellow on traffic lights *Explain what can happen if medicine is used improperly</p>			
<p><b>22.A.1c</b> Identify dangerous situations and safety methods</p>				

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to reduce risks (e.g. traffic, improper use of medicine and poisons, strangers)	*Explain how good hygiene prevents illness *Simulate response to fire situations *Discuss importance of using one's own utensils			
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>22.B.1a</b> Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices)</p>	<p>*Identify daily hygiene habits to maintain or improve health *Name responsible health-related servers in school or community *Describe how to access health-related services within the community</p>	<p>*Discuss positive health choices *Discuss importance of promoting positive health choices *Role playing *Tag Games *Relay Games *Station Work *Worksheets</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! Ruby Learns About the World of Wellness *Website Pecentral.org</p>

C. Explain how the environment can affect health.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>22.C.1a</b> Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals)</p>	<ul style="list-style-type: none"> <li>*Identify environmental elements that can be polluted</li> <li>*Explain recycling</li> <li>*Be aware of what pollution is</li> <li>*Name something in the air that can affect personal health</li> <li>*Name the three R's of saving the environment</li> <li>*Identify items that can be recycled</li> <li>Recognize types of pollution</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss sources of environmental health risks</li> <li>*Discuss what causes environmental health risks</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook</li> <li>WOW! Ruby Learns About the World of Wellness</li> <li>*Website</li> <li>Pecentral.org</li> </ul>

D. Describe how to advocate for the health of individuals, families, and communities.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>22.D.1a</b> Identify positive health choices and demonstrate ways to communicate individual choices.</p>	<ul style="list-style-type: none"> <li>*Communicate needs to adults</li> <li>*Identify positive health choices</li> <li>*Demonstrate ability to call 9-1-1 and give info</li> <li>*Describe medical emergencies that require a 9-1-1 call</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss positive health choices</li> <li>*Discuss how to communicate individual choices</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook WOW! Ruby Learns About the World of Wellness</li> <li>*Website Pecentral.org</li> </ul>

**State Goal 23: Understand human body systems and factors that influence growth and development.**

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

<b>Early Elementary</b>	<b>Student Performance Descriptors</b>	<b>PE Lessons/Activities</b>	<b>Assessments</b>	<b>Resources</b>
<p><b>23.A.1a</b> Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes)</p>	<ul style="list-style-type: none"> <li>*Identify basic body parts</li> <li>*Position eyes, ears, and nose on a face</li> <li>*Explain function of body parts</li> <li>*Locate brain, heart, lungs, and stomach</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss different body systems</li> <li>*Discuss parts of body systems</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook</li> <li>WOW! Ruby Learns About the World of Wellness</li> <li>*Website</li> <li>Pecentral.org</li> </ul>

B. Explain the effects of health-related actions of the body systems.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.B.1a</b> Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise)</p>	<ul style="list-style-type: none"> <li>*Describe how germs cause illness</li> <li>*Recognize importance of breakfast</li> <li>*Identify healthy snacks</li> <li>*Identify health behaviors related to personal hygiene, nutrition, and exercise</li> <li>*Distinguish between good food and junk food</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss healthy actions that help our body function</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook WOW! Ruby Learns About the World of Wellness</li> <li>*Website Pecentral.org</li> </ul>

C. Describe factors that affect growth and development.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.C.1a</b> Identify individual differences in growth and development among people.</p>	<ul style="list-style-type: none"> <li>*Discuss value of good health habits</li> <li>*Recognize basic emotions</li> <li>*Discuss how behavior has consequences</li> <li>*Use communication effectively to promote better interpersonal relations</li> <li>*Demonstrate respect for other’s feelings, rights and property</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss individual differences</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook WOW! Ruby Learns About the World of Wellness</li> <li>*Website Pecentral.org</li> </ul>

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>23.D.1a</b> Locate and identify basic parts of the brain</p>	<p>*Locate the brain in the body and identify basic parts of the brain *Map the brain and identify the cerebrum, occipital lobe and medulla (brain stem)</p>	<p>*Discuss the parts of the brain *Tag Games *Relay Games *Station Work *Worksheets</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! Ruby Learns About the World of Wellness *Website Pecentral.org</p>

**State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

A. Demonstrate procedures for communicating in positive ways, resolving difference and preventing conflict

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)</p> <p><b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening)</p>	<ul style="list-style-type: none"> <li>*Recognize when to ask adult for help</li> <li>*Identify good communication skills</li> <li>*Discuss good/bad behaviors</li> <li>*Define the word “choice”</li> <li>*List types of nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss ways to communicate</li> <li>*Discuss how to solve problems</li> <li>*Discuss rules for physical education class</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook</li> <li>WOW! Ruby Learns About the World of Wellness</li> <li>*Website</li> <li>Pecentral.org</li> </ul>

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>24.B.1a</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)</p>	<p>*Remember to wash hands correctly at appropriate times *Give examples of good and poor health choices *Discuss consequences for poor health choices</p>	<p>*Discuss how choices affect the body *Tag Games *Relay Games *Station Work *Worksheets</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! Ruby Learns About the World of Wellness *Website Pecentral.org</p>

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Early Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p><b>24.C.1a</b>                      Demonstrate basic refusal skills (e.g., “Just say No,” “Stranger Danger”)</p>	<ul style="list-style-type: none"> <li>*Discuss strangers and why to be cautious</li> <li>*Define good and bad touch</li> <li>*Describe uncomfortable situations with strangers and how to behave around them</li> <li>*Explain role of firemen and policemen</li> <li>*Know authority figures to contact in danger or uncomfortable situations</li> <li>*Define refusal skills</li> <li>*Identify when you may need medical help</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss how to refuse negative behaviors</li> <li>*Tag Games</li> <li>*Relay Games</li> <li>*Station Work</li> <li>*Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>*Checklists</li> <li>*Rubrics</li> <li>*Exit Slips</li> <li>*Verbal Assessments</li> <li>*Worksheets</li> <li>*Written Tests</li> <li>*Quarterly Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Textbook</li> <li>WOW! Ruby Learns About the World of Wellness</li> <li>*Website</li> <li>Pecentral.org</li> </ul>