

**Priority Standards**  
**PE Grades 1-3**  
(National Physical Education Standards)

Travels showing differentiation between jogging, sprinting, and running. (S1.E2.2b)
Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)
Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
Discusses the relationship between physical activity and good health. (S5.E1.3)

**Priority Standards**  
**PE Grades 4-6**  
(National Physical Education Standards)

Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)
Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)
Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)
Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)

**Priority Standards**  
**PE Grades 7-8**  
(National Physical Education Standards)

Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)

Catches with a mature pattern from a variety of trajectories using different objects in small sided game play. (S1.M3.7)

Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)

Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)

Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)

Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)

Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)

Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)

Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)

**Priority Standards**  
**Health Grade 7**  
(National Health Standards)

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.4 Describe how family history can affect personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
6.8.1 Assess personal health practices.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and other.

**Priority Standards**  
**Health Grade 8**  
(National Health Standards)

1.8.1. Analyze the relationship between healthy behaviors and personal health.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
2.8.3. Describe how peers influence healthy and unhealthy behaviors.
2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.
3.8.1. Analyze the validity of health information, products and services.
4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.
5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.
6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.
7.8.1. Explain the importance of assuming responsibility for personal health behaviors.
8.8.2. Demonstrate how to influence and support others to make positive health choices.

**Priority Standards**  
**Guided Exploration Grade 7-8**  
(PA Career Education and Work Standards)

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

13.1.11.F Analyze the relationship between career choices and and career preparation opportunities, such as, but not limited to: Associate's degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time, industry training, military training, professional degree, apprenticeship, tech prep.

13.1.8.G Create an individualized career plan including but not limited to: Assessments, career goals, cluster opportunities, interests and abilities, education requirements.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.C Develop and Assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary training applications, request for letter of recommendation, resume.

13.2.11.E Demonstrate in the career acquisition process, the importance of essential workplace skills/knowledge, such as, but not limited to: Commitment, Communication, Dependability, Health/safety, laws and regulations (OSHA, Child Labor, etc), Personal initiative, self-advocacy, scheduling, team building, technology.

13.3.D.11 Develop a personal budget based on career choice, such as, but not limited to the above: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

13.1.11.F Analyze the relationship between career choices and and career preparation opportunities, such as, but not limited to: Associate's degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time, industry training, military training, professional degree, apprenticeship, tech prep.

13.1.8.G Create an individualized career plan including but not limited to: Assessments, career goals, cluster opportunities, interests and abilities, education requirements.

## Priority Standards

### PE Grades 9-12

(National Physical Education Standards)

Refines activity-specific movement skills in one or more life me activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)
Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)
Identifies the stages of learning a motor skill. (S2.H3.L2)
Inves gates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
Applies rates of perceived exertion and pacing. (S3.H3.L2)
Analyzes the components of skill-related fitness in rela on to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)
Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)
Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)
Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

**Priority Standards**  
**Health Grade 10**  
(National Health Standards)

2.12.6. Evaluate the impact of technology on personal, family, and community health.
3.12.4. Determine when professional health services may be required.
3.12.5. Access valid and reliable health products and services.
4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.
5.12.4. Generate alternatives to health-related issues or problems.
5.12.5. Predict the potential short and long term impact of each alternative on self and others.
5.12.7. Evaluate the effectiveness of health-related decisions.
6.12.4. Formulate an effective long-term personal health plan.
7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
8.12.3. Work cooperatively as an advocate for improving personal, family, and community health.

**Priority Standards**  
**Accelerated Senior Seminar: Life 101 Grade 12**  
(National Sexuality Standards)

PD.12.DM.1 Apply the decision making model to various situations relating to sexual health.
ID.12.INF.1 Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.
ID.12. SM.1 Explain how to promote safety, respect, awareness, and acceptance.
PR.12.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.
PR.12.INF.2 Analyze internal and external influences on decisions about pregnancy options.
SH.12.DM.1 Apply decision making model to choices about safer sex practices, including abstinence and condoms.
HR.12.INF.1 Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.
HR.12.INF.2 Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.
HR.12.SM.1 Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
HR.12.SM.2 Describe strategies to use social media safely, legally and respectfully.
PS.12.ADV. 1 Advocate for safe environments that encourage dignified and respectful treatment of everyone.