

PHYSICAL DEVELOPMENT AND HEALTH PERFORMANCE DESCRIPTORS

GRADES 1-5

RESPONDING TO THIS DOCUMENT

We welcome your response to this document.

Feedback should be sent to:

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CONTENTS

Acknowledgements	iv
Introduction.....	1
Design for Performance Standards.....	1
Vision for Physical Development and Health Performance.....	3
Intended Use and Interpretation	5
Physical Development and Health Performance Descriptors	8
Glossary	43
Relationship of Performance Descriptors to National and State Standards.....	46
References	49

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INTRODUCTION

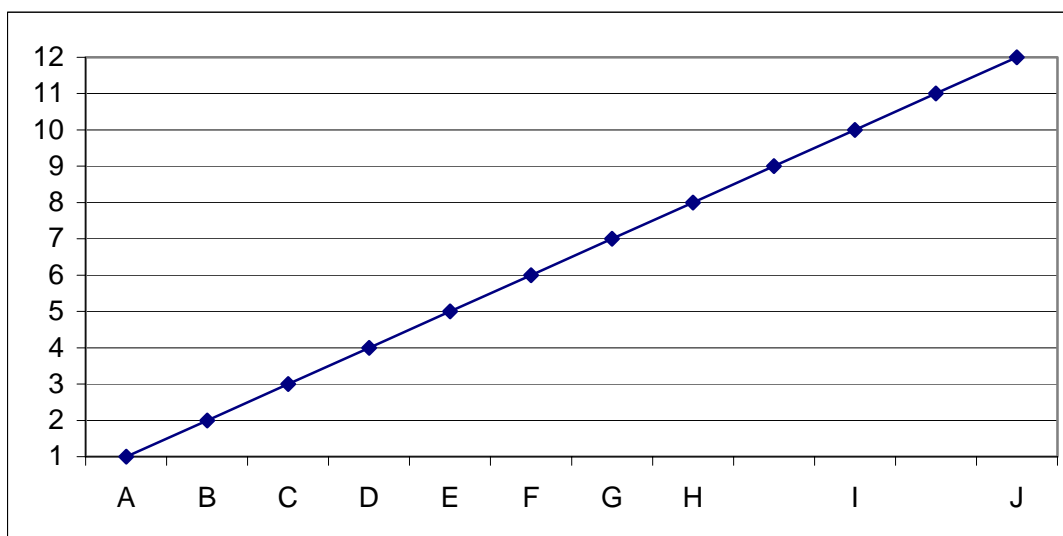
Design for Performance Standards

The Illinois Learning Standards are content standards that describe “*what*” students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate “*how well*” students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association¹ raised two pertinent questions policymakers should consider for the design of performance standards:

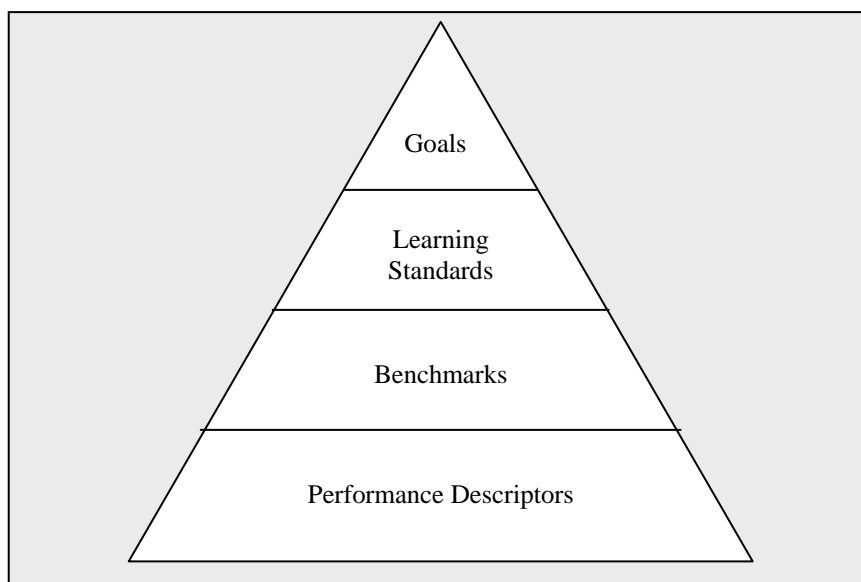
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.



¹ Ouellette, M. (2000). “Maintaining progress through systemic education reform: Performance standards,” Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



Definitions

performance standards: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks*) for student work (*performance exemplars*) at each of the stages.

performance descriptors: statements of how students can demonstrate the knowledge and skills they acquired.²

performance levels: descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

PERFORMANCE LEVEL =	RANGE +	FREQUENCY +	FACILITY +	DEPTH +	CREATIVITY +	QUALITY
Exceeding	extensively	consistently	automatically	profoundly	inventively	excellently
Meeting	fully	usually	quickly	deeply	imaginatively	well
Approaching	partially	occasionally	haltingly	cursorily	commonly	marginally
Starting	narrowly	rarely	slowly	superficially	imitatively	poorly

² New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

assessment tasks: descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

performance examples: student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

Template For Expanded Performance Descriptors

BENCHMARKS ⇒	early elementary			late elementary		middle/ junior high			early high	late high
STAGES ⇒ PERFORMANCE LEVELS ↓	A	B	C	D	E	F	G	H	I	J
Exceeding										
Meeting										
Approaching										
Starting										

Vision for Physical Development and Health Performance

The ultimate goal of comprehensive health and physical education programs is to aid students in achieving their fullest potential through the acquisition of knowledge and skills necessary to attain healthy levels of well being and to maintain active lifestyles throughout the lifespan. The foundation of all health and physical education programs is the interrelationship of physical, mental, emotional, and social health and well-being. Learners will establish a solid foundation for maintaining healthy, active, and productive lives. Learners must develop movement skills leading toward competency in self-selected activity, healthy levels of fitness, and cooperative interaction skills needed for successful participation in an active lifestyle. Teamwork and cooperative skills are used to work effectively with others, set individual and group goals, solve problems, and enhance the quality of interpersonal relationships. Learners will communicate and work in ways that promote and maintain dignity and respect for themselves and others. Through mastery of knowledge, skills, and behaviors essential to healthy living, learners will accept responsibility and consequences for personal decisions and behaviors. The result of persons leading healthy and physically active lifestyles is seen in an increased capacity for effective work, positive behavioral choices, and increased academic success.

Physical Development and Health: Goal Statements

Goal 19 – Acquire movement skills and understand concepts needed to engage in health enhancing physical activity. A physically educated person demonstrates sufficient skill in movement, uses effective game and performance strategies, follows rules for activities, and is able to develop a means for enhancing personal movement efficiency, culminating in the ability to perform proficiently in at least one selected activity. Students must learn basic skills, rules, and strategies for a variety of team sports, individual sports, lifetime activities, and creative movements in order to select personally fulfilling activities for a lifetime. Students must also understand mechanical analysis of skill execution to understand how skills are developed so they can learn new skills later in life or can modify skills to meet changes resulting from aging or injury.

Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. A physically educated person develops and maintains a healthy zone of fitness. The fitness level is periodically assessed and is maintained at sufficient levels to allow the learner to participate completely in chosen activities and reflects a low risk for diseases associated with unhealthy and inactive lifestyle choices. Students must understand how to assess fitness in each health-related component, must be able to select activities that contribute to improvement or maintenance in each fitness component, and must have the ability to plan a fit and healthy lifestyle across the age span.

Goal 21 – Develop team-building skills by working with others through physical activity. A physically educated person can apply principles of teamwork within physical activity to group activities within the family, community, or workplace. Students must display acceptable levels of individual responsibility, cooperation, and respect for self and others in everyday life experiences. Students must learn to problem solve, make decisions, accept responsibilities for consequences, work with decisions made by others, develop and follow procedures, and determine when to compete or cooperate.

Goal 22 – Understand principles of health promotion and the prevention and treatment of illness and injury. A health-literate person understands interrelationships among physical, mental, emotional, and social well-being and the prevention of illness and disease. From an early age, a health-literate person recognizes that achieving and maintaining personal health is dependent on their ability to positively impact their physical, mental, emotional, and social well-being. By adopting behaviors and making choices that minimize illness and promote health, a health-literate person will increase the chances of not only living a long life, but also, a productive life.

Goal 23 – Understand human body systems and factors that influence growth and development. A health-literate person will understand human anatomy, physiology, and the stages of growth and development throughout the life cycle. They will understand how growth and development are impacted by factors such as: age, heredity, nutrition, physical activity, illness, stress, substances, and the environment. A health-literate person will understand how systems of the human body work together and impact each other. They will know how behaviors and/or choices affect the functioning of the systems.

Goal 24 – Promote and enhance health and well-being through the use of effective communication and decision-making skills. A health-literate person makes knowledgeable and informed decisions as well as accepts responsibility for the consequences of these decisions. A health-literate person is an effective communicator who is able to communicate beliefs, information, opinions, and emotions necessary to strengthen relationships as well as avoid conflict. When communicating, a health-literate person will show respect, sensitivity and tolerance for the beliefs, opinions, and feelings of others. These communication skills will allow students to grow and mature into responsible, reasonable, and caring adults.

The ISBE Physical Development and Health Expanded Performance Descriptors Intended Use and Interpretation

When the writing team charged with developing the performance descriptors for Physical Development and Health met and discussed the task, we became excited about the concept of creating a document that would both enhance and expand the classroom experience for educators and students alike. To utilize the descriptors to their full potential, several key points must be addressed prior to the implementation of the changes reflected within the stages.

Different goals receive different amounts of emphasis each year.

It is not expected that every concept within the content area will be addressed each year. For instance, students will reach a certain depth of understanding of concepts and demonstrate certain levels of proficiency within certain stages. Thereafter, instruction should be designed to extend what students can do. This approach supports a fundamental principle of best practices: Effective teachers determine where their students are and extend their learning from that point. Even though each of the seventeen Physical Development and Health standards applies to all grades, emphases will vary both within and between the grade bands.

The document is intended to be a developmental guide.

The stages are not intended to define grade levels. It can be assumed, however, that certain stages do correspond roughly to certain grade levels (i.e., stage C to the 3rd grade, stage E to 5th grade, stage H to 8th grade, stage I to early high school, and Stage J to late high school) and the performance descriptors match the “meets” standards at those levels. The other stages **are not** meant to explicitly correspond to the missing grades between. One stage below or above may not represent one grade level below or above. Instead, they represent the developmental stages of student learning and show a progression through which students acquire both an understanding of Physical Development and Health and more mature movement patterns. Consequently, it is not enough for a teacher to look at a single stage and decide what content he or she will teach at that grade level. Rather, a series of at least three stages (the prior stage, the stage at which students are functioning, and the following stage) must be considered to define the progression of understanding students should experience in order to move from one stage to the next.

The document is a curriculum development tool.

The stages of development presented in this document may be used by a school district to establish a curriculum that will help students meet state standards. By using the stages, curricula can move students through the stages of development without teaching every concept every year. Taken together, the K-12 performance descriptor stages suggest a general progression of learning and movement patterns in the area described by the goal and standard to which they pertain. In this manner the performance descriptors are used to help *develop* a curriculum, rather than to *prescribe* a state-mandated curriculum of what should be taught at each grade. In fact, while writing the descriptors, the team worked to avoid statements that advocated certain pedagogy. Instead, statements focus on measurable student performances.

Each stage represents growth from the previous stage.

It should be noted that the repetition of some performance descriptors at successive levels of learning is meant to acknowledge that effective instruction in Physical Development and Health is not simply a matter of introducing new concepts at each educational level. Effective instruction is also, crucially, a matter of helping students learn to apply and extend familiar concepts, techniques, movement patterns and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, movement patterns and strategies progress through the stages, many of them are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities which have been mastered in the earlier stages and plan their instruction accordingly.

The document uses appropriate Physical Development and Health terminology.

Occasionally, a reader may encounter an unfamiliar term. As a student progresses through the stages of development, it is assumed that a vocabulary shift will occur and the correct terms will be applied. In order to assist the reader with terminology used in this document, a glossary has been written with specific definitions to clarify intended meanings.

The document is based on the current form of the state learning goals and their benchmarks.

It is assumed that the state goals and benchmarks will undergo continual refinement, and this document will need to be revised as that happens. As such, this document should always be considered a work in progress. During their development, the performance descriptors were carefully aligned with the ***Illinois State Learning Standards***, the ***National Standards for Physical Education*** and the ***National Health Education Standards***. Primarily guided by these three documents, all of the bullet points are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed at local levels.

Physical Development Performance Descriptors

19A Students who meet the standard can demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Develop responsibility for safe movement practices. 2. Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills. 3. Demonstrate locomotor, non-locomotor, and manipulative skills. 4. Understand the differences between personal space and general space. 	<ol style="list-style-type: none"> 1. Recognize the safety factors associated with participating in physical activities. 2. Discuss cues that enhance the development of selected manipulative skills. 3. Demonstrate basic locomotor, non-locomotor, and manipulative skills using developmentally appropriate form. 4. Combine two or more locomotor and/or non-locomotor skills in a sequence. 5. Demonstrate an awareness of others while moving in general and/or personal space. 	<ol style="list-style-type: none"> 1. Apply safe moving practices with some teacher prompts. 2. Demonstrate a proper form while executing all locomotor and non-locomotor movements. 3. Use correct form executing selected manipulative skills. 4. Demonstrate control in general and self space.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

19A Students who meet the standard can demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Combine basic locomotor and non-locomotor patterns. 2. Develop control while performing manipulative skills. 	<ol style="list-style-type: none"> 1. Utilize locomotor and/or non-locomotor movements in physical activity. 2. Refine control while performing a manipulative skill. 3. Refine control while performing a locomotor and/or a non-locomotor sequence. 4. Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control. 5. Combine basic locomotor and non-locomotor patterns with smooth transitions. 	<ol style="list-style-type: none"> 1. Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities. 2. Demonstrate locomotor/non-locomotor skills while manipulating objects. 3. Practice combinations of sport related skills using correct form. 4. List specific elements of proper form for various sport skills. 5. Use vocabulary specific to activities, games, or sport.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Physical Development Performance Descriptors

19B Students who meet the standard can analyze various movement concepts and applications.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Move in different ways, alone or within a group, understanding with whom or with what the mover is relating. 2. Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts. 3. Demonstrate spatial awareness (behind, ahead of, next to, near to, over, under, on, through, beside). 	<ol style="list-style-type: none"> 1. Identify personal space. 2. Demonstrate a combination of two simple weight bearing and/or balance movements or activities. 3. Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, beside. 4. Participate in dodging/fleeing activities in slower speeds without running into others or objects. 	<ol style="list-style-type: none"> 1. Move accurately in various directions (behind, ahead of, next to, near to, over, under, on, through, beside). 2. Participate successfully in obstacle course activities. 3. Participate successfully in dodging/fleeing activities without running into others or objects. 4. Participate, with teacher prompts, in physical activities without interfering with others or objects. 5. Identify simple cues involved in weight transfer and balance movements. 6. Demonstrate the manipulation of objects to change direction and/or distance.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

19B Students who meet the standard can analyze various movement concepts and applications.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Explain movement in terms of effort, flow, space, and time. 2. Participate in physical activities without interfering with others or objects with fewer teacher prompts. 3. Sequence combinations of more complex weight transfer and balance movements (mule kick vs. cartwheel). 4. Demonstrate control while manipulating object(s) to change direction and/or distance. 5. Identify the components of a variety of locomotor, non-locomotor, and manipulative skills. 	<ol style="list-style-type: none"> 1. Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time. 2. Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force. 3. Participates in a wide variety of physical activities without interfering with others or with objects. 4. Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force. 5. Demonstrate movement where balance is established, lost, and gained. 6. Perform a sequence that combines weight transfer and balance movements. 7. Identify the components of a variety of locomotor, non-locomotor, and manipulative skills. 8. Manipulate object(s) with accuracy to change its direction and/or distance. 	<ol style="list-style-type: none"> 1. Develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). 2. Define additional biomechanical principles (e.g., spin, rebound). 3. Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

19C Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Recite the safety rules for daily activities. 2. Participate safely in the day's physical activity. 3. Repeat safe practices and/or behaviors for the day's physical activity. 4. Demonstrate safe movement in general and personal space. 5. List possible injuries that can occur when not following safety rules. 	<ol style="list-style-type: none"> 1. Apply class rules, procedures, and safety practices. 2. Choose between safe and unsafe practices/behaviors. 3. Identify safety procedures when participating in a group physical activity. 4. Move with an awareness of others in general space. 	<ol style="list-style-type: none"> 1. Follow class rules, procedures, and safety practices. 2. Demonstrate understanding of personal and group safety. 3. Participate safely in group physical activity. 4. Identify necessary precautions to avoid injury. 5. Define offense and defense in activities, games, or sports.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

19C Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Participate in establishing class rules, procedures, and safety practices for specific activities. 2. Decide when to correctly use offensive and/or defensive strategies in lead-up games. 3. Define and apply the elements of cooperative strategies. 	<ol style="list-style-type: none"> 1. Demonstrate safety procedures/rules when participating in group physical activity. 2. Apply rules for activity necessary to maintain a safe environment. 3. Explain offensive, defensive, and cooperative strategies. 	<ol style="list-style-type: none"> 1. Adhere to safety procedures during activity. 2. Create safety rules for specific activities, games, or sports. 3. Discuss the potential consequences of participating in a safe and unsafe environment during activity. 4. Demonstrate cooperative strategies during activity. 5. Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports. 6. Follow rules when participating in a wide variety of activities, games, or sports. 7. Define the components of good sportsmanship.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Physical Development Performance Descriptors

20A Students who meet the standard know and can apply the principles and components of health-related fitness.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Participate in health-related fitness activities. 2. Identify activities that will change your heart rate. 3. Find a heart rate. 	<ol style="list-style-type: none"> 1. Identify safe and unsafe exercise practices. 2. Participate in health-related fitness activities. 3. Identify activities that help improve health-related fitness. 4. Identify activities that will change your heart rate. 5. Discuss changes that take place in the body after physical activity. 6. List components of health-related fitness. 	<ol style="list-style-type: none"> 1. Participate in health-related fitness activities. 2. Match a variety of physical activities to their fitness component. 3. Identify what activities will improve health-related fitness. 4. Discuss the benefits of physical activity. 5. Discuss changes that take place in the body before, during, and after physical activity. 6. Differentiate between risks and benefits of health-related fitness activities. 7. Discuss the importance of warm-up and cool down.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Physical Development Performance Descriptors

20A Students who meet the standard know and can apply the principles and components of health-related fitness.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance. 2. Identify activities that positively impact overall fitness. 3. Identify the immediate effects of exercise on the body. 4. >Discuss the benefits of physical activity. 5. Label the components of health-related fitness. 6. Explain concepts of warm-up and cool down. 	<ol style="list-style-type: none"> 1. Participate in health-enhancing levels of physical activity on a daily basis. 2. Participate in a progression of activities that will maintain or improve personal fitness levels. 3. Identify activities appropriate for warm-up and cool down. 4. Identify the benefits of health-related fitness. 5. Identify diseases/disorders associated with poor levels of fitness. 6. Define the effects of selected components of health-related fitness on current and future health. 7. Use and understand age-appropriate vocabulary related to fitness. 	<ol style="list-style-type: none"> 1. Discuss the effects of physical activity on current and future health. 2. Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance. 3. Participate in health-enhancing levels of physical activity on a daily basis. 4. Participate in a progression of activities that will maintain or improve personal fitness levels.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)

Physical Development Performance Descriptors

20B Students who meet the standard can assess individual fitness levels.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Describe what happens to the body when one exercises. 2. Recognize changes that take place in the body during physical activity. 3. Recognize that physical activity will increase the heart rate. 4. Engage in physical activities that will cause increased heart rate. 5. Introduce fitness training. 	<ol style="list-style-type: none"> 1. Recall the immediate effects of exercise on the body. 2. Match the components of health-related fitness to fitness assessments. 3. Match Fitnessgram test items to health-related fitness components. 4. Participate in health related fitness activity. 5. Identify personal preferences related to physical activity. 	<ol style="list-style-type: none"> 1. Monitor the physiological changes occurring during moderate physical activity. 2. Engage in activities that help achieve the target heart rate zone for a specific amount of time. 3. Explain the immediate effects of exercise on the body. 4. Explain effects of physical activity on the body when changing the level of intensity. 5. Identify personal fitness strengths and weaknesses from Fitnessgram.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Physical Development Performance Descriptors

20B Students who meet the standard can assess individual fitness levels.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Review the immediate effects that physical activity has on the body. 2. Explain what happens to the body the harder one plays, runs, or does physical activity. 3. Explain effects of physical activity on the body when changing the level of intensity. 4. Identify personal fitness strengths and weaknesses from Fitnessgram. 5. Select activities that help achieve the target heart rate zone for a specific amount of time. 	<ol style="list-style-type: none"> 1. Record heart rate after engaging in physical activity. 2. Identify target heart rate, maximum heart rate, resting heart rate. 3. Recognize the immediate effects of exercise on heart rate. 4. Monitor heart rate before, during, and after physical activity. 5. Match health-related fitness components to a valid assessment of each component. 6. Identify the health-related fitness components in various activities. 7. Perform at the intensity level needed to improve cardiovascular fitness while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor). 	<ol style="list-style-type: none"> 1. Compare one's rate of perceived exertion to one's heart rate after activity. 2. Participate in a variety of assessments in addition to Fitnessgram. 3. Match health-related fitness components to a valid assessment of each component. 4. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion. 5. Explain how to figure out target heart rate zone.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)

Physical Development Performance Descriptors

20C Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Discuss realistic health-related fitness goals. 2. Set goals based on fitness gram data with teacher guidance. 3. Discuss behavioral choices that impact wellness levels. 	<ol style="list-style-type: none"> 1. Set goals based on fitness gram data with teacher guidance. 2. Participate in teacher directed activities that can develop health-related fitness goals. 3. Discuss behavioral choices that impact wellness levels. 	<ol style="list-style-type: none"> 1. Identify a realistic health-related goal. 2. Monitor progress of a health-related fitness goal. 3. Identify positive and negative behavioral choices and their impact on wellness levels.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Physical Development Performance Descriptors

20C Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. List health-related goals based on fitness assessments. 2. Evaluate progress of health related fitness goals. 3. Explain fitness scores to parents/guardians. 4. Evaluate positive and negative behavioral choices and their impact on wellness levels. 	<ol style="list-style-type: none"> 1. Set a personal goal specific to a component of health-related fitness. 2. Monitor progress in reaching the goal. 3. Write a planned list of activities used to accomplish the personal goal. 4. Explain how movement can improve health-related fitness components. 5. Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular). 6. Interpret personal fitness results. 7. Explain the relationship between behavioral choices and wellness levels. 	<ol style="list-style-type: none"> 1. Select an additional health-related fitness goal and based on Fitnessgram results, write a list of activities to accomplish the goal. 2. Monitor progress in reaching the goal.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)

Physical Development Performance Descriptors

21A Students who meet the standard can demonstrate individual responsibility during group physical activities.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Listen to class procedures for the day's physical activity. 2. Remember the safety procedures that should be followed for the day's physical activity. 3. Participate safely in the day's physical activity. 4. Repeat safe practices and/or behaviors for the day's physical activity. 5. Demonstrate the ability to work independently during the day's physical activity. 6. Complete part(s) of a task when participating in the day's physical activity. 	<ol style="list-style-type: none"> 1. Recall the class procedures followed for participation in physical activity. 2. Repeat the safety procedures followed when participating in physical activity. 3. Participate safely in physical activity. 4. Choose between safe and unsafe practices and/or behavior. 5. Follow directions when participating in physical activity. 6. Perform independently when participating in a physical activity. 7. Complete a task when participating in physical activity. 	<ol style="list-style-type: none"> 1. List the class procedures followed for participating in physical activity. 2. Identify the safety procedures followed when participating in physical activity in class. 3. Participate safely in group physical activity. 4. Follow rules and directions when participating in group physical activity. 5. Perform individual roles when participating in group physical activity. 6. Complete a task in a given amount of time when participating in a group physical activity. 7. Identify individual behaviors that need to be changed in order to work successfully in a group. 8. Give examples of ways to settle disagreements.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

21A Students who meet the standard can demonstrate individual responsibility during group physical activities.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Identify the safety procedures to be followed during participation in a group physical activity. 2. Respect the personal space of others when moving within individual self-space. 3. List the class procedures to be followed to successfully participate in a group physical activity. 4. Discuss the benefits of having rules when participating in physical activity. 5. List the consequences of not following the class procedures and/or rules. 6. Demonstrate knowledge of the rules in effect when participating in a group physical activity. 7. Follow directions when participating in physical activity. 8. Change individual behaviors to work successfully within a group. 9. Examine how to settle disagreements when participating in physical activity. 	<ol style="list-style-type: none"> 1. Discuss the class procedures to be followed during participation in a group physical activity. 2. Explain the safety procedures and rules to be followed during participation in a group physical activity. 3. Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space. 4. List the consequences for not following the class procedures/rules. 5. Follow rules when participating in a group activity. 6. Follow specific instructions when participating in a physical activity. 7. Perform physical activity when following specific instructions. 8. Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity. 9. Analyze the impact of individual behaviors on group physical activity. 10. Discuss the need for officiating during physical activity. 11. Demonstrate the ability to remain on task when participating in physical activity. 	<ol style="list-style-type: none"> 1. List what the different roles are that students have in group physical activity. 2. Identify components of the decision-making process (i.e., D.E.C.I.D.E model). 3. Demonstrate the ability to remain on task when participating in physical activity. 4. Explain all the rules of safety and why each rule is important in group physical activity. 5. Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules). 6. Create rules for physical activities. 7. List individual behaviors that can positively and/or negatively affect the success of a group.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Physical Development Performance Descriptors

21B Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Listen to safe practices and/or behaviors for the day's structured physical activity. 2. Demonstrate the ability to work cooperatively with a partner for a structured physical activity. 3. Complete part(s) of a task when working with a partner or group. 	<ol style="list-style-type: none"> 1. Repeat safety practices and/or behaviors when working with a partner during physical activity. 2. Demonstrate the ability to work cooperatively with a partner or small group during physical activity. 3. Complete a task when working with a partner or group with some teacher intervention during physical activity. 	<ol style="list-style-type: none"> 1. Identify safety procedures followed when participating in structured group physical activity. 2. Perform cooperatively with a partner when participating in a structured group physical activity. 3. Complete a task with a partner or group in a given amount of time during group physical activity. 4. Recognize the need for individual and shared goals during group physical activity.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

Physical Development Performance Descriptors

21B Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Identify safety procedures followed when working with a partner during structured group physical activity. 2. Perform cooperatively with a partner or a small group when participating in physical activity. 3. Complete a task with a partner or small group given a specific amount of time with little teacher intervention during a physical activity. 4. Discuss the need of individual and shared goals during structured group physical activity. 	<ol style="list-style-type: none"> 1. Explain safety procedures that should be followed when working with a partner during structured group physical activity. 2. Perform cooperatively in a small group when participating in structured group physical activity. 3. Complete a task with a partner or small group in a given amount of time with no teacher intervention. 4. Give examples of ways to achieve individual and/or shared goals during group physical activity. 	<ol style="list-style-type: none"> 1. Identify and define characteristics of an effective leader. 2. Identify a variety of supportive roles within a cooperative group setting. 3. Identify responsible decision-making skills regarding use of time and rules application. 4. Identify the steps in a decision-making model. 5. Respect decisions made by others in activity concerning rules, procedures, and process. 6. Work cooperatively with others. 7. Recognize individual differences in performance within a group.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
		Grade 4 (C-D-E)
		Grade 5 (D-E-F)

Health Performance Descriptors

22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Recall the feelings one had when sick. 2. Recognize the importance of covering one's mouth and nose when sneezing or coughing. 3. Demonstrate how to avoid infecting others with germs. 4. Recognize the necessity of washing hands to prevent the transmission of germs. 5. Recite the rules that are in effect on school buses. 6. Show knowledge of safety rules that are in effect on the playground. 7. Explain the meaning of the colors red, yellow, and green on traffic lights. 8. Recognize the color and shape of stop signs. 9. Talk about the importance of taking medicines in the presence of a responsible adult. 10. Practice procedures to follow during tornado and fire drills. 11. Know the proper amount of sleep necessary to maintain good health. 12. Demonstrate how to dress properly in varying types of weather. 	<ol style="list-style-type: none"> 1. Recognize the signs and symptoms of sickness (e.g., headache, stomachache, fever). 2. Simulate proper hand washing techniques. 3. Understand the need to brush teeth to remove bacteria. 4. Demonstrate proper tooth brushing techniques. 5. Recognize the importance of proper Kleenex disposal as a way to control disease. 6. Demonstrate proper Kleenex disposal. 7. Recognize the need for and use of seat belts. 8. Demonstrate the use of proper equipment when bicycling, skateboarding, and rollerblading. 9. Recognize the importance of following traffic signs. 10. Discuss basic traffic rules that need to be followed on the way to/from school. 11. Explain what can happen if medicines are used improperly. 12. Demonstrate proper procedures and techniques used during tornado and fire drills. 13. Know what fatigue is and how to take care of it. 	<ol style="list-style-type: none"> 1. Explain how good hygiene can prevent illness. 2. Discuss the importance of regular dental exams. 3. Realize how bacteria grow. 4. Describe ways that viruses are transmitted. 5. List ways that people can prevent accidents. 6. Show proper safety procedures on buses and on playgrounds. 7. Follow playground safety rules. 8. Simulate proper procedures to follow when dealing with a variety of traffic situations. 9. List places at home where dangerous chemicals can be found, and explain what should be done to make sure that they do not cause injury or illness. 10. Compare and contrast the feelings of being well and sick. 11. List the three types of primary teeth and their function. 12. Simulate personal response to fire situations (stop/drop/roll, don't open doors with hot door knobs, move on knees).
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Discuss the importance of using one's own utensils (eating utensils, toothbrush, comb/brush). 2. State the potential causes of accidents at school, at home, and in the community. 3. Choose and follow proper procedures in a variety of traffic situations. 4. State ways and places that dangerous chemicals can be properly stored. 5. Explain what can happen if dangerous chemicals are ingested. 6. Recognize when symptoms of illness require attention from an adult or a health care provider. 7. Compare and contrast the feelings of being well and being sick. 8. Describe the symptoms of common childhood illnesses (fever, rashes, cough). 	<ol style="list-style-type: none"> 1. Discuss procedures to be followed if fire is suspected. 2. Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons). 3. Explain the importance of regular health screenings (eye, dental, physical). 4. Name items checked by physicians during regular health screenings. 5. State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox). 6. Discuss the benefits of early detection and treatment of illness. 7. Recognize that some diseases can be controlled more easily than others. 8. Discuss behaviors that may be considered abusive. 9. Know what to do if abusive behavior is suspected or discovered. 10. Explain the importance of vaccinations. 	<ol style="list-style-type: none"> 1. Discuss the differences between bacteria and viruses. 2. Apply basic first aid to injuries (burns). 3. Describe common emergency procedures (e.g. fire, weather). 4. List stressors. 5. Describe different types of stress. 6. Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious). 7. Describe signs and symptoms of common childhood illnesses. 8. List early detection methods of diagnosing illnesses. 9. Distinguish the difference between communicable and non-communicable diseases. 10. Recognize abusive behaviors. 11. Practice methods to be followed when abusive behavior is suspected or discovered. 12. Identify the types of vaccinations used to maintain health.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Health Performance Descriptors

22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Relate to others hygiene habits that improve or maintain health. 2. List personal hygiene behaviors/choices that will increase health and safety. 3. Recognize skills necessary to ensure safety and cleanliness. 4. Know the differences between behaviors that will and will not promote the spread of infectious diseases. 5. Identify people and services within the school responsible for health-related issues. 6. Demonstrate how to prevent the spread of infectious diseases. 	<ol style="list-style-type: none"> 1. List hygiene habits that are used daily to maintain or improve health. 2. Use personal hygiene behaviors/choices that will improve health and safety. 3. Listen to and follow rules for playground safety. 4. Demonstrate skills and behaviors used to prevent the spread of infectious diseases. 5. Name the people within the school responsible for health-related services. 6. Identify people and services within the community responsible for health-related services (e.g. fire, paramedics, police). 7. Encourage others to use skills and make choices that will help prevent the spread of infectious diseases. 	<ol style="list-style-type: none"> 1. Record daily personal hygiene behaviors. 2. Recite and follow rules for playground safety. 3. Demonstrate knowledge of safety rules within the school. 4. Explain the roles of school personnel responsible for health-related services. 5. Recognize when to use health-related services within the school. 6. Describe how to access health-related services within the school. 7. Cite ways that the media influences health-related behavior.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Health Performance Descriptors

22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Observe family members and record hygiene behaviors seen. 2. Encourage proper hygiene among family members and classmates. 3. Recognize potential dangers within the school and community. 4. Discuss how to avoid dangers within the school and community. 5. Describe the roles of community personnel responsible for health-related services. 6. Recognize when to use health-related services within the community. 7. Describe how to access health-related services within the community. 8. Give examples of how the media influences health-related behavior. 9. Investigate what job responsibilities different health care personnel have. 	<ol style="list-style-type: none"> 1. Discuss the components of a decision-making process. 2. Cite examples of how the media portrays situations showing self-diagnosis and self-medication. 3. Tell others how they influence other people's health choices/behaviors. 4. Recall positive health behaviors, choices, and skills. 5. Give examples of health-related advertisements. 6. Describe how the media influences health-related behaviors, choices, and skills. 7. Discuss ways to make the school and community safer places. 	<ol style="list-style-type: none"> 1. Compare and contrast safety and hygiene of other people and/or cultures. 2. Formulate a plan for making the school a safer place. 3. Use a decision-making process to make a healthy choice in a peer pressure situation. 4. Know where to go for health care and medicines. 5. Discuss how peers influence health-related choices/behaviors. 6. Discuss how to evaluate health-related information.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

22C Students who meet the standard can explain how the environment can affect health.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Identify elements of the environment that can become polluted. 2. Explain what it means to recycle. 3. Be aware of what pollution is. 4. Name something in the air that can affect personal health. 	<ol style="list-style-type: none"> 1. Name the three R's of "saving" the environment (reduce, reuse, recycle). 2. Name recycling methods used at home and at school. 3. List items that can be recycled. 4. Describe ways to burn the skin. 5. List things that pollute the environment. 6. Recognize different types of pollution (e.g., air, soil, water, noise). 7. Identify the sources of air pollution. 	<ol style="list-style-type: none"> 1. Explain how prolonged exposure to the sun can pose a health risk. 2. Cite examples of noise pollution. 3. Name items that are seen or used daily that pollute the environment. 4. Discuss forms of pollution found in the school, community, and home. 5. Identify ways that pollution can be a health risk. 6. Describe how elements of the environment affect personal health. 7. Discover possible causes of air pollution. 8. Discover possible causes of water pollution. 9. Describe what the ozone layer is and why it is important.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)

Health Performance Descriptors

22C Students who meet the standard can explain how the environment can affect health.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Describe the benefits of using sunscreens. 2. Investigate specific ways that individuals and communities can reduce pollution. 3. Discuss ways individuals and communities reduce pollution. 4. Know the difference between pollutants and sources of pollution. 5. Identify sources of noise pollution. 6. Investigate the cleanliness of the water within the community. 7. Describe the physical effects that air pollution can have on the body. 8. Explain how recycling can reduce health risks. 9. Compare and contrast health risks related to known pollutants. 10. Recognize that air pollution affects the ozone layer. 11. Explain the relationship between prolonged exposure to the sun and cancer. 	<ol style="list-style-type: none"> 1. Discuss methods used by schools, communities, and individuals to dispose of waste. 2. Explain how depletion of the ozone layer can affect health. 3. Explain the possible effects of noise pollution on health. 4. Compare healthy environments and healthy people to unhealthy environments and unhealthy people. 5. Discuss how temperatures affect health. 6. Analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays). 7. Analyze the cleanliness of the water in one's environment. 8. Discover water purification systems used in communities, at home, and at school. 9. Recognize possible sources of pollution in specific environments (your home, your school, your community). 	<ol style="list-style-type: none"> 1. Name community and national groups responsible for regulating pollution. 2. Research laws and/or community ordinances that pertain to pollution. 3. Analyze the amount of noise produced by common products and sources and list possible health effects of noise. 4. Research ways to reduce noise pollution in one's environment. 5. Analyze tanning products and their effectiveness in preventing health-related problems. 6. Collect and analyze water from a variety of sources (tap, rain, river). 7. Describe the effects of cigarette smoking on the environment. 8. Investigate the possible health problems caused by inappropriate waste disposal.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose). 2. Position the eyes, ears, and nose correctly on a human being. 	<ol style="list-style-type: none"> 1. Identify the ankles, knees, hips, fingers, elbows, shoulders, neck, and toes. 2. Arrange body parts to form the outline of a human being (head, arms, chest, legs, hands, feet). 3. Explain the function of the eyes, ears, and nose. 4. Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function. 	<ol style="list-style-type: none"> 1. Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms, hands, fingers, chest, legs, hips, ankles, feet, and toes. 2. Explain the function of the ankles, knees, hips, shoulders, elbows, and neck. 3. Understand the basic function of a muscle.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Health Performance Descriptors

23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Locate the brain, heart, lungs, and stomach. 2. Recognize muscles of the body. 3. Locate bones in the body. 	<ol style="list-style-type: none"> 1. Explain what muscles do for the body. 2. Identify what gives the body its size and shape. 3. Recognize the parts of the digestive system. 4. Label the parts of the respiratory system. 5. Identify the parts of the circulatory system. 6. Know the parts of the nervous system. 7. Explain the basic functions of the nervous system. 8. Describe the basic functions of the digestive system. 9. Describe the basic functions of the circulatory system. 10. Explain the basic functions of the respiratory system. 	<ol style="list-style-type: none"> 1. Explain how nerves and the brain work together. 2. Discover how blood travels throughout the body. 3. Analyze how oxygen gets to the lungs. 4. Illustrate how food is processed and moves through the digestive system. 5. Explain the basic functions of the reproductive system.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

23B Students who meet the standard can explain the effects of health related actions on the body systems.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Recognize why it is important to brush your teeth. 2. Describe how germs can cause illness. 3. Understand reasons for consulting a responsible adult before using medicines and/or chemical substances. 4. Recognize the importance of eating breakfast. 5. Identify healthy snacks. 6. Recognize that food (nutrients) is needed for growth and development. 7. Name healthy behaviors that relate to personal hygiene, nutrition, and exercise. 8. List choices that have a positive influence on health. 9. List choices that have a negative influence on health. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease. 2. State rules for taking medicines. 3. Discuss the relationship between germs and disease. 4. Observe and discuss the consequences of behavior choices. 5. Explain the importance of eating a variety of foods. 6. Recognize the relationship between exercise and muscular development. 7. Recognize the importance of calcium to bones. 8. Memorize the sections included in the USDA Food Pyramid. 9. List choices that have a positive influence on health. 10. List choices that have a negative influence on health. 	<ol style="list-style-type: none"> 1. Discuss proper drug use vs. drug abuse. 2. Identify consequences (good and bad) of choosing to use any type of substance. 3. Define the word 'nutrient'. 4. Identify major nutrients and their food sources. 5. Distinguish between 'good' food and 'junk' food. 6. Cite ways to build physical activity into daily routines. 7. Recognize how feelings/emotions affect physical, mental, emotional, and social health. 8. List choices that have a positive influence on health. 9. List choices that have a negative influence on health.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

23B Students who meet the standard can explain the effects of health related actions on the body systems.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Discuss the effects of drug abuse on physical, mental, emotional, and social well-being. 2. Distinguish between drug use, drug misuse, and drug abuse. 3. List the effects that caffeine and nicotine have on the body. 4. Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses. 5. Choose healthy foods. 6. Explain how health choices affect the performance of the body's systems. 7. Explain the functions of major nutrients. 8. Explore the relationship between eating habits and the circulatory system. 9. List choices that have a positive influence on health. 10. List choices that have a negative influence on health. 	<ol style="list-style-type: none"> 1. List the effects of alcohol, drugs, and tobacco on the body's systems. 2. Explain the relationship between diet and exercise to the body. 3. Recognize the positive effects of physical activity on the body's systems. 4. Recognize the negative effects of physical activity on the body's systems. 5. Define the word 'calorie'. 6. List foods that have high caloric content. 7. Classify foods into groups based on their major nutrient contribution. 8. List choices that have a positive influence on health. 9. List choices that have a negative influence on health. 	<ol style="list-style-type: none"> 1. Identify the benefits of both aerobic and anaerobic activities on the body's systems. 2. Predict what will happen if someone eats too many high calorie foods. 3. List choices that have a positive influence on health. 4. List choices that have a negative influence on health.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

23C Students who meet the standard can describe factors that affect growth and development.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Discuss the value of practicing good health habits (sleep, nutrition, relationships). 2. Describe/discuss healthy family activities (meals, doctor visits). 3. Describe how families share time together. 4. Give examples of what makes a friend a friend. 5. Explain the importance of being physically active. 6. Recognize that food (nutrients) is needed for growth and development. 7. Recognize basic emotions/feelings such as mad, sad, happy, frustrated, afraid. 	<ol style="list-style-type: none"> 1. Recognize caring adults who are significant in one's life. 2. Study the structure of families. 3. Identify ways to help others feel good about themselves. 4. Identify responsibilities one has in daily life. 5. Discuss how one's behavior has consequences. 6. Compare one's growth to that of one's peers. 7. List characteristics that make students similar, different, and unique. 8. Discuss the importance of belonging to a group and what it feels like to be included or excluded. 9. Demonstrate a balance between regular vigorous activities and rest and relaxation. 10. Identify sources of sugar in one's diet. 11. Identify ways that people express feelings. 	<ol style="list-style-type: none"> 1. Describe factors that promote dental carries. 2. Define the word 'stress'. 3. Cite examples of positive and negative stressors. 4. Explain the relationship between fitness and physical activity. 5. Recognize and accept individual differences. 6. Define the words 'prejudice' and 'discrimination'. 7. List growth factors that change one's self-image. 8. Explain how eating and activity affect growth and development. 9. Describe how emotions affect choices, behaviors, and functions of the body. 10. Identify ways that environment affects feelings. 11. Describe different kinds of friendships. 12. Realize that learning to get along with others is a process unique to every person. 13. Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

23C Students who meet the standard can describe factors that affect growth and development.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/ allergies; pollution/ respiration). 2. Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy. 3. Recognize characteristics of an individual that allow for a unique rate of growth and development. 4. Describe how a family's health history can be passed from parent to child. 5. Examine factors and behaviors that affect growth. 6. List types of prejudice and discrimination. 7. Recognize ingredients listed on food labels. 8. Describe how family, friends, and peers affect food choices. 9. Identify how emotions/feelings affect eating behaviors. 10. List characteristics that help maintain friendships. 11. Use communication effectively to promote better interpersonal relations. 12. Demonstrate respect for other's feelings, rights, and property. 	<ol style="list-style-type: none"> 1. Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body. 2. Recognize personal health behaviors and/or choices that reduce risks of health problems. 3. Demonstrate interpersonal behaviors that can help people feel comfortable with one another. 4. Identify risk-taking behaviors. 5. Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being. 6. Define the word 'puberty'. 7. Identify changes associated with puberty. 8. Identify characteristics of puberty and the effects of these changes on physical, mental, and social development. 9. List factors that contribute to positive self-esteem. 10. Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes. 11. Recognize reliable sources of food and dietary information. 12. Develop the ability to formulate new friendships. 13. Explain how and which hereditary traits are passed on from parent to child. 	<ol style="list-style-type: none"> 1. Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances. 2. Describe the rate of growth change during puberty. 3. Explain the effects of diet and exercise on body weight and composition. 4. Identify portion size and number of servings suggested to fulfill basic nutritional needs. 5. Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system. 6. Define the phrase 'peer pressure'. 7. Describe the process of group decision-making. 8. List ways to counteract negative risk factors (delay factor, refusal skills). 9. Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
Grade 4 (C-D-E)	Grade 5 (D-E-F)	

Health Performance Descriptors

24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Recall safety rules at home, at school, and in the community. 2. Recognize when to ask an adult for help. 3. Recognize basic emotions. 4. Name the components of good listening skills. 5. Identify good communication skills. 6. Identify good manners. 7. List behaviors at home, at school, and in the community that show respect toward others. 8. Discuss good and bad behaviors. 9. Define the word 'choice'. 	<ol style="list-style-type: none"> 1. Demonstrate safety rules at home, at school, and in the community. 2. Recognize caring adults who are significant in one's life. 3. Practice asking an adult for help. 4. Give examples of how one shows basic emotions. 5. Identify situations or behaviors that illicit different types of emotional responses. 6. Explain how using good listening skills can help avoid conflict. 7. Practice good communication techniques. 8. Define the word 'conflict'. 9. Demonstrate good manners. 10. Explain how choices affect personal behavior. 11. Tell how to make good choices. 12. Classify behaviors at home, at school, and in the community as being good or bad. 13. Define the word 'bullying'. 	<ol style="list-style-type: none"> 1. Name positive and negative components of a healthy relationship. 2. Describe how emotions affect choices and behavior. 3. Recognize that people have different emotional responses to situations. 4. Demonstrate the ability to make good choices. 5. Identify causes of conflict. 6. List types of non-verbal communication (e.g., eyes, facial expressions, posture). 7. Discuss rules for communicating in a group situation. 8. Apply good communication skills to avoid conflict. 9. Predict the consequences of behavior choices. 10. Compare and contrast possible consequences of behavior at home, at school, and in the community. 11. Identify motives for bullying.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Compare and contrast healthy and non-healthy relationships. 2. Examine emotional responses in different situations. 3. Identify consequences of conflict. 4. Describe the procedure in reporting unsafe behaviors. 5. Describe the procedures in reporting safety hazards. 6. Demonstrate the ability to communicate in a group situation. 7. Identify behaviors that reflect cooperation. 8. Describe the effects of negative or unsafe behaviors on others. 9. Tell how a person avoids conflict in a non-violent way. 	<ol style="list-style-type: none"> 1. Explain how to build and maintain healthy relationships. 2. Identify common causes of conflict among peers and parents. 3. Describe negotiating, mediation, and consensus building skills. 4. Simulate ways to settle disagreements among peers and parents. 5. Predict your emotional responses in different situations. 6. Analyze possible consequences of conflict. 7. Apply positive communication skills to avoid conflict. 8. Simulate situations where bullying occurs. 9. Discuss consequences of bullying. 10. Relate how positive and negative communication affects others. 11. Identify acceptable methods of asserting yourself in peer group situations. 12. Express acceptable methods of asserting yourself in peer group situations. 13. Describe and give examples of how media influences choices and behavior. 	<ol style="list-style-type: none"> 1. Model good relationship skills. 2. Determine consequences of conflict among peers and parents. 3. Use negotiation, mediation, and conflict resolution skills. 4. Examine how negative/unsafe behavior affects others in the school environment. 5. Demonstrate ways that emotions are communicated. 6. Give examples of positive communication. 7. Role play situations where positive communication skills are used to avoid conflict. 8. Predict the consequences of bullying. 9. Appraise communication skills in relation to peer behavior. 10. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. 11. Cite examples of how violence is portrayed by the media. 12. Define methods for addressing interpersonal differences in a positive manner.
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.

Stage A	Stage B	Stage C
<div>1. Observe how to correctly brush teeth.</div> <div>2. Remember to wash hands at appropriate times.</div> <div>3. List good personal hygiene practices.</div> <div>4. Locate safety hazards at home or at school that affect health.</div> <div>5. Define the word 'choice'.</div> <div>6. Give examples of good and poor health choices.</div> <div>7. Discuss consequences for poor health choices.</div>	<div>1. Explain how brushing and flossing teeth prevents tooth decay.</div> <div>2. Demonstrate how to wash hands correctly.</div> <div>3. Demonstrate basic cleanliness.</div> <div>4. Change unsafe conditions (that affect health) to safe conditions at home or at school.</div> <div>5. Recall choices that affect health on a daily basis.</div> <div>6. Predict consequences for good and poor health choices.</div>	<div>1. Recall how brushing and flossing teeth prevents tooth decay.</div> <div>2. Practice brushing teeth with proper technique.</div> <div>3. Explain how basic cleanliness protects your health.</div> <div>4. Explain how unsafe choices negatively affect health.</div> <div>5. Explore ways to make appropriate choices.</div> <div>6. Explain consequences for poor health.</div>
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Describe how basic cleanliness protects your health. 2. Recommend safe choices to positively affect health. 3. Conclude that good choices make a difference to your health and the health of others. 4. List possible positive and negative consequences of health-related choices. 	<ol style="list-style-type: none"> 1. List ways cleanliness affects personal hygiene/health. 2. Describe key components of a decision making process. 3. Give examples where and when a decision-making process can be used. 4. Differentiate between rights and responsibilities. 5. Identify options available to solve a problem or make a decision. 6. Analyze consequences for poor health choices. 7. Select a health problem and give examples of choices and consequences. 	<ol style="list-style-type: none"> 1. Discover how personal hygiene affects the process of an individual going through puberty. 2. Use the decision-making process to assess and solve an individual health problem. 3. Discuss how individuals can control their responses to other people's choices. 4. Compare and contrast consequences for good and bad health choices.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)

Health Performance Descriptors

24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> 1. Discuss who strangers are and why one should be cautious around them. 2. Define 'good touch' and 'bad touch'. 3. Describe 'uncomfortable situations' as they pertain to strangers. 4. Discuss ways to behave around strangers. 5. Recite your name, address, and phone number. 6. Practice using emergency numbers in your community, including 911 if it is available. 7. Explain the role of fire fighters and police officers. 	<ol style="list-style-type: none"> 1. Identify uncomfortable situations. 2. Identify dangerous situations. 3. Write your name, address, and phone number. 4. Memorize emergency and medical phone numbers. 5. Know appropriate authority figures to contact in a dangerous or uncomfortable situation. 	<ol style="list-style-type: none"> 1. Discuss how one might feel when experiencing 'good touches' and 'bad touches'. 2. Define and recite 'refusal skills'. 3. Describe a situation when you would use a refusal skill. 4. Describe a situation when you would need assistance. 5. Discover the functions of emergency medical services (911).
Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)		

Health Performance Descriptors

24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

Stage D	Stage E	Stage F
<ol style="list-style-type: none"> 1. Practice what to do if someone touches you inappropriately. 2. Practice how to tell a trusted adult when you feel uncomfortable or threatened. 3. Identify when you may need emergency medical assistance. 	<ol style="list-style-type: none"> 1. Recognize situations that can cause children to feel uncomfortable. 2. Identify places to avoid because of potential danger. 3. Identify safe places and activities. 4. Identify characteristics of peer pressure. 5. Practice using refusal skills. 	<ol style="list-style-type: none"> 1. Identify ways to seek assistance when uncomfortable. 2. Establish a plan of action for avoiding dangerous situations. 3. Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches). 4. Discuss peer pressure in terms of needing to use refusal skills.
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)

GLOSSARY

Physical Development

BIOMECHANICAL PRINCIPLE – Properties of movement that contribute to movement effectiveness, including, but not limited to: force production, acceleration, velocity, torque, equilibrium, application of force, buoyancy, resistance, spin, etc.

CROSS TRAINING – Training that emphasizes two or more of the components of health-related fitness.

FITNESSGRAM – A fitness test developed by the Cooper Institute for Aerobics Research. It is an effective fitness test because it compares scores to carefully researched and developed health standards, rather than to national averages. By using these Standards the test administrator knows without a doubt whether a child meets or exceeds expectations.

FITNESS TRAINING PROGRAMS – Programs designed to improve fitness levels (e.g., cross-training, circuit training).

FITT FORMULA – Using the combination of frequency, intensity, time and type of exercise relative to training.

HEALTH ENHANCING – Activities that have a positive effect on health.

HEALTH RELATED FITNESS – The five parts of health-related fitness are: Cardiovascular fitness, strength, muscular endurance, flexibility, and body composition. Regular exercise can improve health-related fitness.

HEART MONITOR – A form of technology that monitors a student's heart rate before, during and following exercise.

INITIATIVE TASKS – A series of clearly defined problems with each task designed so that a group must employ cooperation and some physical effort to gain a solution.

LOCOMOTOR – Moving, or capable of moving, from one place to another; not stationary.

MANIPULATIVE SKILLS – Movement utilizing objects (e.g., ball, hoops).

MECHANICALLY CORRECT MOVEMENT – Use qualities to describe correct focal points for each phase of movement: moving into position to execute a skill, establishing a balanced base of support, preparatory phase of skill, movement phase, follow through.

MOVEMENT THEMES – Use the qualities of effort, flow, space and time to define movement.

PROFILE – Data that has been collected on present and past fitness and health assessments on one individual.

RECOVERY HEART RATE – How quickly the heart rate returns to normal after exercise.

SPATIAL AWARENESS – Ability to know where one is in an area; know the relationship to people, equipment, etc., occupying the same space.

WORK-RELATED ACTIVITIES – Physical activity that can be transferred into job related activities (e.g., lifting, pushing, bending).

Health

ACUTE – A sudden onset, sharp rise and short course disease.

AGGRESSIVE – Marked by driving, forceful initiative.

A.I.D.S. – acquired immunodeficiency syndrome.

ANOREXIA – loss of appetite.

ASSERTIVE – Characterized by bold or confident behavior.

BACTERIA – Organism capable of causing disease.

BOTULISM – acute food poisoning caused by botulin in food.

BULIMIA – Eating disorder characterized by bingeing and purging of food.

BULLY – To use browbeating language or behavior.

CALORIE – Heat-producing or energy-producing value in food when oxidized in the body.

CHRONIC – Marked by long duration or frequent recurrence.

COMMUNICABLE – Transmittable.

CPR – Cardiopulmonary resuscitation.

DEGENERATIVE – Progressive deterioration of physical being; physical function is diminished or impaired.

DISCRIMINATION – Prejudiced or prejudicial outlook, action, or treatment.

DIET – Food or drink regularly provided or consumed.

DRUG ABUSE – The deliberate taking of a drug for other than a medical purpose and in a manner that can result in damage to a person's health or ability to function.

DRUG MISUSE – The taking of a drug for its medically intended purpose, but not in the appropriate amount, frequency, strength, or manner.

DRUG USE – The taking of a medical drug for its medically intended purpose, and in the appropriate amount, frequency, and manner.

HEIMLICH MANEUVER – A technique of dislodging a particle that is blocking a person's airway.

H.I.V. – An abbreviation for human immunodeficiency virus; the virus that causes A.I.D.S.

OZONE – A part of the earth's outer atmosphere that protects living things on earth from harmful ultraviolet radiation from the sun.

PEER PRESSURE – The intense pressure one feels to behave as a peer group does in order to gain its members' approval.

POLLUTION – Contamination of the environment with anything that impairs its ability to support life.

PUBERTY – A period of life in which a person becomes physically capable of reproduction.

SALMONELLA – A bacterium that cause digestive systems infections.

S.T.D. – An abbreviation for sexually transmitted diseases; an older name was venereal disease.

RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

Physical Development

Analysis of performance descriptors in terms of the national standards:

- The Illinois Standards were compared to the National Association for Sport and Physical Education (1995) *Moving into the Future: National Standards for Physical Education*.
- The performance descriptors for physical development align to all the national standards except that Standard 7 is not addressed.
- The performance descriptors for physical development are as rigorous or more rigorous than the national goals.
- The performance descriptors for physical development encompass the concepts and skills of the national standards, but show greater emphasis on the cognitive and psychomotor domains than the national standards, and emphasize the affective domain to a lesser extent than the national standards.
- The performance descriptors for physical development are sequential and require mastery from one level in order to be successful at the next level. However, the national standards are benchmarked for even numbered grades rather than sequential stages.
- The chart below is a simple analysis of Illinois Goals and Standards in comparison to the National Standards.

<i>Illinois Goals and Standards</i>	<i>National Standards</i>
PDH 19 Demonstrate physical competency in individual and team sports, creative movement, and leisure. Demonstrate knowledge of rules, safety, and strategies during physical activity. Analyze various movement concepts and applications.	National Standard 1 – Competency in many and proficiency in a few movement forms. National Standard 2 – Applications of movement concepts and principles for motor skills.
PDH 20 Know and apply the principles and components of health-related fitness. Assess individual fitness levels. Set goals based on fitness data, and develop, implement, and monitor an individual fitness improvement plan.	National Standard 2 – Applications of movement concepts and principles for motor skills. National Standard 3 – Display a physically active lifestyle. National Standard 4 – Health-enhancing level of fitness.
PDH 21 Demonstrate individual responsibilities during physical activity. Demonstrate cooperative skills during structured group physical activities.	National Standard 5 – Responsible personal and social behavior. National Standard 6 – Respect for differences among people.
	National Standard 7 – Understand opportunities for enjoyment challenge, self-expression, and social interaction through physical activity.

Analysis of Illinois performance descriptors in terms of other states (California, Nevada, and Arizona):

- The Illinois performance descriptors for physical development are similar to California.
- The Illinois performance descriptors for physical development are more descriptive and easier to follow the progression than California.
- The Illinois performance descriptors for physical development more heavily emphasize fitness than the California standards.
- The Illinois performance descriptors for physical development are written as ten stages for each standard, and Nevada simply has five standards.
- The Illinois performance descriptors for physical development do not specify dance or choreography in physical education, but Nevada does.
- The Illinois performance descriptors for physical development match Nevada in terms of content (with the exception of dance).
- The Illinois performance descriptors for physical development cover similar content to Arkansas strands with the exception of the “academic integration” strand.
- The Illinois performance descriptors for physical development integrate safety and personal and social behavior across several standards while Arkansas separates them into specific strands.
- The Illinois performance descriptors for physical development are described across ten levels, where Arkansas progresses across three school levels.

Health

Analysis of performance descriptors in terms of the national standards:

- The performance descriptors for health align with the national standards.
- The performance descriptors for health seem to be more rigorous than the national goals.
- The performance descriptors for health surpass the content, skills, and educational emphases of the national standards.
- The performance descriptors for health in the area of systems of the human body and factors that influence growth and development are not specifically covered by the national standards.
- The performance descriptors for health are sequential and require mastery at one level in order to successfully move on to another level.
- The following chart is a simple analysis of Illinois Goals and Standards in comparison to the National Standards.

<i>Illinois Goals and Standards</i>	<i>National Standards</i>
PDH 22 Understand the principles of health promotion and the prevention and treatment of illness and injury: <ol style="list-style-type: none"> explain the basic principles of health promotion, illness prevention, and safety; describe and explain factors that influence health among individuals, groups, and communities; explain how environment can affect health. 	National Standard 1 – Understand concepts related to health promotion and disease prevention. National Standard 4 – Analyze the influence of culture, media, technology, and other factors on health.

<i>Illinois Goals and Standards</i>	<i>National Standards</i>
PDH 23 Understand human body systems and factors that influence growth and development: <ol style="list-style-type: none"> describe and explain structures and functions of the human body systems and how they interrelate; explain the effects of health-related actions on the body systems; describe factors that affect growth and development. 	
PDH 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills: <ol style="list-style-type: none"> demonstrate procedures for communicating in positive ways, resolving difference, and preventing conflict; apply decision-making skills related to the protection and promotion of individual health; demonstrate skills essential to enhancing health and avoiding dangerous situations. 	National Standard 2 – Demonstrate the ability to access valid health information and health-promoting products and services. National Standard 3 – Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. National Standard 5 – Have the ability to use effective interpersonal communication skills to enhance health. National Standard 6 – Demonstrate the ability to use goal-setting and decision-making skills to enhance health. National Standard 7 – Demonstrate the ability to advocate for personal, family, and community health.

Analysis of Illinois performance descriptors in terms of other states (California, Nevada, and Arizona):

- The Illinois performance descriptors for health are more comprehensive.
- The Illinois performance descriptors for health are easier to read.
- The Illinois performance descriptors are comprehensive, sequential and well-organized; this organization will allow any teacher charged with teaching this information to be successful.
- The performance descriptors for all states reviewed cover the same broad content areas.
- Nevada's standards are written in the closest style to Illinois; they are easy to read but are not as comprehensive as the Illinois standards.
- Nevada has incorporated an Honors level into its standards that only some students are expected to achieve, but Illinois expects all children to meet their standards.
- The Illinois performance descriptors are similar to those of California; however, Illinois exceeds California in the area dealing with issues involving the environment.
- California's organization of standards is easy to read and includes assignments/tasks at different grade levels; this would seem to make for a very structured instructional setting for teachers that could limit creativity and flexibility.
- Arizona has extremely strict standards for teaching sex education in the public schools; it is a supplemental/elective course governed by local entities.
- Because of restrictions, Arizona standards are far less rigorous than the other states analyzed.
- Because the Illinois performance descriptors are written sequentially by mastery level rather than grade levels, continuity and progression should be sustainable.

It is our opinion that the Illinois standards will become a model for other states. They are rigorous, comprehensive, well organized and teacher friendly.

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