

Physical Health

Growth and Development

Body Systems

- 1 Name the external and internal parts of the body and the bodysystems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems) [CH.PH.01.01](#)
- 2 Identify behaviors and environmental factors that influence functioning of body systems [CH.PH.01.02](#)
- 3 Identify appropriate accommodations and aids for people with physical disabilities [CH.PH.01.03](#)
- 4 Distinguish the characteristics of living and non-living organisms [CH.PH.01.04](#)
- 5 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death) [CH.PH.01.05](#)
- 6 Identify the stages of the human life cycle (from prenatal through late adulthood) [CH.PH.01.06](#)
- 7 Explain the function of the human body systems and how body systems work together [CH.PH.01.07](#)
- 8 Describe the influence of health habits on growth and development [CH.PH.01.08](#)
- 9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest) [CH.PH.01.09](#)

Life Cycle

- 10 Define genes and the concept of heredity [CH.PH.01.10](#)

Body Systems

- 11 Describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems) [CH.PH.01.11](#)

Life Cycles

- 12 Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development [CH.PH.01.12](#)
 - 13 Describe how both heredity (including congenital factors) and the environment influence growth and development [CH.PH.01.13](#)
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Physical Activity and Fitness

Motor Skill Development

- 1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance [CH.PH.02.01](#)
 - 2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams [CH.PH.02.02](#)
 - 3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills [CH.PH.02.03](#)
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Fitness

- 4 Identify physical and psychological changes that result from participation in a variety of physical activities [CH.PH.02.04](#)
 - 5 Explain the benefits of physical fitness to good health and increased active lifestyle [CH.PH.02.05](#)
 - 6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances) [CH.PH.02.06](#)
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Personal and Social Competency

- 7 Demonstrate responsible personal and social conduct used in physical activity settings [CH.PH.02.07](#)
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Motor Skill Development

- 8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others [CH.PH.02.08](#)
 - 9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency [CH.PH.02.09](#)
 - 10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow [CH.PH.02.10](#)
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Fitness

- 11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness [CH.PH.02.11](#)
- 12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension [CH.PH.02.12](#)
- 13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness [CH.PH.02.13](#)

Personal and Social Competency

- 14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance [CH.PH.02.14](#)
- 15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed [CH.PH.02.15](#)
- 16 Describe the purpose and benefits of sports, games, and dance in modern society [CH.PH.02.16](#)

Motor Skill Development

- 17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics) [CH.PH.02.17](#)
- 18 Demonstrate activities for warming up and cooling down before and after aerobic exercise [CH.PH.02.18](#)
- 19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology [CH.PH.02.19](#)

Fitness

- 20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training [CH.PH.02.20](#)
- 21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle [CH.PH.02.21](#)
- 22 Conduct a personally developed physical activity program [CH.PH.02.22](#)
- 23 Meet developmentally appropriate health-related fitness benchmarks [CH.PH.02.23](#)

Personal and Social Competency

- 24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans [CH.PH.02.24](#)
 - 25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness [CH.PH.02.25](#)
 - 26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity [CH.PH.02.26](#)
 - 27 Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction) [CH.PH.02.27](#)
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Nutrition

Improving Nutrition

- 1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows [CH.PH.03.01](#)
 - 2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks [CH.PH.03.02](#)
 - 3 Recognize hunger and satiety cues and how to make food decisions based upon these cues [CH.PH.03.03](#)
 - 4 Identify heredity, diet, and physical activity as key factors in body shape and size [CH.PH.03.04](#)
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Safe and Adequate Food Supply

- 5 Identify the connection between food served in the home with regional food production [CH.PH.03.05](#)
 - 6 Describe personal hygiene and safety measures used in preparing foods [CH.PH.03.06](#)
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Social Influences

- 7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups [CH.PH.03.07](#)
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Improving Nutrition

- 8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span [CH.PH.03.08](#)
 - 9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt [CH.PH.03.09](#)
 - 10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food [CH.PH.03.10](#)
 - 11 Analyze dietary intake and eating patterns [CH.PH.03.11](#)
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Safe and Adequate Food Supply

- 12 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques) [CH.PH.03.12](#)
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Social Influences

- 13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders [CH.PH.03.13](#)

Improving Nutrition

- 14 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups [CH.PH.03.14](#)
 - 15 Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health [CH.PH.03.15](#)
 - 16 Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood) [CH.PH.03.16](#)
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Safe and Adequate Food Supply

- 17 Identify the effects of food preparation techniques on the nutritional value of the food [CH.PH.03.17](#)
 - 18 Identify common food-borne illnesses [CH.PH.03.18](#)
 - 19 Identify and practice resource management skills needed to maintain and improve nutritional health [CH.PH.03.19](#)
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Social Influences

- 20 Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs [CH.PH.03.20](#)
 - 21 Identify how social and cultural messages about food and eating influence nutrition choices [CH.PH.03.21](#)
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Reproduction/Sexuality

Development

- 1 Identify the components, functions, and processes of the reproductive system [CH.PH.04.01](#)
 - 2 Identify the physical changes as related to the reproductive system during puberty [CH.PH.04.02](#)
 - 3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian) [CH.PH.04.03](#)
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Wellness

- 4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus [CH.PH.04.04](#)
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Development

- 5 Recognize the emotional and physical changes as related to the reproductive system during puberty [CH.PH.04.05](#)

Wellness

- 6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior [CH.PH.04.06](#)
 - 7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions [CH.PH.04.07](#)
 - 8 Describe behaviors and methods for pregnancy prevention, including abstinence [CH.PH.04.08](#)
 - 9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented [CH.PH.04.09](#)
 - 10 Identify sexual discrimination and harassment [CH.PH.04.10](#)
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Development

- 11 Identify the stages of the male and female reproductive systems over the life cycle [CH.PH.04.11](#)
 - 12 List the signs of pregnancy [CH.PH.04.12](#)
 - 13 Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence [CH.PH.04.13](#)
 - 14 Identify possible determinants of sexual orientation and analyze the weight of each in light of available research [CH.PH.04.14](#)
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Wellness

- 15 Explain the importance of examination of both genders for HIV and STIs before conception and the risks and precautions of delivery when HIV and STIs are present [CH.PH.04.15](#)
- 16 Describe proper prenatal care and identify types of birth defects [CH.PH.04.16](#)
- 17 Explain the importance of communication and setting limits in a sexual relationship [CH.PH.04.17](#)
- 18 Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS) [CH.PH.04.18](#)
- 19 Evaluate the impact of HIV/AIDS on the community, medical resources, and family [CH.PH.04.19](#)
- 20 Identify resources available for treatment of reproductive health problems [CH.PH.04.20](#)