

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

| TAB | DESCRIPTION | ACTION |
|------------|--|------------------|
| 1 | DEVELOPMENTS IN K-12 EDUCATION | Information Item |
| 2 | FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE | Action Item |
| 3 | IDAHO CONTENT STANDARDS - PHYSICAL EDUCATION AND HEALTH | Information Item |

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- New Superintendents Orientation
- Dyslexia Resources and Professional Development Opportunities
- Teacher of the Year for 2023
- Student Advisory Council for Fall 2023

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

SUBJECT

Federal Coronavirus Relief K-12 Funding Update

REFERENCE

| | |
|--------------------|--|
| March – April 2020 | The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act. |
| April 27, 2020 | The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor’s Emergency Education Relief Fund. |
| May 4, 2020 | The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals. |
| June 10, 2020 | The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely; |
| July 15, 2020 | The Board approved a methodology and grant application for \$30,000,000 from Idaho’s relief funds through the Governor’s Coronavirus Financial Advisory Committee. |
| August 26, 2020 | The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports. |
| October 21, 2020 | The Board received a CARES Act funding source and equitable services update. |
| February 17, 2021 | The Board received a CARES Act funding update and a CRRSA Act overview. |
| April 5, 2021 | The Board approved the use of \$11,851,341 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the federal coronavirus relief funds. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds. |
| April 22, 2021 | The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS. |

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

| | |
|-------------------|--|
| June 16, 2021 | The Board was provided an update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES Act, CRRSA Act, EANS, and ARP ESSER. |
| August 25, 2021 | The Board received an ESSER draw down overview and a brief update on the CRRSA Act Emergency Assistance to Non-Public Schools grant. |
| October 21, 2021 | The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan. The Board also approved the distribution methodology and LEA distribution amounts of 2.5% of the 10% ARP ESSER SEA Set-Aside funds, up to \$10,998,551 for non-Title and low-Title I schools. |
| December 15, 2021 | The Board received a high-level update on expenditure amounts and percentages for the CARES Act, CRRSA Act, and ARP ESSER, a brief overview of the U.S. Department of Education's (USED) proposed ESSER reporting requirements, and an update on the Governor's Substitute grant, which closed for reimbursement requests December 15, 2021. |
| January 6, 2022 | The Board approved the use of up to \$26.1M of the ARP ESSER State Set-Aside funds to implement requirements. |
| February 17, 2022 | The Board amended the meeting agenda to allow for the Department's Information Item on Coronavirus Relief funding to be changed to an action item. The Board approved an amount not to exceed \$6,800,000 for the STEM Action Center, Commission for Libraries, and an Out-of-School Network collaborative proposal addressing learning loss and received a high level update from the Department on the use of federal coronavirus relief funds and approved an amount not to exceed \$2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring and reporting; and to revise the Board's January 6, 2022, allocation to reduce the allocation for ISEE enhancements by \$1,600,000. |
| April 20, 2022 | The Board received a high-level update on ESSER expenditures, CRRSA EANS, and ARPA State Fiscal Recovery Funds, S1404 and H793. |
| June 14, 2022 | The Board received an update on ESSER expenditures, ARPA State Fiscal Recovery Funds-Premium Pay, ESSER Data Annual Report, and information on the allocation for ARP ESSER State Set-Aside 2.5% to Non/Low Title I-A LEAs. |

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Education Agency (SEA), to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds were required to be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM closed the Coronavirus Relief Funds June 30, 2021, which means SDE's last GRA payment to LEAs was made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. SDE has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$440,131.922 (updated September 2021) for K-12 education. Of this amount, 90% was to be allocated to LEAs. LEAs must spend 20% of their allocation on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021. An amended plan with more information on stakeholder engagement (Section C) and identification of the evidence-based

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

interventions (Section D) was due to U.S. Education on October 28, 2021. Idaho received its final award amount for ARP ESSER on September 13, 2021.

During the October 21, 2021 regular Board Meeting, the Board approved the methodology for allocating 2.5% of ARP ESSER State Set-Aside funds for non-Title and low Title LEAs (\$11,003,298), including the Idaho Bureau of Educational Services for the Deaf and Blind (IBESDB). The methodology included funding IBESDB \$590,000 first and using the base amount of \$349,143 to 16 non-Title LEAs and 42 low-Title I-A LEAs to bring them up to the base amount. Between the time the materials were submitted and the October 21, 2021 Board meeting, USED allocated Idaho an additional \$189,881,000 which changed the set-aside allocations from \$10,998,550 to \$11,003,298 resulting in a difference of \$4,748.

The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) under the CARES Act for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. \$5,543,122 is obligated for assistance, services, and reimbursements to non-public schools. This includes \$200,000 to implement the program, monitor the schools for uses of funds, and to oversee inventory expenditures. \$13,838,486 was reverted back to the Governor's office.

On November 12, 2021, Idaho was awarded \$21,961,960 through the ARP EANS grant to provide services and assistance to non-public schools. Similar to the CRRSA Act EANS, the Governor is the grantee and the SEA is the fiscal agent and administrator of the grant. The State Department of Education was delegated to administer the grant on behalf of the Board. The State Department released an application to all non-public schools. The application period for non-public schools to apply was extended until March 31, 2022. Applications will be reviewed for eligibility and to ensure that all required information is provided. Consultation with each individual non-public school will determine which services or assistance the SDE will provide either directly or through contractors. The State Department will provide technical assistance support to these non-public schools through the life of the grant, September 30, 2024. Unobligated funds in the amount of approximately \$15.9M remaining six months after the grant was issued, will revert to the Governor's office for use on any authorized activity under the Governor's Emergency Education Relief (GEER) fund.

During the 2022 legislative session, Senate Bill No. 1404 was signed into law, providing \$1,506,400 premium pay for administrators, \$23,075,900 premium pay for instructional and pupil services staff, and \$12,123,500 premium pay for classified staff. The intent of these ARPA State Fiscal Recovery funds is to provide

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

a gross amount of \$1,000 plus 19.59% for employer-obligated benefits for each full-time equivalent position using the February 15, 2022 data upload. The performance period for these funds expires June 30, 2022.

IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds and requests approval to revise the ARP ESSER State Set-Aside fund allocation amount for non/low Title I-A LEAs. The Action Item serves to align the ARP ESSER State Set-Aside 2.5% actual allocation to Non/Low Title I-A LEAs with the motion approved October 21, 2021.

In addition, the Department is asking to redistribute previously allocated CRRSA Set Aside funds. These balances currently amount to a total of \$141,304. Authorization would allow the Department to redistribute CRSSA funds previously allocated to non-Title I and low-Title I schools that were not utilized and returned by the local education agencies,. The Department is requesting authorization to redistribute up to \$350,000 CRRSA funds.

ATTACHMENTS

Attachment 1 --Federal Coronavirus Relief K-12 Funding Update Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the COVID-19. Two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor’s Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho’s share of this fund was \$47,854,695. From this amount a minimum of \$43,069,20226 (90%) had to be distributed to the local education agencies (LEAs) based on the LEAs’ proportional share of the state’s Part A, Title I funds. These funds are then distributed based on each LEAs’ propositional share of Part A, Title I funds received in 2019. Not all LEAs receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEAs share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, could be reserved by the SEA “to be used for emergency needs as determined by the SEA to address issues responding to COVID-19.” States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. Funds appropriated through the CRRSA Act are referred to as the ESSER II funds. The ESSER II fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to LEAs based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs.

The American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provides a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Of the \$439,942,041 allocated to Idaho, 90% (\$395,947,837) was required to be distributed directly to the local education agencies based on the US Department of Education’s Title I methodology and 10% (\$43,994,204) could be set aside to be used by the state education Agency (SEA). At this point the Board has allocated use for the majority of the ARP ESSER SEA 10% Set Aside.

Total ARPA ESSER award: \$440,131,922*

- LEA discretionary funding (70% of total amount): \$316,894,984
- LEA learning loss funding (20% of total amount): \$79,223,746
- State set aside amount (10% of total amount): \$44,013,192

| 10% state set aside | \$44,013,192 | Allocation | \$ Remaining |
|----------------------------|---------------------|---|---------------------|
| 5%: learning loss | \$22,006,596 | \$100,000 Accountability Oversight Committee learning loss consultant \$3,500,000 math accelerated learning collaborative \$100,000 dyslexia handbook \$16,400,000 ISEE enhancements \$1,600,000 statewide PD and mentoring platform <p style="text-align: right;">\$21,700,000 total</p> | \$306,596 |
| 1%: summer enrichment | \$4,401,319 | \$1,000,000 ISEE enhancements \$3,401,319 summer programs <p style="text-align: right;">\$4,401,319 total</p> | \$0 |
| 1%: after school programs | \$4,401,319 | \$1,000,000 ISEE enhancements \$3,398,101 after school programs <p style="text-align: right;">\$4,398,101 total</p> | \$3,218 |

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

| | | | |
|--|--------------|--|------------------|
| 3%: emergency needs | \$13,203,958 | \$10,998,551 non-Title I and low-Title I schools \$2,200,660 ½ of 1% admin costs \$4,748 over allocated <p style="text-align: right;">\$13,199,211 total</p> | |
| Remaining funds to be allocated | | | (\$1.00) |
| | | | \$309,813 |

*federal award was updated from the original \$439,942,041 to \$440,131,922 (\$189,881 in additional funding)

At the February 2022 Regular Board meeting, the \$189,881 in additional federal funding was taken into consideration in the total amount available for from the ARP ESSER SEA Set-Aside for the Board to allocate. As of the February 2022, Regular Board meeting, all but \$314,561 of the ARP ESSER SEA Set Aside was obligated. The approximately \$314,000 is being reserved as contingency for those projects the Board has already approved until such time as the procurement process has been completed.

The Department reported at the June 2022 Regular Board Meeting that they had distributed an additional \$4,748 over the amount originally allocated by the Board to low Title I and non-Title I schools and is requesting the Board increase the amount available for this distribution.

Additionally, the Department is requesting the Board give authorization for the reallocation of CRRSA funds originally allocated non-Title I and low-Title I schools that were unspent or returned by the schools to which the funds were originally allocated.

BOARD ACTION

I move to approve the an additional \$4,748 of the 3% emergency needs portion of the ARP ESSER SEA Set Aside funds to be distributed to non-Title I and low-Title I schools using the same methodology approved by the Board at the October 21, 2021 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the reallocation of unused CRRSA funds previously allocated to low-Title I and non-Title I schools to the remaining low-Title I and non-Title I schools using the methodology approved by the Board at the October 21, 2021 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



ESSER and ESEA Update

State Board Meeting, August 24, 2022



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

8.24.2022

ESSER Data as of April 12, 2022



| ESSER FUND | | Percentage Expended | Grant Amount | Performance Period End Date |
|--|----------------------------------|---------------------|---------------|-----------------------------|
| CARES Act | Flow-through | 98.58% | \$43,069,226 | 9.30.2022 |
| | Blended Learning | 77.88% | \$ 3,785,469 | |
| | SEL | 75.16% | \$ 1,000,000 | |
| CRRSA Act | Flow-through | 49.97% | \$176,301,372 | 9.30.2023 |
| | State Set-Aside | 60.04% | \$ 19,589,041 | |
| ARP ESSER (does not include SEA State Set-Aside prescribed amounts by USED) | Flow-through (Discretionary) | 5.08% | \$316,894,984 | 9.30.2024 |
| | Learning Los (Flow-through) | 12.51% | \$ 79,223,746 | |
| | State Set-Aside to Non/Low-Title | .04% | \$ 11,003,298 | |
| ARP HCY | Homeless I | 7.51% | \$ 720,464 | 9.30.2024 |
| | Homeless II | 2.65% | \$1,509,909 | |

State Board Meeting | 2

Emergency Assistance for Non-Public Schools



- CRRSA EANS
 - Of the \$19,581,608 allocation, \$13.8m unobligated funds reverted to the Governor's office
 - 53 % of funds expended as of July 6, 2022.
 - Inventory monitoring through on-site visits began in May and continues through the summer.
- ARP EANS (\$21,961,960)
 - Eight (8) schools applied – four are eligible
 - Remaining dollars will revert to the Governor's office

State Board Meeting | 3

ARPA State Fiscal Recovery Funds



Premium Pay

- S1404 for FY22
- \$36,705,800
- \$1000 + 19.59% benefits
- ALL FTE Instructional & Pupil Service Staff
- ALL FTE Classified Staff
- ALL FTE Administrators
- \$ 36,653,375 distributed to LEAs through June 15, 2022

Additional Compensation

- H793- for FY23
- \$36,473,700
- Late summer
- ALL FTE Instructional & Pupil Service Staff
- Expires June 15, 2023

State Board Meeting | 4

Elementary and Secondary Education Act



- Action Item
 - ARP ESSER State Set-Aside

State Board Meeting | 5



Kathy Gauby | Interim Director, Federal Programs
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800
kgauby@sde.idaho.gov
<https://www.sde.idaho.gov/federal-programs/index.html>
<https://www.sde.idaho.gov/federal-programs/prf/>



Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

State Board Meeting | 6

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

SUBJECT

Physical Education and Health Content Standards

REFERENCE

August 2016

Board approved updated content standards in Physical Education and Health.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B. Section 33-1612, Idaho Code.

IDAPA 08.02.03.004.01, Rules Governing Thoroughness – Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of minimum academic content needed to be successful at each grade level and to graduate from Idaho's public schools. During the 2022 review cycle the following standards were reviewed:

Physical Education Content Standards

A committee of physical education educators reviewed the Physical Education Content Standards this June and July. The committee recommended the standards as they are now with a few small changes to include: grammar corrections, updated language and names, and clarifying words.

Health Education Content Standards

A committee of health educators reviewed the Health Content Standards this June. The committee recommended the standards as they are now with a few small changes to include: grammar corrections, updated language and names, and clarifying words.

IMPACT

Districts may experience some fiscal impact in the form of new curriculum to align with revised content standards. The cost would likely be cyclical.

ATTACHMENTS

Attachment 1 – Proposed Changes to Physical Education Content Standards

Attachment 2 – Proposed Changes to Health Education Content Standards

Attachment 3 – PE and Health Proposed Content Standards 2022 Presentation

**STATE DEPARTMENT OF EDUCATION
AUGUST 24, 2022**

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy IV.B.9.a., Idaho content standards must be reviewed at least on a six (6) year cycle and the process for reviewing and updating the content standards will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school-aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.
- ii. The review committee will make an initial determination regarding the need to update the standards.
- iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
- iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period, the committee will finalize recommendations for Board consideration.

In addition to these requirements set in Board policy, because the content standards are incorporated by reference into Administrative Code, they must also go through the negotiated rulemaking process before they can be amended. This process allows the public to provide input prior to the Board approving the content standards incorporating them by reference into IDAPA 08.02.03. Amendments to the content standards take effect when the administrative rule incorporating them by reference takes effect.

Prior to any amendments to the content standards going into effect they will have to go through the negotiated rulemaking process. The proposed Physical Education and Health standards amendments have been incorporated into the proposed rule, Docket 08-0203-2301, so they can be incorporated by reference into IDAPA 08.02.03.

BOARD ACTION

This item is for informational purposes only.

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Kindergarten-2nd Grade

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.1.1.1 Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).
- K-2.PE.1.1.2 Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.
- K-2.PE.1.1.3 Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).
- K-2.PE.1.1.4 Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 2, students will:

- K-2.PE.2.1.1 Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).
- K-2.PE.2.1.2 Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).

Standard 3: Health-Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 2, students will:

- K-2.PE.3.1.1 Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,).
- K-2.PE.3.1.2 Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).
- K-2.PE.3.1.3 Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 2, students will:

- K-2.PE.4.1.1 Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).
- K-2.PE.4.1.2 Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).
- K-2.PE.4.1.3 Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 2, students will:

- K2.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).

- K-2.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
- K-2.PE.5.1.3 Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).

**IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION**

Grade 3-5

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).
- 3-5.PE.1.1.2 Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).
- 3-5.PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.2.1.1 Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed,

agility, effort, opposition, balance, follow through, self and peer checklist).

- 3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,).
- 3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.3.1.1 Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 3-5.PE.3.1.2 Regularly participate in moderate-to-vigorous physical activity that improves and maintains physical fitness (e.g., physical education class, home/school/community programs).
- 3-5.PE.3.1.3 With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.4.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g., help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, show respect, honesty and fairness).
- 3-5.PE.4.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g., develop a creative game, practice to improve performance in and out of school, complete team building challenges, create task cards, provide assistance to the teacher and other students).

- 3-5.PE.4.1.3 Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute).
- 3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by **NASPE SHAPE**, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
- 3-5.PE.5.1.3 Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Grade 6-8

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity.
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).
- 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities).
- 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards **as defined by evidence-based measures** (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
- 6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., ~~r~~ resistance training techniques, combatives **training**, sprint starts, vertical/standing jump, **Pilates**, ~~pilates~~, **sports performance**).
- 6-8.PE.3.1.3 Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).
- 6-8.PE.3.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion).
- 6-8.PE.3.1.5 Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good **sportsmanship** **sportspersonship**, practice self-control).
- 6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve **argument** **conflicts** between peers, be sensitive of the rights and feelings of others, role play).
- 6-8.PE.4.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g., identify ways to relieve stress, develop team goals, practice for competition, participate in sport education, adventure activities, and/or challenge activities).

- 6-8.PE.4.1.4 Appreciate **and include** other people of diverse characteristics and backgrounds during physical activity (e.g., invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, participate in cultural activities/projects, and/or peer mentoring).
- 6-8.PE.4.1.5 Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective(s): By the end of grade 8, students will:

- 6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity **achieving target heart rate zone** a minimum of 50% of the lesson time (e.g., **heart rate assessment**, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).
- 6-8.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).
- 6-8.PE.5.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, sports camps/lessons, fitness club membership, camping).
- 6-8.PE.5.1.4 ~~Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).~~

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

IDAHO CONTENT STANDARDS
PHYSICAL EDUCATION

Grade 9-12

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 12, students will:

9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Objective(s): By the end of grade 12, students will:

9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).

9-12.PE.2.1.2 Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer-assessments).

9-12.PE.2.1.3 Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.3.1.1 Assume **greater** self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by **evidence-based standards** measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component).
- 9-12.PE.3.1.2 Apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives **training**, sprint starts, vertical/standing jump, Pilates, **sport performance**).
- 9-12.PE.3.1.3 Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities, **heart rate zones**, **skill analysis**).
- 9-12.PE.3.1.4 Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.4.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful **sportsmanship** **sportspersonship**, self-control, and role-modeling).
- 9-12.PE.4.1.2 Demonstrate leadership by holding oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., acknowledge a rule infraction, adhere to spotting protocols in a weight room, and assign team/player roles).
- 9-12.PE.4.1.3 Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives to negative behaviors).

- 9-12.PE.4.1.4 Accept and **include** other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., modify physical activities, show compassion for others).
- 9-12.PE.4.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g., recognize barriers and opportunities to participate in physical activity across a lifespan).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

- 9-12.PE.5.1.1 Participate in moderate to vigorous physical activity **achieving target heart rate zone** for at least ~~of~~ 50% of the lesson time (e.g., time assessment, **heart rate assessment**, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule).
- 9-12.PE.5.1.2 In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within public health guidelines (e.g., activity logs, **bone and muscle strengthening activities**, step count of at least 12000 steps per day, activity breaks).
- 9-12.PE.5.1.3 Actively and independently **identify rationale for physical activity choices** and pursue physical activity opportunities outside of the school **that are** based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation). ~~and state~~
- 9-12.PE.5.1.4 Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflect on volunteer efforts with populations of various ages and abilities, create a personal profile/ family physical activity tree, create personal activity pyramid).
- 9-12.PE.5.1.5 Enjoy and appreciate the challenge of working hard and feeling the satisfaction ~~when they are~~ **when** successfully **in** improving skills and **achieving developing** personal goals (e.g., journaling reflections, **review and revise fitness/physical activity goals**).

(Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Kindergarten to Grade 2

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission.

Consumer & Community Health

Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals and how to access reliable product information.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with

others that accompany social development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.1.1.1 Identify that healthy behaviors affect personal health.
- K-2.H.1.1.2 Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social).
- K-2.H.1.1.3 Describe ways to prevent communicable diseases.
- K-2.H.1.1.4 List ways to prevent common childhood injuries.
- K-2.H.1.1.5 Describe why it is important to seek health care.
- K-2.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.
- K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.
- K-2.H.2.1.3 Describe how the media can influence health behaviors.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.3.1.1 Identify trusted adults and professionals who can help promote health.
- K-2.H.3.1.2 Identify ways to locate school and community health helpers.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.4.1.1 Demonstrate healthy ways to express needs, wants, and feelings.
- K-2.H.4.1.2 Demonstrate listening skills to enhance health.
- K-2.H.4.1.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
- K-2.H.4.1.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.5.1.1 Identify situations when a health-related decision is needed.
- K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.6.1.1 Identify a short-term personal health goal and take action towards achieving the goal.
- K-2.H.6.1.2 Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- K-2.H.7.1.1 Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).
- K-2.H.7.1.2 Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1 Make requests to promote personal health.

K-2.H.8.1.2 Encourage peers and family to make positive health choices.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 3-5

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of youth. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission to include universal precautions. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Youth need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development, healthy relationships, and information regarding growth and development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues, hazards on personal health, and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health.
- 3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.
- 3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems (e.g., secondhand smoke/vapors from vaping).
- 3-5.H.1.1.5 Describe when it is important to seek health care.
- 3-5.H.1.1.6 Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
- 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
- 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.

- 3-5.H.2.1.5 Explain how media influences thoughts, feelings, and health behaviors.
- 3-5.H.2.1.6 Describe ways that technology can influence personal health.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 3-5 Grade Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.
- 3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.
- 3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful and informed decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health-related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a health-related decision.
- 3-5.H.5.1.6 Describe the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement; evaluate results of decision.
- 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.7.1.1 Identify responsible personal health behaviors.
- 3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.8.1.1 Express opinions and give accurate information about health issues.
- 3-5.H.8.1.2 Encourage others to make positive health choices.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 6-8

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve their fullest potential, adolescents need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity. The benefits include enhanced energy level, academic performance, self-image, and ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents and adults. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions, and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes that occur during puberty, changes in relationships with others that accompany social development, acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases, and methods of disease and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness.
- 6-8.H.1.1.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., secondhand smoke/vapors) and personal health are related.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote wellness.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).
- 6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.4 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 6-8.H.2.1.5 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information [resources](#) from home, school, and community.
- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
- 6-8.H.3.1.4 Describe situations that may require professional health services.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.

- 6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision making.
- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful and informed decision-making process (e.g., alcohol, tobacco and other drug use, and the consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).
- 6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a health-related decision.
- 6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.6.1.1 Assess personal health practices.
- 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.
- 6-8 H.7.1.4. Explain the importance of personal hygiene, self-care, food behavior, and physical activity.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools, and the community.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 9-12

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve to their fullest potential adolescents need to acquire knowledge and skills to be well nourished and physically active. The benefits include enhanced energy level, academic performance, self-image, and the ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of ~~adolescence~~ adolescents and adults. Instruction includes safe living skills and choices, violence prevention, and emergency response and preparedness. Young adults need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses ~~of~~ to self and others. Knowledge and skills include emotional intelligence, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted ~~infections~~ infections/diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health-related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted [infections](#)/diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.1.1.1 Predict how behaviors can affect wellness.
- 9-12.H.1.1.2 Describe the interrelationships of emotional, mental, physical, and social health.
- 9-12.H.1.1.3 Analyze how environment and wellness are interrelated (e.g., secondhand smoke/vapors from vaping).
- 9-12.H.1.1.4 Analyze how genetics and family history can affect personal health.
- 9-12.H.1.1.5 Propose ways to reduce health problems.
- 9-12.H.1.1.6 Analyze the relationship between access to health care and health status.
- 9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
- 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
- 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
- 9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).
- 9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
- 9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
- 9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
- 9-12.H.3.1.3 Access valid and reliable health information, products, and services.
- 9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
- 9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and to avoid or reduce health risks.

- 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use, **and** the consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
- 9-12.H.6.1.4 Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.
- 9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 9-12.H.7.1.3 Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
- 9-12.H.7.1.4 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
- 9-12.H.7.1.5 Instruction provided on hands-only CPR training including proper utilization of an AED.

Standard 8: Advocacy

Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.8.1.1 Use accurate information to formulate a health-enhancing message.
- 9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.



Idaho Content Standards



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



Physical Education & Health

Proposed Content Standards



Content Standards | 2

Committee Formation and Kickoff



- Nomination process
- Broad diverse stakeholder representation
- Processes and norms were agreed upon
- Review was conducted and recommendations made

Content Standards | 3

Timeline and Process



June 29th: Kickoff Meeting
June 30th: Health Standards Review
July 1st: Physical Education Standards Review
July 5th: Final Document Review

- Dr. Lauralee Zimmerly – Meeting Facilitator

Presentation Title | 4

Timeline and Process



- **Panelists:**

- K-5 Grade Group**

- Melissa Barham

- Endy De La Cruz

- Franklin Dea

- Lauralee Zimmerly

- 6-8 Grade Group**

- Daren Korf

- Jane Shimon

- Brook Bessler

- Lauralee Zimmerly

- 9-12 Grade Group**

- Christi Meyer

- Markie Jo Murphy

- Cate Loiacano

- Lauralee Zimmerly

- Each Panel member participated in their age group review and all panel members participated in the Final Document Review.

Presentation Title | 5

Timeline and Process



- Each team of panelists had a designated:

- Coordinator
 - Reader
 - Scribe

- The instructions were for the reader to read aloud each standard, for the coordinator to call for discussion and then call for votes, for the scribe to make the changes to the document.

- Changes to the current document were made as follows:

- ~~Cross out the old text in RED~~
 - Replace with new text in BLUE

Presentation Title | 6



Physical Education



Content Standards | 7

PE Standards Document Walk Through



3-5.PE.5.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by **NASPE SHAPE**, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines ...

6-8.PE.3.1.1 Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards **as defined by evidence-based measures** (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).

6-8.PE.3.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., **r**esistance training techniques, combatives training, sprint starts, vertical/standing jump, **Pilates, pilates, sports performance**).

6-8.PE.4.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g., participate within the rules of an activity, display good **sportsmanship sportspersonship**, practice self-control).

6-8.PE.4.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve **argument conflicts** between peers, be sensitive of the rights and feelings of others, role play).

PE Standards Document Walk Through



6-8.PE.4.1.4 Appreciate **and include** ...

6-8.PE.5.1.1 Participate in developmentally appropriate moderate to vigorous physical activity **achieving target heart rate zone** a minimum of 50% of the lesson time (e.g., **heart rate assessment**, ...

6-8.PE.5.1.4 **Enjoy the challenge of working hard and feel satisfaction when successful in improving skills and developing personal goals (e.g., surveys, tracking, data).**

Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).



Health



Proposed Health Standards

Summary of Proposed Changes



- **Kindergarten to Grade 2**

- **Standard 1: Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent **many** injuries.

Proposed Health Standards

Summary of Proposed Changes



- **Kindergarten to Grade 2**

- **Standard 1: Mental, Emotional, & Social Health**

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses **of** **to** self and others.

Proposed Health Standards

Summary of Proposed Changes



- **Grade 3-5 Objectives**
- **Objective(s): By the end of Fifth Grade, the student will be able to:**
- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful **and informed** decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health-related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a **health-related** decision.
- 3-5.H.5.1.6 Describe the outcomes of a health-related decision.

Proposed Health Standards

Summary of Proposed Changes



- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful **and informed** decision-making process (e.g., alcohol, tobacco and other drug use, ~~and~~ the consequences of a criminal record, recreational ...
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a **health-related** decision.

- **Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of **adolescence adolescents** and adults.

- **Mental, Emotional, & Social Health**

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses **of to** self and others.

- **Prevention & Control of Disease**

... of sexually transmitted **infections/diseases** and HIV are important components of ...

Questions



Todd Driver | Director Content & Curriculum
tdriver@sde.idaho.gov



Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6800
<https://www.sde.idaho.gov/>

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Content Standards | 15