

Grades 9-12 Health & Physical Education Curriculum Guide: Health Knowledge (9-12)

Big Understanding: •		
<p><u>Content Standards</u> Students will understand:</p> <p>A. HEALTH CONCEPTS: Students will understand health promotion and disease prevention concepts. Students will be able to:</p>	<p>B. HEALTH INFORMATION, SERVICES, AND PRODUCTS: Students will know how to acquire valid information about health issues, services, and products. Students will be able to:</p>	<p>D. INFLUENCES ON HEALTH: Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Analyze the relationship between personal health practices and individual well-being. ♦ describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life. ♦ Evaluate the short- and long-term effects of risky behavior. ♦ Analyze the impact of personal health behaviors on body systems ♦ Analyze how the environment relates to personal and community health. ♦ Describe health issues common at different stages of life. ♦ Analyze how public health policies and laws influence health promotion and disease prevention. ♦ Analyze how the prevention and control of health problems are influenced by research and medical advances. ♦ Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems. ♦ Describe how stress management relates to disease prevention. ♦ Demonstrate in-depth understanding of complex health concepts. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Provide evidence to support the validity of health information, products, and services. ♦ Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility). ♦ Access school and community health services (e.g., school nurse, family physician, emergency care). ♦ Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries). 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Analyze how different cultures affect health beliefs and practices (gender equity). ♦ Evaluate the effect of media and other factors on personal, family, and community health. ♦ Evaluate the impact of technology on personal, family, and community health. ♦ Analyze how the family peers, and community influence the health of individuals.

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Health/medical terminology • Disease transmission and prevention • Body's defenses • Life cycle: adolescents compared to adults • Managing stress • Understanding defense mechanisms • Effects of lifestyle behaviors on body systems: alcohol, drugs, unhealthy diet, sex 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Validity and reliability of health resources and services. • Analyze health problems or emergencies. • Access reliable health services and products. • Describe proper use of health products. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Understanding advertising. • Critique media. • Analyze family/peer/community influences on health.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Managing stress As A Way of Life (MAP) • Contemporary Living Issues (MAP) • Protecting health (Local) • Adolescent Activity (under development) • Vocabulary Test (Local) • Brandon's Story (Local) 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Point of Purchase (BP) • Health Resource Research (Local) • Dear Gabby (LAD) • Tobacco Free (LAD) • What Could Happen?(LAD) • Contemporary Living Issues 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Think Before You Act (LAD) • Revised Advertisement (Local)
<p><u>Resources</u></p> <p>♦</p>	<p><u>Resources</u></p> <p>♦</p>	<p><u>Resources</u></p> <p>♦</p>
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Games • Research • Worksheets • Video • Journal/Log • Group Work • Art • Discussion 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Research • Internet • Case Problems • Letter writing • Brochure • Lecturette • Demonstration • Group Work 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Discussion • Media analysis • Research • Project

Grades 9-12 Health & Physical Education Curriculum Guide: Health Skills (9-12)

<p>Big Understanding:</p> <ul style="list-style-type: none"> • 		
<p>C. HEALTH PROMOTION AND RISK REDUCTION: Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to:</p>	<p>E. COMMUNICATION SKILLS: Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:</p>	<p>F. DECISION-MAKING AND GOAL SETTING: Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:</p>

<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. ♦ Demonstrate strategies to avoid, change, and report unsafe situations. ♦ Design, implement, and evaluate a plan of stress management. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Demonstrate healthy ways to listen and communicate effectively with family, peers, and others. ♦ Demonstrate strategies that can be used to prevent or solve conflicts without harm. ♦ Analyze the possible causes of conflict in schools, families, and communities. ♦ Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas. ♦ Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues. ♦ Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities. ♦ Adapt health messages and communication techniques to the characteristics of a particular audience. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> ♦ Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble. ♦ Analyze health concerns that require collaborative decision making. ♦ Predict the immediate and long-term impact of health decisions on the individual, family, and community. ♦ Implement a plan and evaluate progress in attaining personal health goals ♦ Formulate an effective long-range personal health plan.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Identify causes and effects of stress ♦ Recognize warning signs of suicide ♦ Demonstrate strategies for reducing stress, intervening in suicide 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Strategies for listening • Using I-Statements • Refusal and Negotiation Skills • Recognizing roadblocks to effective communication 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Identifying various decision-making strategies • Applying decision-making strategies to life problems • Values and their role in decision-making • Factors that affect decision-making
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Managing Stress As A Way of Life (MAP) • Dear Gabby (LAD) • Stress Article Abstract (Local) 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Best Practices Assessments (Local) • Contemporary Living Issues • Active Listening Chart (Local) • Identifying Feelings (Local) • Dear Gabby 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Decision-making visual (Local) • Think Before You Act (LAD)
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Periodicals ♦ Role Play ♦ Journal/Log ♦ Written Analysis ♦ Discussion 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Role Play ♦ Worksheets ♦ Case Problems 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ Lecture ♦ Role Play ♦ Worksheet ♦ Project

Grades 9-12 Health and Physical Education

Curriculum Guide: Physical Education Knowledge and Skills (9-12)

Big Understanding: •		
<p>Content Standards Students will understand:</p> <p>A. PHYSICAL FITNESS: Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:</p>	<p>B. MOTOR SKILLS: Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:</p>	<p>C. PERSONAL AND SOCIAL INTERACTIONS: The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:</p>
<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> ♦ Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training. ♦ Participate in a variety of health-enhancing physical activities. ♦ Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes. ♦ Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness. ♦ Analyze and compare physical fitness activities for their health-enhancing potential and benefits. 	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> ♦ Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance). ♦ Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level). ♦ Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities. ♦ Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view videotape of themselves performing a physical activity and analyze the performance). ♦ Evaluate risk and safety factors that may affect physical activity preferences. ♦ Design appropriate practice sessions to improve performance. ♦ Analyze time, cost, and accessibility factors related to regular participation in physical activities. 	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> ♦ Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities. ♦ Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success. ♦ Initiate independent and responsible personal behavior in physical activity settings. ♦ Identify potentially dangerous consequences and outcomes of participation in physical activity. ♦ Identify opportunities to share and learn from others through physical activity. ♦ Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. ♦ Apply a decision-making process to their safety and that of others in activity settings.

Physical Education Knowledge and Skills: Adventure Training Grades 9-12

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Understanding of areas of fitness. ♦ Analyzing fitness components and benefits of activities. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Experience rock climbing techniques. ♦ Experience survival skill training. ♦ Understanding water safety. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Develop social skills while participating in problem solving activities. ♦ Use decision making skills while rock climbing.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Physical fitness test ♦ Research Project ♦ Participation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Portfolio Checklists ♦ Research Project ♦ Rock Climbing Checklist ♦ Participation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Effort and Attitude rubric • Presentation to Class – Research Project • Participation
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will participate in a variety of activities and compare their benefits. • Students will set goals to improve on fitness test. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • To provide a variety of fitness/health related activities for students. • to develop individual skills necessary for personal fitness. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • To provide an opportunity for development of personal and social interaction. • To encourage and foster individual success.. • To initiate team building opportunities.

Physical Education Knowledge and Skills: Fitness For Life Grades 9-12

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Analysis of personal fitness levels ♦ Develop and implement a personal fitness program. ♦ Understand the philosophy of a weight training program. ♦ Understand the philosophy of a cardiovascular program ♦ Understanding of nutrition as it relates to exercise and athletic performance. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Develop motor skills necessary for effective weight training. ♦ Improve upon fitness based motor skills. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Develop appropriate behaviors for a fitness setting ♦ Demonstrate proper conduct in active settings. ♦ Demonstrate initiative in personal fitness.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Physical fitness test ♦ Personally developed fitness program. ♦ weight training test ♦ Muscle group test ♦ Notebook assignments ♦ Nutritional analysis ♦ Participation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Portfolio Checklists ♦ Personally developed fitness program ♦ Notebook assignments ♦ Participation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Effort and Attitude Rubric • Peer demonstration of weight lifting technique • Participation
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ <u>Fitness for Life</u>, by Corbin, Lindsey 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • To provide a variety of health-enhancing activities • To discuss all aspects of physical fitness and wellness • To participate in a personally designed fitness program. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • To provide a variety of fitness/health related activities for students. • To develop individual skills necessary for personal fitness. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • To provide an opportunity for development of personal and social interaction. • To encourage and foster individual success.

Physical Education Knowledge and Skills: Team Sport I Grades 9-12

<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Check heart rate. ♦ Practice a strength training plan. ♦ Understand target/max HR. ♦ Understand specificity of training. 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Team play ♦ Sport specific skills ie. dribble w/field hockey stick ♦ Prepare and teach one team sport 1 lesson w/skills 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Play under control/safely. ♦ Demonstrate good sportsmanship. ♦ Demonstrate positive leadership.
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ HR Sheet ♦ Strength training test ♦ Mile Run/Fitness test 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ Peer teaching ♦ Formative observation 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Effort and Attitude Rubric
<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ♦
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Work sheet (HR) • Demonstrate (weight room) • Lecture 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Peer teaching 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Praise good behavior

Physical Education Knowledge and Skills: Grades 9-12

<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦
<u>Assessment</u> ♦	<u>Assessment</u> ♦	<u>Assessment</u> •
<u>Resources</u> ♦	<u>Resources</u> ♦	<u>Resources</u> ♦
<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •

Physical Education Knowledge and Skills: Grades 9-12

<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦
<u>Assessment</u> ♦	<u>Assessment</u> ♦	<u>Assessment</u> •
<u>Resources</u> ♦	<u>Resources</u> ♦	<u>Resources</u> ♦
<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •

<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦	<u>Knowledge/Skills</u> ♦
<u>Assessment</u> ♦	<u>Assessment</u> ♦	<u>Assessment</u> •
<u>Resources</u> ♦	<u>Resources</u> ♦	<u>Resources</u> ♦
<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •	<u>Instructional Strategies</u> •