

TO: Dr. Robert O'Donnell
FROM: Deirdre Bauer, Jacquelyn Martin, Steve Kurzinger, Vernon Bock, Jason Perrin
DATE: June 8, 2017
RE: Curriculum Update for K-12 Health and Physical Education Program

Summary of the Research and Curriculum Development Phases for K-12 Health and Physical Education

In the end of the 2014-15 school year, we engaged a cross-curricular team in the research phase for Health and Physical Education. The committee included K-12 SCASD teachers, administrators, HPE coordinator, a professor from Penn State and a local business owner. Based on the national and state standards, a K-12 scope and sequence of courses has been established.

The following is a summary of the recommendations that were made by the committee:

- K-12 Mapping to ensure standards-based curriculum and common experiences for all students to develop self-management skills for lifelong health and physical literacy
- Health units should be taught in K-5 by HPE certified teachers
- Common assessments for each unit and course
- Mental and emotional wellness instruction to begin in younger grades
- Drug and alcohol awareness taught at every grade level (Act 211)
- High school health in Grade 9 and selective in Grade 11
- Student Choice in High School (10-12) multiple PE course offerings
- Project-Based assessments to measure understanding and provide relevance
- Integrate technology in instruction with apps/fitness devices
- Integrate a focus on careers in health and wellness

The Health and Physical Education department members, mapped out a scope and sequence outlining units by grade level and course. The attached K-12 HPE Scope and Sequence is designed to provide a skill-based approach to teaching physical literacy and wellness to our students as they progress through our program. The content is comprehensive across grade level bands: K-2, 3-5, 6-8, and 9-12 and represents skill progressions for each developmental level. Our elementary program is focused on building foundational skills, knowledge and values that are then reinforced through application in the middle school and high school programs. The high school program offers many different choices for students as they experience a variety of lifetime activities that are designed to promote a physically active and healthy lifestyle beyond high school.

Implementation most of the new curriculum in grades K-5 and all of the new curriculum in grades 6-12 beginning in the fall of 2017.

K-12 Health and Physical Education Scope and Sequence



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SCASD Health and Physical Education Curriculum Adoption 2017-18

Mission Statement: The State College Health and Physical Education Department will provide a supportive environment for students to learn the skills necessary to define, demonstrate and value a healthy and active lifestyle.

<p>Kindergarten HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. The students will be presented with locomotor and non-locomotor movements while being introduced to basic sport-related skills. Health lessons include medicine and drugs, emergency situations and personal hygiene.</p>	
Unit Title	Standards
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.3.D: Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).</p>
<p>Unit 2: Motor Skills and Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.5.3.A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force)
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards: Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PA Standards: 10.5.3.A: Recognize and use basic movement skills and</p>

	<p>concepts.</p> <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) <p>10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback <p>10.5.3.C: Know the function of practice.</p>
<p>Unit 4: Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health.</p>
<p>Unit 5: Drug and Alcohol Education: Medicine and Drugs</p>	<p>National Standards: Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards: 10.1.3.D: Knowing age appropriate drug information.</p> <ul style="list-style-type: none"> ● definition of drugs ● effects of drugs ● proper use of medicine ● healthy/unhealthy risk-taking (e.g., inhalant use, smoking) ● skills to avoid drugs <p>10.2.3.B: Identify health related information.</p> <ul style="list-style-type: none"> ● signs and symbols ● terminology ● products and services
<p>Unit 6: Safety and Responsibility: Emergencies</p>	<p>National Standards: Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>

	<p>PA Standards: 10.3.3.B: Recognize emergency situations and explain appropriate responses.</p> <ul style="list-style-type: none"> ● importance of remaining calm. ● how to call for help. ● simple assistance procedures. ● how to protect self.
<p>Unit 7: Healthy Living: Hygiene & Germs</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>State Standards 10.2.3.A: Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p>
<p>1st Grade HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. The students will be presented with locomotor and non-locomotor movements while being introduced to basic sport-related skills. Health lessons include tobacco, anatomy and safe touch, and nutrition.</p>	
<p>Unit Title</p>	<p>Standards</p>
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.3.D: Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). 10.4.3.B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.F: Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> ● roles (e.g., leader, follower) ● cooperation/sharing ● on task participation
<p>Unit 2: Motor Skills and Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health.</p>

	<p>10.4.3.E: Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.5.3.A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) <p>10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback <p>10.5.3.C: Know the function of practice.</p>
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards:</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards:</p> <p>10.4.3.A: Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.3.E: Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.5.3.A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) <p>10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements

	<ul style="list-style-type: none"> ● feedback <p>10.5.3.C: Know the function of practice.</p>
<p>Unit 4: Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health</p>
<p>Unit 5: Drug and Alcohol Education: Tobacco</p>	<p>National Standards: Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards: 10.1.3.D: Know age appropriate drug information.</p> <ul style="list-style-type: none"> ● definition of drugs ● effects of drugs ● proper use of medicine ● healthy/unhealthy risk-taking (e.g., inhalant use, smoking) ● skills to avoid drugs.
<p>Unit 5: Growth and Development: Anatomy and Safe Touch</p>	<p>National Standards Standard 1-Students will comprehend concepts related to health-promotion and disease prevention to enhance health. Standard 4-Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>National Sexuality Education Standards AP.2.CC.1- Use proper names for body parts, including male and female anatomy. PS.2.CC.1- Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched PS.2.AL.1- Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched PS.2.IC.1- Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable. PS.2.SM.1- Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk to a trusted adult if someone is touching them in a way that makes them feel uncomfortable</p>

	<p>State Standards 10.1.3.A. Identify and describe the stages of growth and development.</p> <ul style="list-style-type: none"> • childhood • adolescence <p>10.3.3.A. Recognize safe/unsafe practices in the home, school and community.</p> <ul style="list-style-type: none"> • safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)
<p>Unit 6: Healthy Living: Nutrition</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>State Standards 10.1.3.C: Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <ul style="list-style-type: none"> • food groups • number of servings • variety of food • nutrients
<p>2nd Grade HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. The students will be presented with locomotor and non-locomotor movements while being introduced to basic sport-related skills and fitness. Health lessons include alcohol, safety and environmental health.</p>	
<p>Unit Title</p>	<p>Standards</p>
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.3.D: Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). 10.4.3.B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.F: Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> • roles (e.g., leader, follower) • cooperation/sharing • on task participation

<p>Unit 2: Motor Skills and Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health. 10.4.3.C: Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> ● heart rate ● breathing rate 10.4.3.E: Identify reasons why regular participation in physical activities improves motor skills. 10.5.3.A: Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) 10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary. <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback 10.5.3.C: Know the function of practice.</p>
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards: Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.3.C: Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> ● heart rate ● breathing rate 10.5.3.A: Recognize and use basic movement skills and concepts.</p>

	<ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) <p>10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback <p>10.5.3.C: Know the function of practice.</p> <p>10.5.3.F: Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● faking/dodging ● passing/receiving ● moving to be open ● defending space ● following rules of play
<p>Unit 4: Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health.</p>
<p>Unit 5: Drug and Alcohol Education: Alcohol</p>	<p>National Standards: Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards: 10.1.3.D: Know age appropriate drug information.</p> <ul style="list-style-type: none"> ● infectious disease (e.g., colds, flu, chickenpox) ● noninfectious disease (e.g., asthma, hay fever, allergies, lyme disease) ● germs ● pathogens ● heredity

<p>Unit 6: Safety and Responsibility: Home, School, & Community Safety</p>	<p>National Standards: Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>PA Standards: 10.3.3.A: Recognize safe/unsafe practices in the home, school and community.</p> <ul style="list-style-type: none"> ● general (e.g., fire, electrical, animals) ● modes of transportation (e.g., pedestrian, bicycle, vehicular) ● outdoor (e.g., play, weather, water) ● safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)
<p>Unit 7: Healthy Living: Environmental Health</p>	<p>National Standards: Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>PA Standards: 10.2.3.E: Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> ● pollution (e.g., air, water, noise, soil) ● waste disposal ● temperature extremes ● insects/animals
<p>3rd Grade HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. Sport and cooperative skills will include partner, group and individual activities. Topics in health education include prescription and over-the-counter drugs, emotions and a healthy mind.</p>	
<p>Unit Title</p>	<p>Standards</p>
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.3.D: Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). 10.4.3.B: Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.F: Recognize positive and negative interactions of small group activities.</p> <ul style="list-style-type: none"> ● roles (e.g., leader, follower) ● cooperation/sharing ● on task participation

<p>Unit 2: Motor Skills and Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.3.A: Identify and engage in physical activities that promote physical fitness and health. 10.4.3.C: Know and recognize changes in body responses during moderate to vigorous physical activity. <ul style="list-style-type: none"> ● heart rate ● breathing rate 10.4.3.E: Identify reasons why regular participation in physical activities improves your motor skills. 10.5.3.A: Recognize and use basic movement skills and concepts. <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) 10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary. <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback 10.5.3.C: Know the function of practice. 10.5.3.D: Identify and use principles of exercise to improve movement and fitness activities. <ul style="list-style-type: none"> ● frequency/how often to exercise ● intensity/how hard to exercise ● time/how long to exercise ● type/what kind of exercise </p>
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards: Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p>

	<p>PA Standards:</p> <p>10.4.3.C: Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● heart rate ● breathing rate <p>10.4.3.D: Identify likes and dislikes related to participation in physical activities.</p> <p>10.5.3.A: Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> ● locomotor movements (e.g., run, leap, hop) ● non-locomotor movements (e.g., bend, stretch, twist) ● manipulative movements (e.g., throw, catch, kick) ● relationship (e.g., over, under, beside) ● combination movement (e.g., locomotor, non-locomotor, manipulative) ● space awareness (e.g., self-space, levels, pathways, directions) ● effort (e.g., speed, force) <p>10.5.3.B: Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● form ● developmental differences ● critical elements ● feedback <p>10.5.3.C: Know the function of practice.</p> <p>10.5.3.D: Identify and use principles of exercise to improve movement and fitness activities.</p> <ul style="list-style-type: none"> ● frequency/how often to exercise ● intensity/how hard to exercise ● time/how long to exercise ● type/what kind of exercise <p>10.5.3.E: Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● gravity ● force production/absorption ● balance ● rotation <p>10.5.3.F: Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● faking/dodging ● passing/receiving ● moving to be open ● defending space ● following rules of play
<p>Unit 4: Fitness</p>	<p>National Standards:</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards:</p> <p>10.4.3.A: Identify and engage in physical activities that promote physical fitness and health.</p>

<p>Unit 5: Drug and Alcohol Education: Prescription and OTC Drugs</p>	<p>National Standards: Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>PA Standards: 10.1.3.D: Know age appropriate drug information.</p> <ul style="list-style-type: none"> ● definition of drugs ● effects of drugs ● proper use of medicine ● healthy/unhealthy risk-taking (e.g., inhalant use, smoking) ● skills to avoid drugs 10.2.3.D: Identify the steps in a decision-making process.
<p>Unit 6: Healthy Living: Emotions and a Healthy Mind</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>State Standards 10.3.3.C- Recognize conflict situations and identify strategies to avoid or resolve</p> <ul style="list-style-type: none"> ● I-Statement ● Adult intervention
<p>4th Grade HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. Sport and cooperative skills will include partner, group and individual activities. Topics in health education include nutrition and exercise, illegal drugs and influences, puberty and personal hygiene.</p>	
<p>Unit Title</p>	<p>Standards</p>
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.6.D: Analyze the role of individual responsibility for safety during physical activity.</p>

<p>Unit 2: Motor Skills & Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.6.A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health. 10.4.6.B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems. 10.4.6.D: Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> ● enjoyment ● personal interest ● social experience ● opportunities to learn new activities ● parental preference ● environment <p>10.4.6.F: Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> ● leading ● following ● teamwork ● etiquette ● adherence to rules
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards: Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PA Standards: 10.5.3.C: Know the function of practice. 10.5.3.F: Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● faking/dodging ● passing/receiving ● moving to be open ● defending space ● following the rules of play
<p>Unit 4: Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards: 10.4.6A. - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>

<p>Unit 5: Healthy Living - Nutrition and Exercise</p>	<p>National Standards</p> <p>Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>State Standards</p> <p>10.1.6.C: Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> ● caloric content of foods ● relationships of food intake and physical activity (energy output) ● nutrient requirements ● label reading ● healthful food selection <p>10.2.6.B: Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> ● dietary guidelines/food selection
<p>Unit 6: Drug and Alcohol Education: Illegal Drugs and Influences</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.6.D: Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> ● peer influence ● body image (e.g., steroids, enhancers) ● social acceptance ● stress ● media influences ● decision-making/refusal skills ● rules, regulations and laws

	<ul style="list-style-type: none"> consequences <p>10.2.6.D: Describe and apply the steps of a decision-making process to health and safety issues.</p>
<p>Unit 7: Growth and Development: Puberty and Personal Hygiene</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>National Sexuality Standards PD.5.CC.1- Explain the physical, social and emotional changes that occur during puberty and adolescence PD.5.CC.2- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy PD.5.SM.1- Explain ways to manage the physical and emotional changes associated with puberty</p> <p>State Standards 10.2.6A: Explain the relationship between personal health practices and individual well-being.</p> <ul style="list-style-type: none"> immunizations health examinations
<p>5th Grade HPE: This course is designed to give students the opportunity to learn through a comprehensive Health and Physical Education program in accordance with National and Pennsylvania State standards. Sport and cooperative skills will include partner, group and individual activities. Topics in health education include addiction and advocacy, body systems and disease prevention.</p>	
Unit Title	Standards
<p>Unit 1: Safe Movement</p>	<p>National Standards: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.6.D: Analyze the role of individual responsibility for safety during physical activity.</p>
<p>Unit 2: Motor Skills and Movement Patterns</p>	<p>National Standards: Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards: 10.4.6.A: Identify and engage in moderate to vigorous physical</p>

	<p>activities that contribute to physical fitness and health.</p> <p>10.4.6.B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p> <p>10.4.6.D: Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> ● enjoyment ● personal interest ● social experience ● opportunities to learn new activities ● parental preference ● environment <p>10.4.6.F: Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> ● leading ● following ● teamwork ● etiquette ● adherence to rules
<p>Unit 3: Skill Based Physical Activity</p>	<p>National Standards:</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards:</p> <p>10.4.6.A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>10.5.6.A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>10.5.6.B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> ● transfer between skills ● selecting relevant cues ● types of feedback ● movement efficiency ● product (outcome/result) <p>10.5.6.C: Describe the relationship between practice and skill development.</p> <p>10.5.6.D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> ● cardiorespiratory endurance ● muscular strength ● muscular endurance ● flexibility ● body composition <p>10.5.6.E: Identify and use scientific principles that affect basic</p>

	<p>movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● Newton’s Laws of Motion ● application of force ● static/dynamic balance ● levers ● flight <p>10.5.6.F: Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> ● give and go ● one on one ● peer communication
<p>Unit 4: Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards: 10.4.6A. - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>
<p>Unit 5: Drug and Alcohol Education: Addiction and Advocacy</p>	<p>National Standards Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>State Standards 10.1.6.D: Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> ● peer influence ● body image (e.g., steroids, enhancers) ● social acceptance ● stress ● media influence ● decision-making/refusal skills ● rules, regulations and laws ● consequences <p>10.2.6.D: Describe and apply the steps of a decision-making process to health and safety issues.</p>
<p>Unit 6: Healthy Living - Body Systems and Disease Prevention</p>	<p>National Standards: Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family,</p>

	<p>peers, culture, media, technology, and other factors on health behavior.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>National Sexuality Standards</p> <p>SH.5.CC.1- Define HIV and identify some age appropriate methods of transmission as well as ways to prevent transmission.</p> <p>PA Standards:</p> <p>10.1.6.A: Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.</p> <ul style="list-style-type: none"> ● education ● socioeconomic <p>10.1.6.B: Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> ● nervous ● muscular ● integumentary ● urinary ● endocrine ● reproductive ● immune <p>10.1.6.E: Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> ● diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) ● preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) <p>10.2.6.A: Explain the relationship between personal health practices and individual well-being.</p> <ul style="list-style-type: none"> ● immunizations ● health examinations <p>10.2.6.B: Explain the relationship between health-related information and consumer choices:</p> <ul style="list-style-type: none"> ● dietary guidelines/food selection ● sun exposure guidelines/sunscreen selection <p>10.2.6.C: Explain the media's effect on health and safety issues.</p>
<p>6th Grade HPE: Students will continue to learn and apply skills necessary for sport through team and individual sports, coupled with fitness concepts. Students will gain a lifelong appreciation for movement and physical activity. Students will develop an understanding of personal responsibility, overall health, and wellness by further exploring the topics of avoiding harmful substances and mental/emotional health.</p>	

Unit Title	Standards
<p>Unit 1: Safe Movement & Responsibility</p>	<p>National Standards: Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards: 10.3.9.D- Analyze the role of individual responsibility for safety during physical activity.</p>
<p>Unit 2: Cooperative Games</p>	<p>National Standards: Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>PA Standards: 10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> ● leading ● following ● teamwork ● etiquette ● adherence to rules
<p>Unit 3: Introduction to Fitness</p>	<p>National Standards Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>State Standards 10.4.6.A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health. 10.5.6.D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> ● cardiorespiratory endurance ● muscular strength ● muscular endurance ● flexibility ● body composition
<p>Unit 4: Introduction to Sport Skills</p>	<p>National Standards: Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>

	<p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards</p> <p>10.4.6.D. Describe factors that affect childhood physical activity preferences</p> <ul style="list-style-type: none"> ● Enjoyment ● Personal interest ● Social experience ● Opportunities to learn new activities <p>10.4.6.E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement</p> <ul style="list-style-type: none"> ● Success oriented activities ● Variety of activities ● Time on task <p>10.5.6.B. Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> ● transfer between skills ● selecting relevant cues ● types of feedback ● movement efficiency ● product (outcome/result) <p>10.5.6.C. Describe the relationship between practice and skill development.</p> <p>10.5.6.E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● application of force ● static/dynamic balance ● flight <p>10.5.6.F. Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> ● give and go ● one on one ● peer communication
<p>Unit 5: Introduction to Rhythmic Movement</p>	<p>National Standards</p> <p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

	<p>State Standards</p> <p>10.4.6.E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> ● success-oriented activities ● school-community resources ● variety of activities ● time on task <p>10.5.6.A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>10.5.6.B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> ● transfer between skills ● selecting relevant cues ● types of feedback ● movement efficiency ● product (outcome/result) <p>10.5.6.C: Describe the relationship between practice and skill development.</p>
<p>Unit 6: Drug and Alcohol Education</p>	<p>National Standards</p> <p>Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>State Standards</p> <p>10.1.6.D: Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> ● peer influence ● body image (e.g., steroids, enhancers) ● social acceptance ● media influence ● decision-making/refusal skills ● consequences <p>10.2.6.D: Describe and apply the steps of a decision-making process to health and safety issues.</p>
<p>Unit 7: Growth and Development</p>	<p>National Standards</p> <p>Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>

	<p>Standard 7- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>National Sexuality Standards PD.8.CC.1- Describe the physical, social, cognitive and emotional changes of adolescence. AP.8.CC.1- Describe male and female sexual and reproductive systems including body parts and their functions.</p> <p>State Standards 10.1.6 A - Describe growth and development changes that occur between childhood and adolescence and identify the factors that can influence those changes.</p>
<p>7th Grade PE: Students will be presented with multiple opportunities to participate in lifelong activities as they continue to move towards mastery. Students will gain a lifelong appreciation for movement and physical activity. Core activities include aerobic rhythmic activities, fitness, and the development and application of sport skills</p>	
<p align="center">Unit Title</p>	<p align="center">Standards</p>
<p>Unit 1: Safe Movement & Responsibility</p>	<p>National Standards Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>State Standards 10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.</p>
<p>Unit 2: Aerobic Rhythmic Movement</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards 10.4.9.A: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p>

	<p>10.4.9.D: Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E: Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.4.9.F: Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> ● group dynamics ● social pressure
<p>Unit 3: Components of Fitness</p>	<p>National Standards: Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>PA Standards: 10.4.9.A - Analyze and engage in physical activities that are developmentally individually appropriate and support achievement of personal fitness and activity goals. 10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● exercise (e.g., climate, altitude, location, temperature) ● healthy fitness zone ● individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) ● drug/substance use/abuse <p>10.5.9.D - Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● specificity ● overload ● progression ● aerobic/anaerobic ● circuit/interval ● repetition/sets
<p>Unit 4: Sport Skill Development & Application</p>	<p>National Standards Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>

	<p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards</p> <p>10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.5.9.C.: Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.F.: Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> ● offensive strategies ● defensive strategies ● time management
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7th Grade Health: This course provides students with a foundation of knowledge and skills surrounding various health topics. Students will have the opportunity to make the connection between physical, mental/emotional, and social aspects of health.

Unit Title	Standards
<p>Unit 1: Mental and Emotional Wellness</p>	<p>National Standards</p> <p>Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 7- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8 - Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>State Standards</p> <p>10.1.9 D: Analyze prevention and intervention strategies in relation to adolescent and adult drug use/</p> <ul style="list-style-type: none"> ● Decision making/refusal skills ● Professional assistance ● Parent involvement <p>10.2.9.A Identify and describe health care products and services that impact adolescent health practices.</p> <p>10.2.9.D Analyze and apply a decision making process to the adolescent health and safety issues.</p> <p>10.3.9.A Analyze the role of individual responsibility for safe</p>

	practices and injury prevention in the home, school, and community.
<p>Unit 2: Nutrition</p>	<p>National Standards Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>National Sexuality Standards PD.8.INF.1- Analyze how friends, family, media, society and culture can influence self-concept and body image.</p> <p>State Standards 10.1.9.C - Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> ● body image ● advertising ● dietary guidelines ● eating disorders ● peer influence ● athletic goals
<p>Unit 3: Safety and Responsibility- Social Media</p>	<p>National Standards: Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 - Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards: 10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● Relationships ● Interpersonal communication 10.2.9.C- Analyze media health and safety messages and describe their impact on personal health and safety.

	<p>10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescence</p> <ul style="list-style-type: none"> ● Effective negotiation ● Assertive behavior
<p>Unit 4: Drug and Alcohol Education</p>	<p>National Standards: Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards: 10.1.9.D- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> ● decision-making/refusal skills ● situation avoidance ● goal setting ● professional assistance (e.g., medical, counseling, support groups) ● parent involvement <p>10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> ● effective negotiation ● assertive behavior
<p>Unit 5: Growth and Development</p>	<p>National Health Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>National Sexuality Standards PD.8.AI.1 - Identify medically-accurate sources of information about puberty, adolescent development, and sexuality. ID.8.IC.1 - Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations.</p>

	<p>PR.8.CC.2 - Define sexual abstinence as it relates to pregnancy prevention. PR.8.INF.1 - Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.</p> <p>State Standards 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● relationships (e.g., dating, friendships, peer pressure) ● interpersonal communication ● risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) ● abstinence ● STI and HIV prevention ● community <p>10.1.9.B - Analyze the interdependence existing among the body systems</p>
<p>8th Grade PE: Students will be presented with multiple opportunities to participate in lifelong activities as they continue to move towards mastery. Students will gain a lifelong appreciation for movement and physical activity. Core activities include modern rhythmic activities, fitness, and the development and application of sport skills.</p>	
PE Unit Title	Standards
<p>Unit 1: Safe Movement & Responsibility</p>	<p>National Standards: Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>State Standards 10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.</p>
<p>Unit 2: Modern Rhythmic Movement</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard #4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>

	<p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards</p> <p>10.4.9.A: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.D: Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E: Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.4.9.F: Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> ● group dynamics ● social pressure
<p>Unit 3: Fitness</p>	<p>National Standards</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards</p> <p>10.4.9.A.: Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.C.: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● exercise (e.g., climate, altitude, location, temperature) ● healthy fitness zone ● individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) ● drug/substance use/abuse

	<p>10.5.9.A.: Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> ● agility ● power <p>10.5.9.D.: Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> ● overload ● progression ● circuit/interval ● repetition/set
<p>Unit 4: Sport Skills Development & Application</p>	<p>National Standards</p> <p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>State Standards</p> <p>10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.5.9.C.: Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.F.: Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> ● offensive strategies ● defensive strategies ● time management
<p>8th Grade Health: This course provides students with a deeper understanding of personal responsibility as it relates to their overall wellness. Students will explore human sexuality and safety and first aid, and they will develop a broader understanding concerning issues of substance use and abuse.</p>	
<p>Unit Title</p>	<p>Standards</p>
<p>Unit 1: Environmental Health</p>	<p>National Standards</p> <p>Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.</p>

	<p>Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards 10.2.9.E - Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> ● ozone layer/skin cancer ● availability of health care ● individual health ● air pollution/respiratory disease ● breeding environments/ lyme disease/west Nile virus
<p>Unit 2: Personal Safety & Basic First Aid</p>	<p>National Standards: Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 3 - Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards 10.3.9 B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> ● rescue breathing ● self-care ● sport injuries
<p>Unit 3: Mental & Emotional Wellness</p>	<p>National Health Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>

	<p>National Sexuality Standards ID.8.CC.1 - Differentiate between gender identity, gender expression, and sexual orientation. ID.8.INF.1 - Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation, and gender identity. ID.8.AI.1 - Access accurate information about gender identity, gender expression, and gender identity.</p> <p>State Standards 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> ● relationships (e.g., dating, friendships, peer pressure) 10.2.9.D - Analyze and apply a decision-making process to adolescent health and safety issues. 10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence. <ul style="list-style-type: none"> ● effective negotiation ● assertive behavior </p>
<p>Unit 4: Growth and Development</p>	<p>National Health Standards Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>National Sexuality Standards SH.8.CC.1 - Define STI’s, including HIV, and how they are and are not transmitted SH.8.CC.2 - Compare and contrast behaviors, including abstinence, to determine the potential risk of STI/HIV transmission from each SH.8.CC.3 - Describe the signs, symptoms and potential impacts of STI’s, including HIV</p> <p>State Standards 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> ● abstinence ● STI and HIV prevention </p>

	10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
Unit 5: Drug and Alcohol Education	<p>National Standards: Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards: 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> • relationships (e.g., dating, friendships, peer pressure) • interpersonal communication • risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) • community 10.2.9.C- Analyze media health and safety messages and describe their impact on personal health and safety. 10.2.9.D - Analyze and apply a decision-making process to adolescent health and safety issues. <ul style="list-style-type: none"> • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling. support groups) • parent involvement </p>
Physical Education 9: This course focuses on learning skills necessary to become lifelong learners in a variety of activities in the area of personal health and wellness. Units of instruction include: aquatics, field sports, volleyball, tennis, golf, archery, and personal fitness .	
Unit Title	Standards
Unit 1: Safe and Responsible Movement	<p>National Standards Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 4- The physically literate exhibits responsible personal and social behavior that respects self and others.</p>

	<p>PA Standards 10.3.9.D- Analyze the role of individual responsibility for safety during organized group activities.</p>
<p>Unit 2: Health-Related Fitness Activities</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards 10.4.9.A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals. 10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. 10.4.9.C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● exercise (e.g., climate, altitude, location, temperature) ● healthy fitness zone ● individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) ● drug/substance use/abuse <p>10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice
<p>Unit 3: Lifetime and Individual Activities</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>

	<p>Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4- The physically literate exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> <p>PA Standards</p> <p>10.4.9.A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.4.9.F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> ● group dynamics ● social pressure <p>10.5.9.A. Describe and apply the components of skill-related fitness to movement performance. •</p> <ul style="list-style-type: none"> ● agility ● balance ● coordination ● power ● reaction time ● speed
<p>Unit 4: Water Safety and Aquatics</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 4- The physically literate exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p>

	<p>PA Standards</p> <p>10.4.9.A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.5.9.B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> ● response selection ● stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) ● types of skill (i.e. discrete, serial, continuous) <p>10.5.9.C. Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> ● offensive strategies ● defensive strategies ● time management
<p>Unit 5: Outdoor Adventure & Pursuits</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4: The physically literate exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards</p> <p>10.3.9.D- Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.5.9.C. Identify and apply practice strategies for skill improvement.</p>
<p>Wellness 9: This course provides students with current information on an array of health topics of interest and concern to students. The course will emphasize intelligent decision making and the importance of taking responsibility for one’s own health. Students will have the opportunity to make the connection between physical, mental, emotional and social aspects of health. Components of the</p>	

course will include knowledge, attitudes, and behaviors using a variety of instructional strategies that are student-centered.

Unit Title	Standards
<p>Unit 1: Drug and Alcohol Education</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>PA Standards 10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● relationships (e.g., dating, friendships, peer pressure) ● interpersonal communication ● risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) ● abstinence ● community <p>10.1.9.D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> ● decision-making/refusal skills ● situation avoidance ● goal setting ● professional assistance (e.g., medical, counseling, support groups) ● parent involvement <p>10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention 10.2.9.B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> ● tobacco products ● weight control products
<p>Unit 2: Mental & Emotional Wellness</p>	<p>National Standards Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

	<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>PA Standards</p> <p>10.1.9.A. Analyze factors that impact growth and development between adolescence and adulthood.</p> <ul style="list-style-type: none"> ● relationships (e.g., dating, friendships, peer pressure) ● interpersonal communication ● risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) ● abstinence ● STD and HIV prevention ● community <p>10.2.9.C Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>10.3.9 C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> ● effective negotiation ● assertive behavior
<p>Unit 3: First Aid/CPR</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>PA Standards</p> <p>10.3.9 B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> ● rescue breathing ● water rescue ● self-care ● sport injuries <p>10.3.9 D. Analyze the role of individual responsibility for safety during organized group activities.</p>
<p>Unit 4: Nutrition</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family,</p>

	<p>peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>PA Standards</p> <p>10.1.9.C Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> ● body image ● advertising ● dietary guidelines ● eating disorders ● peer influence ● athletic goals <p>10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices</p> <ul style="list-style-type: none"> ● tobacco products ● weight control products <p>10.2.9. C Analyze the media health and safety messages and describe their impact on personal health and safety</p> <p>10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.</p>
<p>Unit 5: Healthy Relationships and Sexuality</p>	<p>National Standards:</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>National Sexuality Standards</p> <p>PD.12.INF.1- Analyze how friends, family, media, society and culture can influence self-concept and body image</p>

ID.1.CC.1- Differentiate between biological sex, sexual orientation, and gender identity and expression

PR.12.CC.1- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.INF.1- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors

PR.12.AI.1- Access medically accurate information about contraceptive methods including abstinence and condoms

PR.12.SM.1- Describe the steps to using a condom correctly

PR.12.CC.2- Define emergency contraception and describe its mechanism of action

PR12.AI.2- Access medically accurate information about resources about emergency contraception

PR.12.CC.3- Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care)

PR.12.CC.5- Describe prenatal practices that can contribute to or threaten a healthy pregnancy

SH.12.CC.1- Describe common symptoms of and treatments for STDs, including HIV

SH.12.DM.1- Apply a decision making model to choices about safer sex practices, including abstinence and condoms

SH.12.CC.2- Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV

SH.12.AI.2- Access medically accurate prevention information about STDs, including HIV

SH.12.SM.2- Describe the steps to using a condom correctly

HR.12.CC.1- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships

HR.12.AI.1- Demonstrate how to access information and resources to help deal with relationships.

HR.12.CC.2- Describe a range of ways to express affection within healthy relationships

HR12.CC.3- Define sexual consent and explain its implications for sexual decision-making.

HR.12.INF.2- Analyze factors including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity

HR.12.IC.2- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior

HR.12.SM.1- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior

PA Standards:

- 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood.
- relationships (e.g., dating, friendships, peer pressure)
 - interpersonal communication
 - risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

	<ul style="list-style-type: none"> ● abstinence ● STI and HIV prevention ● Community <p>10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2.9.A. Identify and describe health care products and services that impact adolescent health practices.</p> <p>10.2.9.C. Analyze media health and safety messages and describe their impact on personal health and safety.</p> <p>10.2.9.D. Analyze and apply a decision-making process to adolescent health and safety issues.</p>
<p>Wellness for Life: This course is designed to provide students with a comprehensive, skills-based approach to managing their wellness. An emphasis is placed on the importance of making responsible decisions that will lead to a higher quality of life. Course information is presented in a practical manner incorporating current health trends and concerns, life management skills and interdisciplinary learning strategies to achieving optimal wellness.</p>	
Unit Title	Standards
<p>Unit 1: Stress Management/Suicide Prevention</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.12.A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <p>10.1.12.B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <p>10.1.12.E. Identify and analyze factors that influence the prevention and control of health problems.</p> <p>10.2.12.C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>

	<p>10.2.12.D. Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.3.12.D. Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities.</p>
<p>Unit 2: Media Consumerism (Consumer Awareness)</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.12.A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <p>10.1.12.B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <p>10.1.12.D. Evaluate issues relating to the use/non-use of drugs.</p> <p>10.1.12.E. Identify and analyze factors that influence the prevention and control of health problems.</p> <p>10.2.12.A. Evaluate health care products and services that impact adult health practices.</p> <p>10.2.12.C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.2.12.D. Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>E. Analyze the interrelationship between environmental factors and community health.</p> <p>10.3.12.D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p>
<p>Unit 3: Skills for Wellness</p>	<p>National Standards:</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

National Sexuality Standards

PD.12.INF.1- Analyze how friends, family, media, society and culture can influence self-concept and body image

ID.12.INF.1- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity

ID.12.SM.1- Explain how to promote safety, respect, awareness and acceptance

ID.12.ADV.1- Advocate for school policies and programs that promote dignity and respect for all

PR.12.CC.1- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.INF.1- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors

PR.12.AI.1-Access medically accurate information about contraceptive methods including abstinence and condoms

PR.12.IC.1- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors

PR.12.DM.1- Apply a decision making model to choices about contraception including abstinence and condoms

PR.12.SM.1- Describe the steps to using a condom correctly

PR.12.CC.2- Define emergency contraception and describe its mechanism of action

PR12.AI.2- Access medically accurate information about resources about emergency contraception

PR.12.INF.2- Analyze internal and external influences on decision about pregnancy options

PR.12.AI.3- Access medically accurate information about pregnancy and pregnancy options

PR.12.INF.3- Analyze factors that influence decisions about whether and when to become a parent

PR.12.AI.4- Access medically accurate information about prenatal care services

	<p>PR.12.DM.2- Assess the skills and resources needed to become a parent</p> <p>PR.12.CC.6- Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting</p> <p>SH.12.CC.3- Describe the laws related to sexual health care services, including STD and HIV and treatment</p> <p>SH12.INF.1- Analyze factors that may influence condom use and other safer sex decisions</p> <p>SH.12.AI.2- Access medically accurate prevention information about STDS, including HIV</p> <p>SH.12.IC.1- Demonstrate skills to communicate with partner about STD and HIV prevention and testing</p> <p>SH.12.SM.1- Analyze individual responsibility about testing for and informing partners about STDS and HIV status</p> <p>SH.12.GS.1- Develop a plan to eliminate or reduce risk for STDs, including HIV</p> <p>SH.12.SM.2- Describe the steps to using a condom correctly</p> <p>SH.12.ADV.1- Advocate for sexually active youth to get STD/HIV testing and treatment</p> <p>HR.12.INF.1- Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship</p> <p>HR.12.AI.1- Demonstrate how to access information and resources to help deal with relationships.</p> <p>HR.12.IC.1- Demonstrate effective strategies to avoid or end an unhealthy relationship</p> <p>HR12.CC.3- Define sexual consent and explain its implications for sexual decision-making.</p> <p>HR.12.INF.2- Analyze factors including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity</p> <p>HR.12.IC.2- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior</p> <p>HR.12.SM.1- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior</p> <p>PS.12.CC.1- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence</p> <p>PS.12.CC.2- Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence</p> <p>PS.12.CC.3- Explain why using tricks, threats or coercion in relationships is wrong</p> <p>PS.12.CC.4- Explain why a person who has been raped or sexually assaulted is not at fault</p> <p>PS.12.AI.1- Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted</p> <p>PS.12.ADV.1- Advocate for safe environments that encourage dignified and respectful treatment of everyone.</p>
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	<p>State Standards</p> <p>10.1.12.A. Evaluate factors that impact growth and development during adulthood and late adulthood</p> <p>10.1.12.B. Evaluate factors that impact the body systems and apply protective/preventive strategies. □</p> <p>10.1.12.D. Evaluate issues relating to the use/non-use of drugs □</p> <p>10.1.12.E. Identify and analyze factors that influence the prevention and control of health problems.</p> <p>10.2.12.A. Evaluate health care products and services that impact adult health practices.□</p> <p>10.2.12.□C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.2.12.D. Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.2.12.E. Analyze the interrelationship between environmental factors and community health</p> <p>10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <p>10.3.12.B. Analyze and apply strategies for the management of injuries</p> <p>10.3.12.□C. Analyze the impact of violence on the victim and surrounding community.</p> <p>□10.3.12.D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p>
<p>Unit 4: Current Health Trends</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.12.A. Evaluate factors that impact growth and development during adulthood and late adulthood</p> <p>□10.1.12.B. Evaluate factors that impact the body systems and apply protective/preventive strategies. □</p>

	<p>10.1.12.C. Analyze factors that impact nutritional choices of adults.</p> <p>10.1.12.E. Identify and analyze factors that influence the prevention and control of health problems.</p> <p>10.2.12.A. Evaluate health care products and services that impact adult health practices. □</p> <p>10.2.12.B. Assess factors that impact adult health consumer choices.</p> <p>□10.2.12.C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.2.12.D. Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.2.12.E. Analyze the interrelationship between environmental factors and community health</p>
<p>Leadership in Wellness: Leadership in Wellness will examine health and wellness strategies for leaders. The focus of the course will include pragmatic principles for incorporating healthy habits into the leader’s personal life. The course will also address theories of leadership that when employed will empower leaders to advocate and advance a culture of wellness within their community or organization.</p>	
<p>Unit 1: Health Literacy</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.12.A: Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/ preventive strategies.</p> <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.2.12.D: Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.2.12.E: Analyze the interrelationship between environmental factors and community health.</p>

<p>Unit 2: Leadership</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.1.12.A: Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> ● Relationships <p>10.2.12.E: Analyze the interrelationship between environmental factors and community health.</p>
<p>Unit 3: Advocacy for Community Wellness</p>	<p>National Standards</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>State Standards</p> <p>10.2.12.E Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> ● research

	<ul style="list-style-type: none"> ● medical advances ● technology ● government policies/regulations <p>10.3.12.A Assess the personal and legal consequences of unsafe practices in the home, school or community</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator’s license <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>
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Sport Nutrition and Safety: In this course, the students will learn how Sport Nutrition can enhance and sustain performance for exercise. Topics of instruction will include development of nutritional meal plans, energy metabolism, essential nutrients, ergogenic aides (performance enhancers), fueling for various muscular strength/power and endurance activities, and weight management.

<p>Unit 1: Sport Nutrition Basics and Goal Setting</p>	<p>National Standards:</p> <p>Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards:</p> <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> ● fitness level ● environment (e.g., pollutants, available health care) ● health status (e.g., physical, mental, social) ● nutrition <p>10.1.12.C: Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> ● cost ● food preparation (e.g., time, skills) ● consumer skills (e.g., understanding food labels, evaluating fads) ● nutritional knowledge ● changes in nutritional requirements (e.g., age, physical activity level) <p>10.3.12.D: Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>
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<p>Unit 2: Macronutrients and Micronutrients</p>	<p>National Standards Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health. Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards: 10.1.12.A: Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> ● acute and chronic illness ● health status ● career choice ● aging process ● retirement <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> ● fitness level ● environment (e.g., pollutants, available health care) ● health status (e.g., physical, mental, social) ● nutrition <p>10.1.12.C: Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> ● cost ● food preparation (e.g., time, skills) ● consumer skills (e.g., understanding food labels, evaluating fads) ● nutritional knowledge ● changes in nutritional requirements (e.g., age, physical activity level) <p>10.2.12.B: Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> ● access to health information ● access to health care ● cost and safety
<p>Unit 3: Hydration and Ergogenic Aids</p>	<p>National Standards Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health. Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>PA Standards 10.1.12.A: Evaluate factors that impact growth and development adulthood and late adulthood.</p>

	<ul style="list-style-type: none"> ● acute and chronic illness ● communicable and noncommunicable disease ● health status ● career choice ● aging process <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> ● fitness level ● environment (e.g., pollutants, available health care) ● health status (e.g., physical, mental, social) ● nutrition <p>10.3.12.A: Assess the personal and legal consequences of unsafe practices in the home, school or community</p> <p>10.3.12.D: Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p>
<p>Unit 4: Sport Nutrition and Performance</p>	<p>National Standards</p> <p>Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>PA Standards</p> <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <p>10.1.12.C: Analyze factors that impact nutritional choices of adults.</p> <p>10.3.12.D: Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>
<p>Unit 5: Energy Balance</p>	<p>National Standards</p> <p>Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

	<p>Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>PA Standards:</p> <p>10.1.12.A: Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> ● acute and chronic illness ● health status ● career choice ● aging process <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> ● fitness level ● environment (e.g., pollutants, available health care) ● health status (e.g., physical, mental, social) ● nutrition <p>10.1.12.C: Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> ● cost ● food preparation (e.g., time, skills) ● consumer skills (e.g., understanding food labels, evaluating fads) ● nutritional knowledge ● changes in nutritional requirements (e.g., age, physical activity level) <p>10.1.12.D: Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> ● psychology of addiction ● social impact (e.g., cost, relationships) ● chemical use and fetal development ● impact on the individual ● impact on the community <p>10.1.12.E: Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> ● research ● medical advances ● technology ● government policies/regulations
<p>Unit 6: Emergency Care</p>	<p>National Standards</p> <p>Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>PA Standards</p> <p>10.3.12 A: Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom

	<ul style="list-style-type: none"> ● personal injury ● loss of income ● impact on others <p>10.3.12 B: Analyze and apply strategies for the management of injuries.</p> <ul style="list-style-type: none"> ● CPR ● advanced first aid <p>10.3.12 C: Analyze the impact of violence on the victim and surrounding community.</p> <p>10.3.12 D: Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities.</p>
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Selective Physical Education: The Selective Physical Education course provides a progressive curriculum for students in grades 10-12 to understand and experience a variety of activity choices. A fitness component is included throughout all activities for building, growing, and maintaining an active and healthy lifestyle. Students will have the opportunity to choose different activities throughout the course to enhance their overall health and wellness.

<p>Unit 1: Lifetime Fitness Activities</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation ● access to activity
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	<ul style="list-style-type: none"> ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>
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<p>Unit 2: Team Sports</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <p>State Standards</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● Motivation ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication
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	<ul style="list-style-type: none"> ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 3: Dual/Individual Sports</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards:</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>

	<p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p> <p>10.5.12.F - Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> ● Individual ● team ● lifetime ● outdoor
<p>Unit 4: Outdoor Education/Adventure</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>PA Standards</p> <p>10.3.9.D- Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> ● skill competence ● social benefits ● previous experience ● activity confidence <p>10.4.9.E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> ● personal choice ● developmental differences ● amount of physical activity ● authentic practice <p>10.5.9.C. Identify and apply practice strategies for skill improvement.</p>

Lifeguarding: This course provides students the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until EMS personnel take over. At the conclusion of the course, the students can earn the American Red Cross Lifeguard certification.

Unit 1: The Professional Lifeguard and Facility Safety

National Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
 Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
 Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA Standards

10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.

Unit 2: Facility Safety, Patron Surveillance and Injury Prevention

National Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
 Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA Standards

10.3.12.B- Analyze and apply strategies for management of injuries
 10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.

Unit 3: Injury Prevention and Rescue Skills

National Standards

	<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards 10.3.12.B- Analyze and apply strategies for management of injuries 10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 4: Before Providing Care, Victim Assessment and Breathing Emergencies</p>	<p>National Standards Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards 10.3.12.B- Analyze and apply strategies for management of injuries 10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 5: Cardiac Emergencies and Using an Automated External Defibrillator</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>

	<p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards 10.3.12.B- Analyze and apply strategies for management of injuries 10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 6: First Aid</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards 10.3.12.B- Analyze and apply strategies for management of injuries 10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 7: Head, Neck and Spinal Injuries in the Water</p>	<p>National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards</p>

	<p>10.3.12.B- Analyze and apply strategies for management of injuries</p> <p>10.5.12.A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.C. Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Fitness and Exercise Science: Fitness and Exercise Science is a combination of classroom and lab experiences. This course will provide students with a broad knowledge of exercise science and a foundation for understanding the role of science in exercise and health promotion. This course is designed to provide a sound knowledge for students interested and preparing for professional work in health promotion, fitness-related careers, physical and occupational therapy, kinesiology, and allied health careers. Content areas consist of basic exercise science, program design and implementation for various populations, advanced level strength training concepts, anatomy and physiology, injury prevention, client consultation and fitness assessments.</p>	
<p>Unit 1: Introduction to Personal Training</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards:</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.C-Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● aging ● injury ● diseases <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>

	<p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B- Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open & closed skills ● short & long-term memory ● aspects of good performance
<p>Unit 2: Introduction to Anatomy and Kinesiology</p>	<p style="text-align: center;">National Standards:</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p style="text-align: center;">PA Standards:</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.C-Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● aging ● injury ● diseases <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>

	<p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B- Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open & closed skills ● short & long-term memory ● aspects of good performance <p>10.5.12.D- Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E- Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> ● efficiency of movement ● mechanical advantage ● kinetic energy ● inertia ● safety
<p>Unit 3: Strength and Conditioning Training/Program Design</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards:</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● aging ● injury ● diseases <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation

	<ul style="list-style-type: none"> ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B- Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open & closed skills ● short & long-term memory ● aspects of good performance <p>10.5.12.D- Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>
<p>Unit 4: Exercise Nutrition</p>	<p>National Standards</p> <p>Standard 3. Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>PA Standards</p> <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <p>10.1.12.C: Analyze factors that impact nutritional choices of adults.</p> <p>10.3.12.D: Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.4.12.C-Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> ● aging ● injury ● diseases

**Unit 5: Client Performance
Program Design & Implementation**

National Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA Standards:

10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

10.4.12.C-Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- diseases

10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

	<p>10.5.12.B- Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open & closed skills ● short & long-term memory ● aspects of good performance <p>10.5.12.D- Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E- Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> ● efficiency of movement ● mechanical advantage ● kinetic energy ● inertia ● safety
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Personal Wellness and Activity: This course is an adapted, or modified, physical education program focused on providing the same opportunities to students with physical, cognitive, or psychological exceptionalities in the safest and least restrictive environment possible. An individualized program provides rehabilitation exercises and activities that are modified to meet the needs of the individual student. The program encourages success and exploration in physical, emotional, mental, and social health over the student’s lifetime. Evaluation of student performance is based on the achievement of goals as agreed upon by the student and the learning team.

<p>Unit 1: Lifetime Fitness Activities</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>PA Standards</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected lifelong physical activities</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological
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	<p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● motivation ● access to activity ● self-improvement <p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>
<p>Unit 2: Team Sports</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p> <p>State Standards</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> ● personal challenge ● physical benefits ● finances ● Motivation ● access to activity ● self-improvement

	<p>10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> ● shared responsibility ● open communication ● goal setting <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 3: Habilitation and Rehabilitation</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>State Standards:</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>

	<p>10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 4: Special Olympics</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>State Standards</p> <p>10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> ● social ● physiological ● psychological <p>10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> ● open and closed skills ● short-term and long-term memory ● aspects of good performance <p>10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.</p>
<p>Unit 5: Dual and Individual Sports</p>	<p>National Standards</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA Standards:

10.3.12.D - Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

10.4.12.A - Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.B - Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

- social
- physiological
- psychological

10.4.12.D - Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- finances
- motivation
- access to activity
- self-improvement

10.4.12.E - Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.

10.4.12.F - Assess and use strategies for enhancing adult group interaction in physical activities.

- shared responsibility
- open communication
- goal setting

10.5.12.A - Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.B - Incorporate and synthesize knowledge of motor skills, development, concepts to improve the quality of motor skills.

- open and closed skills
- short-term and long-term memory
- aspects of good performance

10.5.12.C - Evaluate the impact of practice strategies on skill development and improvement.

	<p>10.5.12.F - Analyze the application of game strategies for different categories of physical activities.</p> <ul style="list-style-type: none"> ● Individual ● team ● lifetime ● outdoor
<p>Driver Safety Education: The objective of this classroom course is to provide theoretical information in preparation for driving. Students learn about good driver behavior, management of risk, the PA Vehicle Code, physical, social and environmental influences on the driver, as well as the safe operation of an automobile.</p>	
<p>Unit 1: Driver Responsibilities and the Licensing System</p>	<p>State Standards 10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator’s license <p>PA Content Expectations 14.1.A. Identify and explain traffic laws related to safe driving.</p> <ul style="list-style-type: none"> ● Traffic controls (e.g., signs, signals, road markings) #13 ● Right-of-Way ● Speed regulations ● Pedestrian rights and responsibilities <p>14.1.B. Identify and explain laws that relate to responsible use of a vehicle.</p> <ul style="list-style-type: none"> ● Vehicle registration ● Insurance regulations ● Vehicle/emissions inspection ● Seat belts • Child safety seats ● Passengers in pickup trucks <p>14.1.C. Describe the Pennsylvania licensing procedures.</p> <ul style="list-style-type: none"> ● Learner’s permit ● Graduated driver’s licensing
<p>Unit 2: Basic Operation of a Vehicle</p>	<p>State Standards 10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator’s license <p>PA Content Expectations 14.2.A. Identify and describe the pre-trip inspection outside the vehicle.</p> <ul style="list-style-type: none"> ● Visual inspection of vehicle (e.g., wheels, body, lights)

	<ul style="list-style-type: none"> ● Visual inspection of surroundings (e.g., front, sides, back) <p>14.2.B. Identify and describe the pre-trip preparation inside the vehicle.</p> <ul style="list-style-type: none"> ● Car door locks ● Key in ignition ● Seating position ● Mirror settings (enhanced/traditional) ● Communications controls (e.g., turn signals, high/low beams, flashers) ● Safety devices (e.g., wipers, seat belt adjustments, head restraint) ● Comfort/climate controls (e.g., heater, air conditioning, defroster) ● Hand position on steering wheel <p>14.2.C. Identify and assess purpose of modern vehicle technology.</p> <ul style="list-style-type: none"> ● Owner's manual specifications ● Alert and warning symbols ● Supplemental occupant restraint systems • Anti-lock Braking System (ABS) ● Global Positioning System (GPS) ● Electronic Stabilization Control (ESC) <p>14.2.D. Describe and explain the proper application of basic driving skills.</p> <ul style="list-style-type: none"> ● Staying in driving line ● Starting from a stop # ● Accelerating ● Managing intersections ● Recognizing when to brake ● Making a left turn into traffic ● Making right turns ● Driving in reverse ● Making lane changes (e.g., multiple-lane roadways, merge/exit situations, passing vehicles) ● Selecting a sufficient gap to enter traffic <p>14.2.E. Identify post-trip procedures.</p> <ul style="list-style-type: none"> ● Securing the vehicle (e.g., place in park, set parking brake, remove keys) ● Exiting the vehicle (e.g., open door safely, face traffic when exiting, lock doors)
<p>Unit 3: Traffic Control Devices and Laws</p>	<p>State Standards</p> <p>10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator's license <p>PA Content Expectations</p> <p>14.1.A. Identify and explain traffic laws related to safe driving.</p>

	<ul style="list-style-type: none"> ● Traffic controls (e.g., signs, signals, road markings) ● Right-of-Way ● Speed regulations ● Pedestrian rights and responsibilities <p>14.1.B. Identify and explain laws that relate to responsible use of a vehicle.</p> <ul style="list-style-type: none"> ● Vehicle registration ● Insurance regulations ● Vehicle/emissions inspection ● Seat belts • Child safety seats ● Passengers in pickup trucks <p>14.1.C. Describe the Pennsylvania licensing procedures.</p> <ul style="list-style-type: none"> ● Learner's permit ● Graduated driver's licensing
<p>Unit 4: Visual Perception and Space Management</p>	<p>State Standards</p> <p>10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator's license <p>PA Content Expectations</p> <p>14.3.A. Describe perception as a mental process that is selective and can be improved.</p> <ul style="list-style-type: none"> ● Visual functions: focal, useful field of vision, peripheral, depth ● Projected path of travel ● Scanning environment and staying in driving lane <p>14.3.B. Describe visual search categories for identifying risk situations.</p> <ul style="list-style-type: none"> ● Restrictions to path of travel ● Restrictions to sightline ● Traffic controls ● Highway characteristics/conditions ● Other highway users <p>14.3.C. Identify traffic situations and develop avoidance strategies.</p> <ul style="list-style-type: none"> ● Judging speed going around a curve ● Searching for sufficient gap before pulling out from a driveway or stop sign ● Reducing crash potential by adjusting speed, lane position and appropriate communication (e.g., turn signals) ● Recognizing a stopped vehicle ● Changing speed and/or direction to avoid conflicts with sightline and path of travel restrictions ● Judging speed and distances of on-coming traffic ● Making correct decisions at intersections by managing time and space

	<ul style="list-style-type: none"> ● Applying basic driving skills to city, rural and expressway driving in various weather and roadway conditions <p>14.3.D. Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to path of travel for brief periods of time.</p> <ul style="list-style-type: none"> ● Searching from path of travel to signs, symbols and markings ● Searching from path of travel for intersection problems ● Searching from path of travel to new entry lane when turning left or right ● Searching from path of travel to instrument panel for speed and vehicle information ● Searching from path of travel to vehicle accessories for appropriate operation
<p>Unit 5: Adverse Driving Conditions and Vehicle emergencies</p>	<p>State Standards</p> <p>10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> ● loss of personal freedom ● personal injury ● loss of income ● impact on others ● loss of motor vehicle operator’s license <p>PA Content Expectations</p> <p>14.5.A. Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving.</p> <ul style="list-style-type: none"> ● Snow ● Rain ● Fog ● Sleet/ice ● Hydroplaning ● Traction loss <p>14.5.B. Identify challenges of night driving and appropriate responses to them.</p> <ul style="list-style-type: none"> ● Reduced visibility ● Eye fatigue ● Overdriving headlights <p>14.5.C. Identify the dangers of vehicle malfunctions.</p> <ul style="list-style-type: none"> ● Warning indicators (e.g., dashboard, smoke, sounds) ● Failures (e.g., tires, brakes, steering) ● Stuck accelerator ● Engine stalls ● Loss of headlights or forward vision due to vehicle malfunction <p>14.5.D. Identify the dangers of sudden emergencies.</p> <ul style="list-style-type: none"> ● High water ● Vehicle crossing centerline ● Vehicle not yielding at intersection ● Vehicle running off roadway ● Traction loss to front tires ● Traction loss to rear tires

Unit 6: Impaired Driving and the Effects of Distractions on Driving

State Standards

10.3.12.A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury
- loss of income
- impact on others
- loss of motor vehicle operator's license

PA Content Expectations

14.6.A. Know legal aspects of alcohol and other drug use.

- Just saying "No" to alcoholic beverages and other drugs
- Terms and meanings associated with drinking and driving
- Penalties when intoxicated
- Implied consent
- Zero tolerance

14.6.B. Evaluate the factors that influence individuals to use alcohol and other drugs.

- Advertising
- Peer pressure
- Social norms
- Culture
- Holidays

14.6.C. Define and analyze the problem of driving under the influence (DUI).

- Significance of problem
- Consequences
- Solutions

14.6.D. Identify and analyze the physiological and psychological effects of alcohol on the driver.

- Process of alcohol entering and exiting from the body
- How alcohol affects people differently
- Changes to the central nervous system

14.6.E. Identify and analyze the physiological and psychological effects of drugs.

- Types (i.e., over-the-counter, prescription, controlled substances)
- How drugs affect people differently
- Changes to the central nervous system