

Overview of Content and Performance Standard 1 for Health Enhancement

10.54.7010 - Content Standard 1: A student must have a basic knowledge and understanding of concepts that promote comprehensive health.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7013

| High School | Upon Graduation |
|---|--|
| HS2.6 HS3.5 GPSE3.0 GPSE5.1, 5.2 GPPB50.0 GPPB68.0 | 1. Analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury. |
| HS2.0 | 2. Explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system. |
| HS4.5 | 3. Analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health. |
| HS1.0 HS2.0 HS3.0 | 4. Develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention; including HIV/AIDS prevention, and stress management. |
| HS3.0 | 5. Advocate for personal, family, and community health. |

HS=High School Health

GPSE, GPPB = Guidance

Overview of Content and Performance Standard 2 for Health Enhancement

10.54.7020 - Standard 2: A student must demonstrate competency in a variety of movement forms.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7023

| High School | Upon Graduation |
|---|---|
| 9PE1.0 9PE2.0 9PE5.0 10PE1.0 10PE2.0 10PE4.0 | The ability to demonstrate a variety of physical skills which encompass dance, individual, dual, and team sports, and lifetime physical activities. |

9PE=9th grade Physical Education

10PE=10th grade Physical Education

Overview of Content and Performance Standard 3 for Health Enhancement

10.54.7030 - Standard 3: A student must apply movement concepts and principles while learning and developing motor skills.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7033

| High School | Upon Graduation |
|------------------------------|--|
| 9PE2.0 10PE2.0 | 1. Identify the characteristics of technically correct performance in a variety of movement forms. |
| 9PE2.0 10PE2.0 | 2. Apply rules and advanced strategies to a variety of physical activities. |
| 9PE3.1 10PE3.1 10PE3.3 | 3. Know and understand scientifically based information regarding movement performance. |

HS= High School Health

9PE=9th grade Physical Education

10PE=10th grade Physical Education

Overview of Content and Performance Standard 4 for Health Enhancement

10.54.7040 - Standard 4: A student must achieve and maintain a challenging level of health-related physical fitness.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK 10.54.7043

| High School | Upon Graduation |
|--|--|
| 9PE2.0 9PE3.0 9PE5.0 10PE2.0 10PE4.0 | 1. Participate in a variety of fitness activities involving each component of health-related physical fitness. |
| HS3.7 | 2. Demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs. |
| HS3.11 | 3. Design a personal fitness program. |
| HS3.7 | 4. Demonstrate individual progress toward each component of health-related physical fitness. |

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Overview of Content and Performance Standard 5 for Health Enhancement

10.54.7050 - Standard 5: A student must achieve and maintain a challenging level of health-related physical fitness.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7053

| High School | Upon Graduation |
|---|--|
| HS2.0 GPPB63.0, 64.0 HS3.0 HS4.0 HS5.0 | 1. Utilize various problem-solving strategies when making health decisions related to needs and risks of young adults. |
| HS2.0 GPPB64.6 HS3.0 HS4.0 | 2. Predict immediate and long-term impacts of health decisions on the individual, family, and the community. |
| HS2.0 GPPB67.0 HS3.0 | 3. Implement a plan for achieving personal health goals. |
| HS3.0 9PE1B & D 10PE1B & D GPPB63.3B | 4. Evaluate progress toward attaining personal health goals. |
| HS1.0 GPPB37.0 | 5. Formulate an effective plan for lifelong health. |
| HS1.0 GPPB38.0 HS2.0 HS3.0 | 6. Locate, evaluate, and utilize credible health information. |

HS= High School Health

9PE=9th grade Physical Education

10PE=10th grade Physical Education

GPPB=Guidance

Overview of Content and Performance Standard 6 for Health Enhancement

10.54.7060 - Standard 6: A student must demonstrate interpersonal communication skills to enhance health.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7063

| High School | Upon Graduation |
|--|--|
| HS2.0 HS3.0 HS4.0 9PE1E 10PE1E | 1. Demonstrate skills for communicating effectively with family, peers, and others. |
| HS2.3 HS3.0 HS4.6 9PE1E 10PE1E | 2. Demonstrate ways to communicate care, consideration, and respect of self and others. |
| HS2.0 HS3.0 HS5.0 | 3. Demonstrate healthy ways to express needs, wants, and feelings. |
| HS2.0 HS3.0 HS4.0 | 4. Demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others. |
| HS2.0 HS3.0 | 5. Analyze how interpersonal communication affects relationships. |
| HS2.0 HS3.0 | 6. Analyze the possible causes of conflict and demonstrate strategies to manage conflict. |

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Overview of Content and Performance Standard 7 for Health Enhancement

10.54.7070 - Standard 7: A student must demonstrate health-enhancing behaviors.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.7073

| High School | Upon Graduation |
|--|---|
| HS3.7 9PE1D 10PE1D | 1. Regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis. |
| See HS Course Abilities 9PE1A 10PE1A | 2. Experience enjoyment from physical activity and a healthy lifestyle. |
| | 3. Participate in activities that promote community well-being. |
| HS3.11 | 4. Initiate independent and responsible health-enhancing personal behavior. |
| HS3.1 HS3.7 HS3.11 | 5. Demonstrate strategies to improve or maintain personal, family, and community health. |

HS= High School Health

9PE=9th grade Physical Education

10PE=10th grade Physical Education

Content and Performance Standards for Health High School

Key:

The coded Learning Expectations in Curriculum is detailed on the accompanying sheet labeled **HIGH SCHOOL** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for HIGH SCHOOL defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for High School to be applied to each Content Standard and Benchmark as applicable:**Students will:**

- A. Live an emotionally, nutritionally, and physically healthy life.
- B. Develop positive relationships with yourself and others, including self-esteem, coping skills, adaptability to change, and making and maintaining friends.
- C. Possess life-saving skills.
- D. Understand the relationship between decisions and consequences.
- E. Apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- F. Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

NOTE: Strands are designated in the health standards by the letters listed at the left of each strand (R, W, S).

- R** Relationships
W Wellness
S Personal Safety

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

High School -Health Course Content

W HS1.0 Develop a long-range nutritional plan for healthful living.

- .1 Identify criteria for evaluating food products and how to evaluate food related research.
- .2 Explain family and friends influence eating habits.
- .3 Describe the consequences of using dietary supplements to maintain nutritional adequacy.
- .4 Identify the major food groups, including portions, preparation, and benefits.
- .5 Know strategies for healthful eating.
- .6 Develop a long-range nutrition plan.

W HS2.0 Develop a sexually healthy lifestyle.

- R**
- .1 Explain the advantages of abstinence from sexual intercourse outside of marriage.
 - .2 Compare the advantages and disadvantages of various forms of contraception.
 - .3 Identify various organizations for counseling and services and how to use them.
 - .4 Explain how choice of friends, activities, and chemical use can affect sexual decision-making.
 - .5 Deal with unwanted influences on sexual behavior (report, refuse, stand up to).
 - .6 Know the consequences of sexual behavior and accept the responsibility for that behavior (HIV, STDs, pregnancy).
 - .7 Apply knowledge of sexual choices and consequences in developing a healthy sexual lifestyle.

W HS3.0 Develop a healthy personal and physical lifestyle.

- R**
- .1 Describe the importance of a family on developing a healthy lifestyle.
 - .2 Make effective decisions, solve problems, and communicate regarding problems.
 - .3 Make, maintain, and end relationships.
 - .4 Identify and manage stress.
 - .5 Assess personal preferences, interests, and motivations.
 - .6 Evaluate health-related information (appearance, needs, opportunities, choices).
 - .7 Evaluate physical fitness needs, interests, and opportunities.
 - .8 Describe the choices and consequences related to abuse of alcohol, tobacco, and drugs.
 - .9 Reduce the chances of contracting a debilitating disease by leading a well life.
 - .11 Apply knowledge of health choices to develop a personal and physical lifestyle plan.
 - .12 Develop a plan to regularly evaluate and revise lifestyle plan.

High School - Health

Course Content (cont.)

S HS4.0 Relate how to manage difficult situations for a healthy life.

- W**
- .1 Identify various safety procedures and practices.
 - .2 Demonstrate the ability to use basic first aid practices.
 - .3 Demonstrate strategies that minimize chances of contracting a disease.
 - .4 Identify symptoms of common infectious diseases, particularly HIV and STDs.
 - .5 Relate the responsibilities and procedures for finding out whether a disease has been contracted.
 - .6 Identify the symptoms and signs of suicidal behavior and how to deal with it.

R HS5.0 Relate how to deal with the aged and death.

- .1 Describe the importance of wills, including living wills.
- .2 Describe problems specific to the elderly.
- .3 Explain various ways one might express grief.
- .4 Articulate the importance of funerals.

Content and Performance Standards for Physical Education

Ninth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **NINTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for NINTH GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Ninth Grade to be applied to each Content Standard and Benchmark as applicable:

9PE1.0 Apply physical education to life.

- A. Demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
- B. Assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
- C. Tell the basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
- D. Manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
- E. Demonstrate sportsmanship in sports and recreation (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
- F. Use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
- G. Demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Ninth Grade - Physical Education Course Content

9PE2.0 Demonstrate knowledge and skills which better enable participation in group and team sports.

- .1 Basketball: speed dribble with dominant hand on a timed distance test around cones, pivot properly, shoot a lay-up for accuracy with proper technique, shoot set shot and free throw with proper technique, shoot jump shot with proper technique, and know and apply rules of the game and strategies.

9PE3.0 Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity.

- .1 Assess physical fitness level using the AAPHER, Presidential Fitness Test, and other health-related tests.
- .2 Achieve average score on these tests.
- .3 Demonstrate proper weightlifting and spotting techniques.
- .4 Demonstrate proper step aerobics and other selected aerobic technique

9PE5.0 Improve movement through rhythm.

- .1 Demonstrate basic skills of movement

9PE6.0 Demonstrate the knowledge and skills that better enable participation in individual and dual sports and recreational activities.

- .1 Apply proper warm-up and safety procedures.
- .2 Identify local resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
- .3 Identify equipment that can aid in sports and recreational activities.

Content and Performance Standards for Physical Education

Tenth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **TENTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for TENTH GRADE defined below applies to each of the Bench Marks though they are not specifically listed.

ACE Course Abilities for Tenth Grade to be applied to each Content Standard and Benchmark as applicable:**10PE1.0 Apply physical education to life.**

- A. Demonstrate physical fitness (coordination, endurance, nutrition, good attitude).
- B. Assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, relationship between body composition and fitness).
- C. Tell the basics of individual and group sports and recreational activities (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities).
- D. Manage personal health, wellness, and fitness needs (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness).
- E. Demonstrate sportsmanship in sports and recreation (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills).
- F. Use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice).
- G. Demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs).

Tenth Grade - Physical Education Course Content

1 0PE2.0 Demonstrate knowledge and skills which better enable participation in group and team sports.

- .1 State and demonstrate rules and strategies for common group and team sports.

10PE3.0 Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity.

- .1 Assess physical fitness level using the AAPHER, Presidential Fitness Test, and other health-related tests.
- .2 Improve scores on these tests.
- .3 Measure heart rate and determine personal target zone.
- .4 Demonstrate proper warm-up and cool-down exercises.
- .5 Create an aerobic dance in groups of 1-4 students and teach it to the class.

10PE4.0 Improve movement through rhythm.

- .1 Demonstrate basic skills of movement (coordination, fluidity, rhythm).

10PE5.0 Demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities.

- .1 Demonstrate proper warm-up and safety procedures.
- .2 Identify resources for sports and recreational activities (YMCA, city, clubs, teams, organizations).
- .3 Identify equipment that can aid in sports and recreational activities.