

Grades 11, 12

Adopted 2014

Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

A. Demonstrate physical competency in a variety of motor skills and movement patterns.

- 5a. Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities. 19.A.5A
- 5b. Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities. 19.A.5B

B. Analyze various movement concepts and applications.

- 5a. Apply the principles of efficient movement to evaluate personal performance. 19.B.5A
- 5b. Develop and implement a variety of movement concepts to enhance brain function. 19.B.5B

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

- 5a. Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities. 19.C.5A
- 5b. Analyze and apply complex offensive, defensive, and cooperative strategies for selected games and sports. 19.C.5B

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

- 5a. Implement an individualized health-related fitness plan which includes the principles of training. 20.A.5A
- 5b. Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each. 20.A.5B

B. Assess individual fitness levels.

- 5a. Collect and interpret health-related fitness data over a period of time, with and without the use of technology. 20.B.5A
- 5b. Evaluate the effects of fitness choices and heredity on wellness. 20.B.5B
- 5c. Analyze and explain the correlation between level of fitness and academic achievement. 20.B.5C

C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

- 5a. Set realistic, long-term, health-related fitness goals based on individual profiles. 20.C.5A
 - 5b. Understand how aging, illness, and injury affect physical activity. 20.C.5B
 - 5c. Use profile data to monitor an individual wellness/fitness plan. 20.C.5C
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Develop skills necessary to become a successful member of a team by working with others during physical activity.

A. Demonstrate personal responsibility during group physical activities.

- 5a. Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity). 21.A.5A
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B. Demonstrate cooperative skills during structured group physical activity.

- 5a. Demonstrate when to lead and when to be supportive to accomplish group goals. 21.B.5A
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Understand principles of health promotion and the prevention and treatment of illness and injury.

A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

- 5a. Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems). 22.A.5A
 - 5b. Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs). 22.A.5B
 - 5c. Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management). 22.A.5C
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

- 5a. Analyze how public health policies, laws, and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations). 22.B.5A
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C. Explain how the environment can affect health.

- 5a. Compare and contrast how individuals, communities, and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace). 22.C.5A
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D. Describe how to advocate for the health of individuals, families and communities.

- 5a. Explain how individuals can improve or help sustain school or community health initiatives and/or services. 22.D.5A
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Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

5a. Explain how the systems of the body are affected by exercise and the impact that exercise has on learning. 23.A.5A

B. Explain the effects of health-related actions on the body systems.

5a. Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy). 23.B.5A

C. Describe factors that affect growth and development.

5a. Explain how the aging process affects body systems (e.g., vision, hearing, immune system). 23.C.5A

D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

5a. Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions. 23.D.5A

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

5a. Compare and contrast strategies to prevent conflict and resolve differences. 24.A.5A

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

5a. Explain immediate and long-term impacts of health decisions to the individual, family and community. 24.B.5A

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

5a. Evaluate progress toward the attainment of a health goal. 24.C.5A