

Grades 9, 10, 11, 12

Adopted 1996

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

- understand human growth and development throughout the life cycle
- demonstrate the necessary knowledge and skills to promote healthy development into adulthood
- apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood
- evaluate how the multiple influences which affect health decisions and behaviors can be altered.

1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

- demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
- use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
- follow a program that relates to wellness, including weight control and stress management
- demonstrate competence in leading and participating in group activities.

1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

- apply knowledge of food choices and menus to plan a balanced diet, use new technologies to plan and prepare nutritious meals for a variety of dietary needs
 - adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle
 - identify ways to meet basic needs of all family members
 - take reasoned action toward reaching personal health goals.
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Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

- recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them
 - evaluate personal and social skills which contribute to health and safety of self and others
 - recognize how individual behavior affects the quality of the environment.
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1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

- know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
 - demonstrate responsible personal and social behavior while engaged in physical activities
 - accept physical activity as an important part of life. Selfrenewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
 - create a positive climate for group activities by assuming a variety of roles
 - understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
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1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

- understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child

- apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities
- understand essential requirements for selecting and maintaining a home
- apply basic rules of health and safety to a variety of home and work place situations.

Students will understand and be able to manage their personal and community resources.

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

- demonstrate how to evaluate health information, products and services for validity and reliability
- analyze how cultural beliefs influence health behaviors and the use of health products and services
- demonstrate the ability to access community health services for self and others
- use technology and the media to promote positive health messages
- demonstrate advocacy skills in promoting individual, family and community health.

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

- recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

- analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self
- understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets

- analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals
- understand the concept of entrepreneurship as it exists in today's economy
- develop job skills (e.g., communication, effective time management, problem solving, and leadership).