

Health and Physical Education

HIGH SCHOOL

STANDARD 1

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

Benchmark HS.1.1: Develop fundamental physical skills and progress to complex movement activities as physically able

Indicators:

- HS.1.1.1 Combine component motor skills with safe, purposeful movement concepts to promote an active lifestyle
- HS.1.1.2 Apply, as physically capable, movement principles and skills to complex activities that lead to a physically active life
- HS.1.1.3 Combine component motor skills with safe, purposeful movement concepts to promote an active lifestyle
- HS.1.1.4 Demonstrate the skills needed to play team sports, field sports and court sports in a safe and productive manner:
 - running forward, backward, sideways
 - using a racquet and paddle (forehand, backhand, overhead, volley, etc.)
 - throwing and catching a ball (overhand, underhand)
 - moving in different planes (jumping, skipping)
 - sportsmanship and cooperation
- HS.1.1.5 Articulate skills and knowledge needed to promote life long health
- HS.1.1.6 Understand why physical activity is good for personal well-being

Available Assessments:

Practice or skill assessment drills (pg. 8-27)

Peer assessment rubric (pg. 8-27)

Benchmark HS.1.2: Incorporate rules and safety procedures into physical activities

Indicators:

- HS.1.2.1 Articulate and practice injury prevention strategies
- HS.1.2.2 Apply rules and safety procedures
- HS.1.2.3 Practice sportsmanship and teamwork
- HS.1.2.4 Cooperatively participate in a variety of group and individual fitness activities

Available Assessments:

Written quiz on rules and safety regulations they know (pg. 5-7)

Written quiz may be given on definitions of sportsmanship, cooperation, and team work

Knowledge of rules may be done by a video quiz (previously taped to show certain fouls, students have to identify what foul occurred)

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Health and Physical Education, High School, approved Jan. 15, 2007

Benchmark HS.1.3: Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals

Indicators:

- HS.1.3.1 Keep a journal of workouts on a weekly basis to document strength and conditioning progress
- HS.1.3.2 Develop understanding of body mass index / body composition and tools for evaluation of weight and body image
- HS.1.3.3 Identify mental and physical concepts of fitness
- HS.1.3.4 Develop and implement personal fitness goals, including leisure goals and physical activity journal
- HS.1.3.5 Analyze progress on personal fitness goals
- HS.1.3.6 Maintain a personal portfolio documenting overall progress on fitness goals

Available Assessments:

Knowledge of the definition of exercise, the recommended amount of exercise, and examples of effective exercise with a written quiz

Students keep a journal of their at-home physical activity, and bring it in with parent's signature

Students assess how they think they have done for the set period (9-weeks/semester) (pg. 28-30)

Benchmark HS.1.4: Understand nutrition and food nutrients and how they affect physical performance and the body

Indicators:

- HS.1.4.1 Begin to recognize the importance of respecting our environment (such as recycling)
- HS.1.4.2 Understand how food is used as a fuel source for the body (we are what we eat)
- HS.1.4.3 Understand the effects of poor nutrition on physical wellness
- HS.1.4.4 Develop, implement, and assess personal nutrition goals based upon dietary guidelines (U.S.) and individual needs
- HS.1.4.5 Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities
- HS.1.4.6 Compare / contrast food pyramids based on different cultures and link this information to demographics (e.g., birth / death rates, fertility, average life expectancy, etc.) for countries / regions throughout the globe

Available Assessments:

Knowledge of the definition of nutrition, the recommended dietary guidelines, and examples of healthy food choices with a written quiz

*****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!!*****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 2

The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

Benchmark HS.2.1: Recognize patterns of growth and development

Indicators:

- HS.2.1.1 Plan for coping with physical, social and emotional transitions from adolescence to adulthood as related to reproductive health
- HS.2.1.2 Analyze diet, compare it to the food pyramid recommendations, and plan for change to meet body needs if needed (U.S.)
- HS.2.1.3 Utilize time management, stress management and decision making communication skill to best adapt to greater responsibilities
- HS.2.1.4 Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases
- HS.2.1.5 Articulate shifting roles of parents and children in family as family grows and changes
- HS.2.1.6 Understand body systems and how they relate to one another

Benchmark HS.2.2: Understand the transmission and control of communicable and non-communicable diseases

Indicators:

- HS.2.2.1 Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases
- HS.2.2.2 Identify causes and risks associated with contraction of communicable diseases (methods of transmission), including general and specific sexually transmitted disease
- HS.2.2.3 Identify methods of prevention of cancer, heart disease, osteoporosis, diabetes (non-communicable diseases) including fitness, nutrition, and lifestyle practices
- HS.2.2.4 Analyze personal health practices relating to risk factors and be able to adjust behavior to practice prevention
- HS.2.2.5 Identify factors leading to eating disorders and treatments
- HS.2.2.6 Explore mental health issues (e.g., causes, treatments, mental illness vs. general counseling)
- HS.2.2.7 Use research to identify medical advances in the prevention of disease

Benchmark HS.2.3: Acquire skills to live safely

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Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Indicators:

- HS.2.3.1 Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community
- HS.2.3.2 Practice the decision making processes and explore consequences
- HS.2.2.4 Identify situations that are potentially unsafe
- HS.2.2.5 Practice assertive communication skills and anger management
- HS.2.2.6 Maintain emergency first aid skills to assist self and others when necessary
- HS.2.2.7 Develop strategies to manage stress and know how to modify the strategies to suit various situations
- HS.2.2.8 Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction
- HS.2.2.9 Evaluate the use and misuse of over the counter medications
- HS.2.2.10 Demonstrate knowledge of basic first aid and safety skills (e.g., CPR, basic water safety, prevention/treatment of physical activity related injuries, home/car/kitchen/bath safety)

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STANDARD 3

The student *analyzes and evaluates the impact of real-life influences on health.*

To meet this standard, the student will:

Benchmark HS.3.1: Understand how environmental factors affect one's health

Indicators:

- HS.3.1.1 Assess the impact of environment on health (e.g., where you live, work, and play, quality of air and water, and socioeconomic status) and analyze how to modify/change the environment to lead to improved health standards
- HS.3.1.2 Describe how nutrition, rest, exercise, disease, and substance abuse influence fetal development
- HS.3.1.3 Explore food handling practices (home and community) as they relate to health

Benchmark HS.3.2: Gather and analyze health information

Indicators:

- HS.3.2.1 Evaluate the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work
- HS.3.2.2 Analyze effects of technology, advertising, and media on behaviors and decision making
- HS.3.2.3 Identify accurate and potentially inaccurate information sources

Benchmark HS.3.3: Use social skills to project health and safety in a variety of situations

Indicators:

- HS.3.3.1 Negotiate conflict situations constructively while maintaining safe and respectful relationships, including romantic relationships
- HS.3.3.2 Use and demonstrate decision making skills
- HS.3.3.3 Use and demonstrate refusal skills
- HS.3.3.4 Use and demonstrate assertive communication skills
- HS.3.3.5 Use and demonstrate anger management skills
- HS.3.3.6 Identify and practice ways to increase self-esteem
- HS.3.3.7 Explore attitudes and alternatives toward violence and identify strategies to deal with violence

Benchmark HS.3.4: Understand how emotions influence decision-making

Indicator:

- HS.3.4.1 Anticipate emotional situations and plan how to act in safe respectful ways (e.g., self protection, coping, etc.)

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STANDARD 4

The student *effectively analyzes health and safety information to develop health and fitness plans based on life goals.*

**Note

Key:

To meet this standard, the student will:

Benchmark HS.4.1: Assess needs and resources

Indicators:

- HS.4.1.1 Investigate a health and fitness problem or issue
- HS.4.1.2 Investigate the health and fitness requirements for occupational/career areas of interest
- HS.4.1.3 Write in daily journal the activities of the day
- HS.4.1.4 Read physical/health related mass media from a variety of sources

Available Assessments:

Students are given 10 points daily, when their behavior deserves a negative consequence they are deducted 5 points. Students research their muscles and how they work, what they do, etc. (pg. 2-3)

Benchmark HS.4.2: Develop a health and fitness plan and a monitoring system

Indicators:

- HS.4.2.1 Identify the components and standards necessary for the development of a healthy lifestyle
- HS.4.2.2 Develop, implement and monitor a personal health and fitness plan based on the life goals for leisure and employment
- HS.4.2.3 Evaluate short term health behaviors and fitness levels based on progress made toward accomplishment of lifestyle goals
- HS.4.2.4 Analyze and reflect upon progress over time (physical testing and other measures) toward the accomplishment of lifestyle goals
- HS.4.2.5 Identify a course of action for the continuation of positive lifestyle goals

Available Assessments:

Fitness testing (mile run, push-ups, sit-ups, flexibility, pull-ups, timed jump-rope etc.) can be administered every 9 weeks. Student's grades should be assessed based on how much the students are improving their scores each time fitness testing is assessed.

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