

Grades 9, 10, 11, 12

Adopted 2007

Health Concepts:
Students comprehend concepts related to health promotion and disease prevention to enhance health.

A1 Healthy Behaviors and Personal Health

Students predict how behaviors can impact health status.

- a. Analyze individual responsibility for enhancing health.
 - b. Predict how healthy behaviors can positively impact health status.
 - c. Describe barriers to practicing healthy behaviors.
 - d. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.
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A2 Dimensions of Health

Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.

A3 Diseases/Other Health Problems

Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.

A4 Environment and Personal Health

Students determine the interrelationship between the environment and other factors and personal health.

- a. Analyze how environment and personal health are interrelated.
 - b. Describe how genetics and family history can impact personal health.
 - c. Analyze the relationship between access to health care and health status.
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A5 Growth and Development

Students describe the characteristics of human growth and development throughout the various stages of life.

A6 Basic Health Concepts

Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

B1 Validity of Resources

Students evaluate the validity and accessibility of health information, products, and services.

B2 Locating Health Resources

Students access valid and reliable health information, products, and services.

- a. Determine when professional health services may be required.
 - b. Access valid and reliable health information.
 - c. Access valid and reliable health products, and services.
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Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C1 Healthy Practices and Behaviors

Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.

C2 Avoiding/Reducing Health Risks

Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

- a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.
 - b. Develop injury prevention and response strategies including first aid for personal, family, and community health.
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C3 Self-Management

Students design, implement, and evaluate a plan for stress management.

Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students analyze and evaluate influences on health and health behaviors.

- a. Analyze how family, school and community influence the health of individuals.
- b. Analyze how peers influence healthy and unhealthy behaviors.
- c. Evaluate the effect of the media on personal and family health.
- d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- e. Analyze how culture and personal values and beliefs influence individual health behaviors.
- f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.

D2 Technology and Health

Students evaluate the impact of technology, including medical technology, on personal, family, and community health.

D3 Compound Effect of Risk Behavior

Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Analyze the influence of alcohol use on individual and group behavior.
 - b. Analyze the influence of drug use on individual and group behavior.
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Communication and Advocacy Skills:
Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students utilize skills for communicating effectively with family, peers, and others to enhance health.

- a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.
 - b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.
 - c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
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E2 Advocacy Skills

Students demonstrate ways to influence and support others in making positive health choices.

- a. Utilize accurate peer and societal norms to formulate a health-enhancing message.
 - b. Adapt health messages and communication techniques for different audiences.
 - c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.
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Decision-Making and Goal-Setting Skills:
Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply a decision-making process to enhance health.

- a. Compare the value of thoughtful decision-making to quick decision-making in a health-related situation.
- b. Justify when individual or collaborative decision-making is appropriate.
- c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.
- d. Defend the healthy choice when making a decision.
- e. Evaluate the effectiveness of a health-related decision.

F2 Goal-Setting

Students develop and analyze a plan to attain a personal health goal.

- a. Assess personal health practices and overall health status.
 - b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.
 - c. Implement strategies and analyze progress in achieving a personal health goal.
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F3 Long-Term Health Plan

Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.

Movement/Motor Skills and Knowledge: Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance.

G1 Stability and Force

Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.

- a. Demonstrate how spin and rebound affect the motion of an object.
 - b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity.
 - c. Adjust movements to accommodate external forces that decrease risk for injury.
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G2 Movement Skills

Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.

G3 Skill-Related Fitness Components

Students explain the relationship of skill-related fitness components to specialized movement skills.

G4 Skill Improvement

Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.

Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.

H1 Fitness Assessment

Students participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.

H2 Health-Related Fitness Plan

Students design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression).

H3 Fitness Activity

Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.

H4 Physical Activity Benefits

Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

I1 Cooperative Skills

Students demonstrate collaborative skills while participating in physical activities.

- a. Accept constructive feedback.
 - b. Give constructive feedback.
 - c. Include peers respectfully in activities.
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I2 Responsible Behavior

Students demonstrate responsible and ethical personal behavior while participating in physical activities.

I3 Safety Rules and Rules of Play

Students predict how etiquette/rules improve games/activities.

- a. Explain how etiquette/rules contribute to productive participation.
- b. Predict how modifications to the environment can impact safety during games/physical activities.