

Students will be able to:

GROWTH AND DEVELOPMENT

- Understand physical maturation and its effect on physical performance. (*weight gain and height growth, muscle development, hygiene, skill ability, hormonal changes*)
- Understand the relationship between body composition and metabolism and the effect of exercise on both.

Students will be able to:

PHYSICAL ACTIVITY AND FITNESS

- Understand the dual relationship that exists between the circulatory and respiratory systems. (*oxygen/ blood, heart/ lungs*)
- Understand the role exercise plays in maintaining a healthy lifestyle. (*weight control, supplements affecting performance, stress management/ relaxation, lifetime planning for wellness*)
- Understand the basics of the cardiovascular system as it relates to exercise and fitness.
- Identify major muscle groups and target those muscle groups with specific stretching and strength exercises.
- Demonstrate advanced principles of exercise and their effect on the body. (*stretch independently, exercise devices, joint mechanics, progressive resistance, isolating individual muscle, power/ intensity verses stamina/ duration*)
- Understand the relationship between position and strategy relative to sport, games and activities. (*object and body placement, space for self and others, covering spaces, lead pass, give and go, fake and run, creating space*)
- Understand the concepts of spatial awareness. (*dodging, fleeing, large and small spaces, boundaries in an authentic activity*)
- Participate in ongoing fitness assessment and have an understanding of results and ways to implement improvement.
- Demonstrate components of physical fitness. (*stretching large muscle groups, proper stretching techniques, prolonged exertion of large muscle groups, repetitive skill work (anaerobic), continuous cardiovascular activity (aerobic) 8-10 minutes, appropriate breathing, activities combining effort, direction, force, pathways; proper warm-up/ cool down*)
- Demonstrate modified and conventional rules as they apply to selected activities. (*following teacher directed rule setting*)
- Participate in various forms of self expression through physical activity. (*body actions of stretch, twist, curl, swing, pressing, thrusting, slashing, floating, gliding, dabbing, flicking, support and lift*)
- Use combinations of movement sequences and patterns in both individual and group activities and sports.
- Demonstrate age and skill level appropriate specialized physical skills. (*catching and throwing different objects with both accuracy and force*)
- Demonstrate hand and foot dribbling skill.
- Demonstrate accurate striking and kicking skill suitable for age or development.
- Demonstrate understanding of game and sport strategies leading to improved understanding of individual and team play.
- Demonstrate ability to play by the rules of games, team and individual sports.
- Perform dance and gymnastic movements.
- Apply basic principles of exercise training to improve immediate and long term physical fitness.
- Correctly demonstrate various strength training techniques, cardiovascular endurance activities and flexibility exercises.
- Participate in a physical fitness testing program.

Students will be able to:

NUTRITION

- Identify the food groups on the USDA's MyPyramid and Activity Pyramid.
- Understand that physical activity is a key factor that affects body shape and size.
- Identify essential nutrients.
- Recognize how nutrition relates to health and disease prevention.
- Interpret the nutrition facts on the food label.
- Analyze fat and sugar in foods from a fast food restaurant vs. the cafeteria snacks.
- Analyze individual dietary intake and compare to MyPyramid.
- Demonstrate safe food handling and sanitation techniques when preparing food.
- Identify an area of nutritional improvement for good health, set a nutritional goal, work toward achieving that goal, and evaluate outcome.
- Identify different types of eating disorders and how to overcome them.

Students will be able to:

MENTAL HEALTH

- Find satisfaction with their own physical performance. (*feedback from and observation by teacher, peers and self*)
- Understand positive concepts of self in movement activity.
- Exhibit a positive attitude toward physical activity. (*actively engaged in the activity, appropriate dress, student feedback, self-evaluation*)
- Accept that different feelings result from challenges, failures and successes in physical activity.
- Recognize that physical activity provides an opportunity for enjoyment, challenge, self expression and social interaction.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Develop an understanding of the importance of caring for others and how that impacts group activities. (*take turns being a leader and a follower*)
- Describe why a personal support system is necessary for good mental health.
- Learn the process of identifying and writing personal health goals.
- Define stress and identify common teenage stressors.
- Describe methods for stress reduction.

Students will be able to:

INTERPERSONAL RELATIONSHIPS

- Exhibit cooperative play by exhibiting socially acceptable behavior as it relates to physical activity. (*be considerate of others in a group setting*)
- Exhibit acceptable social and emotional behaviors in physical activity settings. (*share space and equipment, take turns, cooperate*)
- Begin to appreciate individual differences. (*gender, culture, physical and mental challenges*)
- Demonstrate self management. (*follow teacher directions, follow rules, work with a group, apply rules, reduce conflict*)
- Exhibit respect for self and others. (*apply safety rules, anticipate problems, suggest solutions*)
- Understand the need for conflict resolution skills (*don't argue within the group, diffuse the situation, choose a spokesperson, compromise, ask the teacher*)
- Understand the difference between self- image and self-esteem.
- Recognize the importance of peer pressure in the healthy development of the adolescent.
- Practice active listening skills.
- Identify and practice communication skills.

Students will be able to: DISEASE PREVENTION AND CONTROL

- Apply skills to prevent and control the spread of disease. (*hand washing, ask for tissue, keep wounds covered*)
- Gain knowledge of food borne illnesses.
- Describe how unsafe food handling can affect health.
- Identify ways to keep food safe to eat.
- Identify characteristics of foods that may be unsafe to eat.
- Understand the relationship between exercise habits and prevention of heart disease, diabetes, obesity and respiratory disease.
- Understand the importance of scoliosis screening on a yearly basis throughout adolescence.
- Recognize that good grooming and cleanliness are important aspects of self-esteem and health.
- Understand the importance of hearing and vision screenings.

Students will be able to: SAFETY AND INJURY PREVENTION

- Understand characteristics of exercise that promote a safe game and exercise environment.
- Understand importance of reporting injuries.
- Understand the need for modifying personal activity when recovering from an injury.
- Demonstrate correct use of protective equipment in hockey, soccer and lacrosse.
- Identify and individual risk taking behavior, set a goal to reduce injury, work toward achieving it, evaluate.
- Describe how certain attitudes about violence can lead toward dangerous behaviors.
- Understand the importance of Internet safety and cyberbullying.
- Demonstrate knowledge of food allergies and the necessary safety precautions.

Students will be able to: TOBACCO, ALCOHOL, AND OTHER
SUBSTANCE USE/ABUSE PREVENTION

- Understand the risk and safety factors associated with them.
- Describe the effects of drugs on the body focusing on tobacco as a gateway drug.
- List the physical effects of tobacco use on the body.
- Identify factors that influence the decisions of adolescents to use drugs.
- Demonstrate methods of refusing drugs and alcohol.
- Identify factors that influence teenage drug use.
- Role play methods of saying no to drugs.
- Describe addiction, tolerance, and treatment methods of drugs.

Students will be able to: VIOLENCE PREVENTION

- Demonstrate emotional control in physical activity settings.
- Anticipate that inflammatory behaviors/statements will escalate a situation unnecessarily.
- Define conflict.
- List situations in school, family, and friends that cause conflict.
- Identify and practice methods for conflict resolution.
- Recognize peer mediation program as a source of support in conflict resolution.

Students will be able to: ECOLOGICAL HEALTH

- Understand environmental factors that may affect performance of physical activity. (*direct sun, dehydration, high humidity, poor air quality, objects in play area*)

Students will be able to: REPRODUCTION/SEXUALITY

- Label and describe the anatomy and physiology of the male and female reproductive system.
- Identify physical and emotional changes to the male and female reproductive systems during puberty.
- Identify and label male and female reproductive systems.
- Describe the physiology of the male and female reproductive systems.
- Explore attributes of masculine and feminine behaviors.
- Explain the benefits of abstinence, postponing sexual behaviors and setting limits.
- Define types of sexually transmitted infections, focusing on HIV / AIDS and describe how they are prevented.
- Identify sexual harassment behaviors and methods of reporting.
- Identify the stages of human growth and development from prenatal through adulthood.
- List ways that HIV / AIDS is transmitted and ways it is not.

Students will be able to: CONSUMER HEALTH AND RESOURCE MANAGEMENT

- Use a range of print and electronic resources to locate health information.
- Evaluate health related Internet sites.