
Students will be able to: GROWTH AND DEVELOPMENT

- Design an exercise plan for their needs at this stage in life.
- Identify the patterns of body changes throughout the life cycle.

Students will be able to: PHYSICAL ACTIVITY AND FITNESS

- Demonstrate skills used in lifetime fitness and team sports.
- Demonstrate a knowledge of rules and strategies for team and individual activities
- Demonstrate proper warm ups before participating in any physical activity
- Demonstrate proper techniques in an introduction to free weights and machine weights.
- Learn how to properly complete an aerobic workout including target and resting heart rates.
- Design a personal fitness program for their current needs that includes strength training and aerobic components.
- Demonstrate knowledge of cooperation, sportsmanship and safety during team and individual activities.
- Learn the different components of physical fitness and the effect exercise has on each one. (*cardiovascular endurance, muscular endurance, muscular strength and Body Mass Index (BMI)*)
- Create dance or aerobic activities as an individual or a group.
- Develop motor skills through practice drills before game activities.
- Identify major skeletal and gross muscular components of the body.

Students will be able to: NUTRITION

- Identify the environmental factors that affect a person's diet. (*family schedules, habits and resources*)
- Record and analyze an individual's diet over a three-day period.
- Compare their diet to the MyPyramid.
- Identify weakness in their diet compared to the recommended daily allowance.
- List foods that could be eaten to improve general health.
- Identify the role nutrients play in our diets.
- Identify foods high in fats and list the diseases associated with high fat food content.
- Compare and contrast food labels and restaurant menus.
- Compare and discuss the dangers of fad diets.
- Identify a variety of cultural diets and customs pertaining to food.

Students will be able to: MENTAL HEALTH

- Develop self-esteem in the achievement of physical, social, and emotional goals.
- Analyze various emotions and healthy ways to express them.
- Demonstrate examples of various forms of defense mechanisms.
- Identify major life stressors vs. minor life stressors.
- Identify the three stages of the stress process.
- Identify diseases associated with stress.
- Demonstrate positive means of dealing with stress.
- Identify major mental health illness and signs.
- List the warnings signs of risk suicide.
- Identify various people and agencies to help a suicidal person.

Students will be able to:

FAMILY LIFE

- Identify values, characteristics and traits that are important in developing strong, healthy relationships.
- Demonstrate respect for diverse cultural backgrounds.

Students will be able to:

INTERPERSONAL RELATIONSHIPS

- Develop acceptance of student differences to work with others toward a team or group goal.
- Develop positive attitudes toward other students with different physical abilities and limitations.
- Identify and demonstrate appropriate techniques for dealing with anger.
- Demonstrate food and bad communication in strong, healthy relationships.
- Demonstrate refusal skills.
- Identify qualities important to you in friendships and why these are important.
- Identify qualities important to you in relationships and why these are important.
- Identify the components of a good relationship as well as a bad.
- Identify the five stages of grief and coping strategies.
- Demonstrate good decision making skills.
- Demonstrate qualities of necessary leadership skills in order to create teamwork.
- Identify individual leadership characteristics.

Students will be able to:

DISEASE PREVENTION AND CONTROL

- Learn the effects of active and sedentary lifestyles on future health. (*obesity, cardiovascular disease, hypertension, diabetes*)
- Identify behaviors that impact health positively and negatively.
- Explain the proper techniques in self-examination to detect disease.
- Identify the leading cause of death for various age groups.
- Identify the leading health behaviors that contribute to the leading causes of death.

Students will be able to:

SAFETY AND INJURY PREVENTION

- Recognize possible safety concerns in an athletic environment.
- Define date and acquaintance rape.
- List resources for help in dealing with date and acquaintance rape.
- Explain the connections between accidents and injuries, including the importance of using seatbelts.
- Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers.
- Describe safe practice precautions when entering an emergency situation.
- Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest.
- Describe symptoms and procedures of sudden illness conditions.
- Identify and demonstrate the proper use of an Automated External Defibrillator (AED).

*TOBACCO, ALCOHOL, AND OTHER
SUBSTANCE USE/ABUSE PREVENTION*

Students will be able to:

- Describe the effects of multiple drug usage and the increased negative effects on the body.
- Compare and contrast physical and psychological addiction.
- Explain the consequences of driving under the influence of alcohol and other drugs.
- Demonstrate good communication and coping strategies in dealing with peer pressure.
- Identify the gateway drugs.
- Identify the health risks associated with drug usage, collectively and individually.
- List the drug categories, examples from each category and effects of each category on the body.
- List the diseases and physical ailments caused by prolonged drug use.
- Identify outside agencies that specialize in intervention management.

Students will be able to:

VIOLENCE PREVENTION

- Identify the relationships between attitudes, behaviors, and vulnerability to violence.
- List how stress impacts violence.
- Demonstrate the ability to refuse, negotiate and collaborate to avoid harmful situations.
- Identify the cycle of violence and how mental abuse sets the stage for physical abuse.
- Identify the health consequences of domestic violence, child abuse, rape and other forms of violence.
- List strategies to deal with violence as well as sources of support.
- List strategies to prevent violence.
- List individual attributes that contribute to the characteristics of a bully.
- Compare and contrast different passive, aggressive, and assertive behaviors.

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

- Identify the components of the male and female reproductive systems.
- Describe the function of the reproductive system.
- Describe proper care of the reproductive system including self-examination.
- Articulate value, characteristics, and expectations that students expect in relationships.
- Identify various forms of birth control and how they work.
- Describe the pros and cons of all forms of birth control, especially abstinence.
- Identify individual values and morals.
- Identify high-risk behaviors as well as contributing factors to high-risk behaviors.
- Identify various sexually transmitted infections (STI) and the health implications associated with them.
- Identify the impact of HIV/AIDS on the community, medical resources, and family.
- Identify the developmental stages of pregnancy.
- Identify the stages of labor and delivery.
- Identify the various forms of communication styles.

*CONSUMER HEALTH AND
RESOURCE MANAGEMENT*

Students will be able to:

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- Identify and utilize various forms of print and electronic references to gather information and identify resources available on health issues.
 - Identify advertising techniques that influence teen behaviors.
 - Use a range of print and electronic resources to locate health information
 - Evaluate health related Internet sites