



Health and Physical Education
 Grade 10-12
 (I) Introduced earlier

Physical Health	Through the study of:	Students will know and be able to:	Standard
Growth and Development	Body Systems	Describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems)	1.11 (I)
	Life Cycle	Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development	1.12 (I)
		Describe how both heredity (including congenital factors) and the environment influence growth and development	1.13 (I)
Physical Activity and Fitness	Motor Skill Development	Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)	2.17 (I)
		Demonstrate activities for warming up and cooling down before and after aerobic exercise	2.18 (I)
		Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology	2.19 (I)
	Fitness	Demonstrate exercise in strength training, cardiovascular activities, and flexibility training	2.20 (I)

		Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle	2.21 (I)
		Conduct a personally developed physical activity program	2.22 (I)
		Meet developmentally appropriate health-related fitness benchmarks	2.23 (I)
	Personal and Social Competency	Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans	2.24 (I)
		Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness	2.25 (I)
		Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity	2.26 (I)
		Define the functions of leadership on team sports (increasing motivation, efficiency, and satisfaction)	2.27 (I)

Nutrition	Improving Nutrition	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups	3.14 (I)
		Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health	3.15 (I)
		Describe the nutritional needs and outcomes associated with life stages (Prenatal through late adulthood)	3.16 (I)

	Safe and Adequate Food Supply	Identify the effects of food preparation techniques on the nutritional value of the food	3.17 (I)
		Identify common food-borne illnesses	3.18
		Identify and practice resource management skills needed to maintain and improve nutritional health	3.19 (I)
	Social Influences	Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs	3.20
		Identify how social and cultural messages about food and eating influence nutrition choices	3.21

Reproduction/Sexuality	Development	Identify the stages of the male and female reproductive systems over the life cycle	4.11
		List the signs of pregnancy	4.12
		Describe the effectiveness and consequences of various pregnancy, HIV, STI prevention, methods, including abstinence	4.13
		Identify possible determinants of sexual orientation and analyze the weight of each in light of available research	4.14 (I)
	Wellness	Explain the importance of examination of both genders for HI V and STIs before conception and the risks and precautions of delivery when HIV and STIs are present	4.15
		Describe proper prenatal care and identify types of birth defects	4.16 (I)
		Explain the importance of communication and setting limits in a sexual relationship	4.17
		Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STI'S including HIV/AIDS)	4.18

		Evaluate the impact of HIV/AIDS on the community, medical resources, and family	4.19
		Identify resources available for treatment of reproductive health problems	4.20

Social and Emotional Health	Through the study of:	Students will know and be able to:	Standard
Mental Health	Feelings and Emotions	Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress	5.11 (I)
		Identify the factors that help people to deal with grief	5.12 (I)
		Analyze research on health behaviors and brain chemistry and emotional functioning	5.13 (I)
	Identity	Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self	5.14
		Describe the influence of gender on identity and self-concept	5.15 (I)
		Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention	5.16 (I)
		Identify common mental health disorders (for example, anxiety, schizophrenia, and mood, including depression and bipolar) and treatments (for example, psychological, biomedical)	5.17
	Decision Making	Identify ways in which decision-making is influenced by sound character, family, and personal beliefs	5.18 (I)

		Explain positive techniques for handling difficult decisions	5.19 (I)
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Family Life	Decision Making	Explain the functions, purposes, and significance of family from various historical periods, including modern times	6.9 (I)
		Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members	6.10 (I)
	Supports	Identify steps for getting support or help, including identifying resources for families whose members have special health needs	6.11
	Parenting	Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting	6.12 (I)
		Evaluate various types of discipline parents might use with children of different ages	6.13 (I)
		Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens	6.14 (I)
		Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children	6.15 (I)
		Describe considerations relevant to becoming a parent (including various ways of becoming a parent such as foster parenting, adoption, and step-parenting)	6.16 (I)
		Describe parental practices that encourage literacy in young children	6.17 (I)

Interpersonal Relationships	Communication	Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups	7.10 (I)
		Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying)	7.11 (I)
		Describe the influence of the larger social group on the individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society)	7.12
		Explain the importance of communication in setting limits in a sexual relationship	7.13 (I)
	Peer Relationships	Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions	7.14
		Recognize and identify the concept of friendship without romantic involvement and how friends may develop into romantic relationships	7.15
	Romantic Relationships	Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships	7.16 (I)
		Describe commitment in casual and serious relationships	7.17 (I)

Safety and Prevention	Through the study of:	Students will know and be able to:	Standard
Disease Prevention and Control	Prevention	Explain how the immune system functions to prevent and combat disease	8.13

		Identify positive health behaviors that reduce the risk of disease	8.14 (I)
		Learn how to use effective physical self-examination procedures and at what age they become necessary	8.15
		Demonstrate how to discuss procedures and test results with health care providers	8.16
	Signs, Causes, and Treatment	Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems	8.17 (I)
		Analyze the interaction between genetics and disease	8.18 (I)
	Health Maintenance	Explain the prevention and control of common communicable infestations, diseases, and infections	8.19 (I)

		Describe the precautions necessary for safety during violent weather conditions and natural disasters	9.14
	Self Protection	Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap	9.15 (I)
	Emergency Intervention	Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation-CPR)	9.19
		Describe symptoms and procedures for sudden illness conditions	9.20

Tobacco, Alcohol, & Substance Use/Abuse Prevention	Effects on the Body	Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose	10.9
		Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children	10.10 (I)
	Healthy Decisions	Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired	10.11
		Explain the physical, financial, social, and psychological cost of addiction	10.12
		Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs	10.13 (I)
		Describe the influence of drug abuse on family members	10.14 (I)
		Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling)	10.15 (I)

Violence Prevention	Awareness	Identify shared community and societal beliefs that underlie violence	11.11
		Describe the relationship between negative stress and violence	11.12 (I)
		Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)	11.13 (I)
	Contributing Factors	Describe the relationships among attitudes, behaviors, and vulnerability to violence	11.14

		Explain why some people admire others who gain social status through violence and how this can contribute to further violence	11.15
		Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy	11.16 (I)
	Alternatives	Describe the responsibility of the family in teaching children non-violent attitudes and conduct	11.17 (I)
		Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships	11.18 (I)
		Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them	11.19 (I)

Personal and Community Health	Through the study of:	Students will know and be able to:	Standard
Consumer Health and Resource Management	Health Care	Explain when and how to use self-care or professional health care services	12.11
		Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members	12.12
		Describe the various methods for gaining access to health care and health insurance	12.13
	Resource Management Practices	Apply planning and management skills to organize tasks and responsibilities	12.14 (I)
		Explain criteria for making consumer decisions about various kinds of products	12.15

		Review the positive and negative influences of the media that impact on health	12.16 (I)
		Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan	12.17 (I)
		Analyze decisions about making specific purchases and maintaining those products or services	12.18 (I)
		Identify procedures for making consumer complaints, such as determining if/when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact	12.19
		Explain the contribution of business, industry, and technology to the improvement of consumer products and choices	12.20

Community and Public Health	School and Community Efforts	Analyze the effects of diseases on the community and society	14.7
		Evaluate the availability and quality of services for community health	14.8
		Explain how service in community health can improve the physical health of community members	14.9
	Social Factors	Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of the world	14.10
	Public Health	Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances	14.11