

**STANDARD 2.1 (WELLNESS)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Personal Health</b>	<ol style="list-style-type: none"> <li>1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.</li> <li>2. Describe the appropriate use of healthcare and personal hygiene products.</li> <li>3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.</li> <li>4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</li> <li>5. Discuss how technology impacts wellness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the appropriate selection and use of healthcare and personal hygiene products.</li> <li>2. Evaluate the impact of health behaviors and choices on personal and family wellness.</li> <li>3. Interpret health data to make predictions about wellness.</li> <li>4. Investigate how technology and medical advances impact wellness.</li> </ol>
<b>B. Growth and Development</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.</li> <li>2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.</li> <li>3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss how body systems are interdependent and interrelated.</li> <li>2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.</li> <li>3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.</li> </ol>
<b>C. Nutrition</b>	<ol style="list-style-type: none"> <li>1. Discuss factors that influence food choices.</li> <li>2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.</li> <li>3. Analyze nutrition information on food packages and labels.</li> <li>4. Discuss the short- and long-term benefits and risks associated with nutritional choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.</li> <li>2. Describe healthy ways to lose, gain, or maintain weight.</li> <li>3. Describe the impact of nutrients on the functioning of human body systems.</li> <li>4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.</li> </ol>
<b>D. Diseases and Health Conditions</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast methods used to diagnose and treat diseases and health conditions.</li> <li>2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.</li> <li>3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.</li> <li>4. Discuss the use of public health strategies to prevent diseases and health conditions.</li> <li>5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.</li> <li>2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.</li> <li>3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.</li> <li>4. Analyze local and state public health efforts to prevent and control diseases and health conditions.</li> <li>5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.</li> </ol>
<b>E. Safety</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the incidence and characteristics of</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess situations in the home, school, and community for perceived vs.</li> </ol>

	<p>intentional and unintentional injuries in adolescents.</p> <p>2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.</p> <p>3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.</p> <p>4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.</p>	<p>actual risk of injuries.</p> <p>2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.</p> <p>3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.</p> <p>4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.</p> <p>5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.</p>
<b>F. Social and Emotional Health</b>	<p>1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.</p> <p>2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.</p> <p>3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.</p> <p>4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.</p> <p>5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>6. Discuss how stereotyping might influence one's goals, choices, and behaviors.</p>	<p>1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.</p> <p>2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.</p> <p>3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.</p> <p>4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.</p> <p>5. Debate the consequences of conflict and violence on the individual, the family, and the community.</p> <p>6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.</p> <p>7. Analyze how culture influences the ways families and groups cope with crisis and change.</p>

**STANDARD 2.2 (INTEGRATED SKILLS)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Communication</b>	<p>1. Summarize health information from a variety of valid and reliable health resources.</p> <p>2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.</p> <p>3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.</p>	<p>1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.</p> <p>2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.</p> <p>3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.</p> <p>4. Assess the use of active and reflective listening.</p>

	<ol style="list-style-type: none"> <li>4. Describe and demonstrate active and reflective listening.</li> <li>5. Compare and contrast the economic and social purposes of health messages presented in the media.</li> </ol>	<ol style="list-style-type: none"> <li>5. Analyze the economic and political purposes and impacts of health messages found in the media.</li> </ol>
<b>B. Decision Making</b>	<ol style="list-style-type: none"> <li>1. Demonstrate effective decision making in health and safety situations.</li> <li>2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.</li> <li>3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.</li> <li>4. Explain how personal ethics influence decision making.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate and assess the use of decision-making skills in health and safety situations.</li> <li>2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.</li> <li>3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</li> <li>4. Discuss how ethical decision making requires careful thought and action.</li> <li>5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.</li> </ol>
<b>C. Planning and Goal Setting</b>	<ol style="list-style-type: none"> <li>1. Use health data and information to formulate health goals.</li> <li>2. Develop strategies to support the achievement of short- and long-term health goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze factors that support or hinder the achievement of personal health goals.</li> </ol>
<b>D. Character Development</b>	<ol style="list-style-type: none"> <li>1. Describe actions and situations that show evidence of good character.</li> <li>2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how character development can be enhanced and supported by individual, group, and team activities.</li> <li>2. Compare and contrast the characteristics of various role models and the core ethical values they represent.</li> <li>3. Explain how community and public service supports the development of core ethical values.</li> <li>4. Analyze personal and group adherence to student codes of conduct.</li> </ol>
<b>E. Leadership, Advocacy, and Service</b>	<ol style="list-style-type: none"> <li>1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.</li> <li>2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.</li> <li>3. Develop and articulate a group's goals and vision.</li> <li>4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.</li> <li>5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.</li> <li>6. Formulate and express a position on health issues and educate peers about the health issue or cause.</li> <li>7. Discuss local and state laws that impact personal, family, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to function effectively in both leadership and supportive roles.</li> <li>2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.</li> <li>3. Develop and articulate a group's goals, shared values, and vision.</li> <li>4. Plan and implement volunteer activities to benefit a health organization or cause.</li> <li>5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.</li> </ol>

	community wellness and formulate ways that individuals and groups can work together to improve wellness.	
<b>F. Health Services and Careers</b>	<ol style="list-style-type: none"> <li>1. Categorize health and fitness services available in the school and community and demonstrate how to access them.</li> <li>2. Investigate health and fitness career opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.</li> <li>2. Compare and contrast preparation and job requirements for health and fitness careers.</li> </ol>

**STANDARD 2.3 (DRUGS AND MEDICINES)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Medicines</b>	<ol style="list-style-type: none"> <li>1. Discuss factors to consider when choosing an over-the-counter medicine.</li> <li>2. Discuss medicines used to treat common diseases and health conditions.</li> <li>3. Discuss the safe administration and storage of over-the-counter and prescription medicines.</li> <li>4. Describe factors that impact the effectiveness of a medicine.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast commonly used over-the-counter medicines.</li> <li>2. Classify commonly administered medicines and describe the potential side effects of each classification.</li> <li>3. Recommend safe practices for the use of prescription medicines.</li> <li>4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.</li> </ol>
<b>B. Alcohol, Tobacco and Other Drugs</b>	<ol style="list-style-type: none"> <li>1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.</li> <li>2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.</li> <li>3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.</li> <li>4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.</li> <li>5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.</li> <li>6. Describe the physical and behavioral effects of each classification of drugs.</li> <li>7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</li> <li>8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.</li> <li>2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.</li> <li>3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.</li> <li>4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.</li> <li>5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.</li> <li>6. Compare and contrast the physical and behavioral effects of each classification of drugs.</li> <li>7. Analyze health risks associated with injecting drug use.</li> <li>8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.</li> <li>9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy,</li> </ol>

		and STDs.
<b>C. Dependency/Addiction and Treatment</b>	<ol style="list-style-type: none"> <li>1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.</li> <li>3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.</li> <li>4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the physical, social, and emotional indicators and stages of dependency.</li> <li>2. Discuss ways to quit using substances and discuss factors that support the ability to quit.</li> <li>3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.</li> <li>4. Describe how substance abuse affects the individual, the family, and the community.</li> </ol>

**STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Relationships</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the interconnected and cooperative roles of family members.</li> <li>2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.</li> <li>3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.</li> <li>4. Describe how peer relationships may change during adolescence.</li> <li>5. Discuss different forms of dating and explain the role of dating in personal growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast the current and historical role of marriage and the family in community and society.</li> <li>2. Discuss changes in family structures and the forces that influence change.</li> <li>3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</li> <li>4. Discuss factors that enhance and sustain loving, healthy relationships.</li> <li>5. Describe how various cultures date or select life partners.</li> <li>6. Differentiate among affection, love, commitment, and sexual attraction.</li> <li>7. Describe the signs of an unhealthy relationship and develop strategies to end it.</li> <li>8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</li> </ol>
<b>B. Sexuality</b>	<ol style="list-style-type: none"> <li>1. Describe the individual growth patterns of males and females during adolescence.</li> <li>2. Discuss strategies to remain abstinent and resist pressures to become sexually active.</li> <li>3. Discuss the possible physical, social, and emotional impacts</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.</li> <li>2. Analyze internal and external pressures to become sexually active.</li> <li>3. Describe the physical, emotional, and social benefits of sexual</li> </ol>

	<p>of adolescent sexual activity.</p> <ol style="list-style-type: none"> <li>4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.</li> <li>5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.</li> <li>6. Discuss how parents, peers, and the media influence attitudes about sexuality.</li> </ol>	<p>abstinence and develop strategies to resist pressures to become sexually active.</p> <ol style="list-style-type: none"> <li>4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.</li> <li>5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.</li> <li>6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.</li> <li>7. Discuss topics regarding sexual orientation.</li> <li>8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.</li> </ol>
<b>C. Pregnancy and Parenting</b>	<ol style="list-style-type: none"> <li>1. Discuss fertilization, embryonic development, and fetal development.</li> <li>2. Describe the signs and symptoms of pregnancy.</li> <li>3. Recommend prenatal practices that support a healthy pregnancy.</li> <li>4. Discuss the potential challenges faced by adolescent parents and their families.</li> <li>5. Recommend sources of information and help for parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe fertilization and each stage of embryonic and fetal development.</li> <li>2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.</li> <li>3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.</li> <li>4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.</li> <li>5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.</li> <li>6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.</li> <li>7. Describe effective parenting strategies and resources for help with parenting.</li> <li>8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.</li> </ol>

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Movement Skills</b>	<ol style="list-style-type: none"> <li>1. Demonstrate developmentally appropriate form when using movement skills in applied settings.</li> <li>2. Demonstrate the use of force and motion to impact the quality of physical movement.</li> <li>3. Employ the principles of space, effort, and relationships to modify movement.</li> <li>4. Modify movement in response to dynamic, interactive environments.</li> <li>5. Use visual and verbal cues to improve performance during a physical activity.</li> <li>6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.</li> <li>7. Apply a learned skill to another movement setting.</li> <li>8. Perform planned movement sequences based on a theme and using rhythm or music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.</li> <li>2. Demonstrate how equilibrium, rotation, and range of motion impact performance.</li> <li>3. Apply the impact of various applications of force and motion during physical activity.</li> <li>4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.</li> <li>5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.</li> <li>6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.</li> <li>7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).</li> </ol>
<b>B. Movement Concepts</b>	<ol style="list-style-type: none"> <li>1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.</li> <li>2. Discuss how the principles of force and motion impact the quality of movement.</li> <li>3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.</li> <li>4. Describe how to refine and increase control when performing movement skills.</li> <li>5. Discuss how to modify movement in response to dynamic, interactive environments.</li> <li>6. Analyze how a movement skill can be transferred to another movement setting.</li> <li>7. Discuss how practice, regular participation, and appropriate feedback improve performance.</li> <li>8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how equilibrium, rotation, and range of motion impact performance.</li> <li>2. Analyze the application of balance and counterbalance when performing or observing movement skills.</li> <li>3. Compare and contrast the use of space and flow in physical activities.</li> <li>4. Summarize how movement can be made more interesting, creative, or effective.</li> <li>5. Discuss the stages of movement skill development and the importance of practice.</li> <li>6. Describe the influence of history and culture on games, sports, and dance.</li> </ol>
<b>C. Strategy</b>	<ol style="list-style-type: none"> <li>1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.</li> </ol>
<b>D. Sportsmanship, Rules, and Safety</b>	<ol style="list-style-type: none"> <li>1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze participant and observer behaviors for evidence of good sportsmanship.</li> <li>2. Employ general- and activity-specific rules and analyze their</li> </ol>

	<p>2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.</p> <p>3. Select, use, and care for equipment used during physical activity.</p>	impact on participation.
<b>E. Sport Psychology</b>	1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**STANDARD 2.6 (FITNESS)**  
**Strands and Cumulative Progress Indicators (CPIs)**  
**5-8**

<b>Cumulative Progress Indicators by Grade</b>		
<b>Strand</b>	<b>5-6</b>	<b>7-8</b>
<b>A. Fitness and Physical Activity</b>	<p>1. Describe the physical, social, and emotional benefits of regular physical activity.</p> <p>2. Differentiate among activities that improve skill fitness versus health-related fitness.</p> <p>3. Describe how body systems adapt over time to regular physical activity.</p> <p>4. Describe how gender, age, heredity, training, and health behaviors impact fitness.</p> <p>5. Investigate technological advances that impact physical activity and fitness.</p> <p>6. Describe the relationship between physical activity, healthy eating, and body composition.</p>	<p>1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.</p> <p>3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.</p> <p>4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.</p> <p>5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.</p> <p>6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.</p>
<b>B. Training</b>	<p>1. Discuss the relationship between practice, training, and injury prevention.</p> <p>2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.</p> <p>3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.</p> <p>4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.</p>	<p>1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.</p> <p>2. Apply training principles to establish a progression of activity that will improve each component of fitness.</p> <p>3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.</p> <p>4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.</p>

<p><b>C. Achieving and Assessing Fitness</b></p>	<ol style="list-style-type: none"> <li>1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.</li> <li>2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.</li> <li>3. Monitor physiological indicators before, during, and after exercise.</li> <li>4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.</li> <li>5. Demonstrate age- and gender-specific progress towards improving each component of fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.</li> <li>2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.</li> <li>3. Monitor physiological responses before, during and after exercise and compare changes.</li> <li>4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.</li> <li>5. Demonstrate age- and gender-specific progress towards improving each component of fitness.</li> </ol>
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