

## COURSE PROFICIENCY OUTLINE

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION – 2773

Juniors

5 Credits

#### Purpose

The mission of Health and Physical Education is to assist students to develop the concepts of fitness, learn sport-related skills and strategies that will equip them to lead an active and healthy life.

#### I. Student Outcomes

- A. Personal Health and Safety: (2.1, 2.2, 2.3, 2.4)  
Students will:
1. analyze risks and safety factors in order to make decisions that have a positive impact upon one's life and the lives of others.
  2. demonstrate the knowledge and skills necessary to perform basic life support and first aid.
  3. appreciate the variations in personal and cultural attributes in coping with emotions, stress, and mental health issues.
  4. recognize that acceptance of one's individual characteristics and abilities will contribute to emotional and social well being.
  5. describe the characteristics of emotional and mental health.
  6. identify, analyze and cope with a variety of stress-producing situations.
  7. identify available mental health resources in the school and community.
  8. discuss issues that may affect the mental and emotional health of an individual throughout the life cycles.
  9. describe a healthy adult discuss adult physical and mental health problems. And use health assessment data to develop strategies for reducing health problems and related risk factors. (2.1, 2.2, 2.4)
- B. Family Life: (2.2, 2.4)  
Students will:
1. analyze the causes of conflict in groups, families and within the community. Demonstrate and evaluate nonviolent strategies to prevent, mediate and resolve conflict. (2.2)
  2. recognize the importance of open and honest communications in interactions and relationships.
  3. explain rape awareness concepts.
  4. identify the signs of child abuse.
  5. describe how personal relationships evolve over time. Focus on changes in friendships, family, dating relationships and marriage. (2.4)
  6. discuss issues regarding sexual orientation, sexual harassment, sexual assault and domestic violence. (2.4)

- C. Students Awareness: (2.3)  
Students will:
1. learn that drugs are not solutions to problems and conflicts.
  2. explain how drugs alter the personality.
  3. identify non-drug highs.
  4. demonstrate refusal skills.
  5. explore attitudes toward all drugs as they relate to parties, proms, parents, friends, accidents, and sexual activity.
  6. describe interventions and treatment strategies for chemically dependent individuals and locate community resources for information, support and treatment. (2.3)
- D. Physical Education: Students will: (2.5, 2.6)
1. explain the relationship between motor skill development, health related fitness activities and wellness. (2.6)
  2. perform sport skills and apply movement and biomechanical principles while participating in learning tasks and competitive/cooperative activities in individual and team sports. (2.5)
  3. apply appropriate strategies while participating in learning tasks and competitive/cooperative activities.
  4. appreciate the enjoyment and satisfaction of acquiring and applying motor and sport skills.
  5. recognize the importance of participation in activities by identifying fitness concepts necessary for implementing and assessing a personal health-related fitness which enhances wellness.
  6. analyze and evaluate personal health-related fitness, motor skills, and knowledge about physical activity. (2.1, 2.2)
  7. apply strategies and principles of health-related concepts to maintain and monitor acceptable levels of cardio-respiratory efficiency, muscular endurance, strength, flexibility, and body composition necessary for a healthier life. (2.2)
  8. explain the rules and etiquette appropriate to sport, dance, fitness, and lifetime activities both as a participant and spectator.
  9. perform activities that promote cooperation and teamwork with respect to diversity among individuals. (2.2)
  10. develop positive self-esteem through successful participation. (2.2)
  11. demonstrate respect and acceptance for the physical and performance limitations of oneself and others.
  12. to provide constructive criticism to others. (2.2)
  13. to describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender. (2.2)
  14. to describe the roles people play in groups. (2.2)

15. to demonstrate refusal skills. (2.2)
16. to use time efficiently and effectively. (2.2)
17. to apply study skills to expand their own knowledge and skills. (2.2)
18. to describe how ability, effort and achievement are interrelated. (2.2)

## II. Content

- A. Health Education (2.1, 2.2, 2.3, 2.4)
  1. First Aid with emphasis on respiratory emergencies
  2. Mental health
  3. Child abuse
  4. Rape awareness
  5. Substance abuse education
- B. Physical Education (2.5, 2.6)
  1. Team Handball
  2. Fitness testing
  3. Track and field
  4. Flag or touch football
  5. Gymnastics and tumbling
  6. Wrestling
  7. Rhythms and circuit training
  8. Volley ball
  9. Paddle ball
  10. Soccer
  11. Softball
  12. Weight training and agility activities
  13. Aerobic activity
  14. Basketball
  15. Super teams competition

## III. Activities and Materials

- A. Texts:
  1. Glencoe Health (2004)
- B. Materials
  1. Teacher-made worksheets/study guides
  2. Commercially prepared worksheets
- C. Class work
  1. Participation in class discussions, panels, and debates.
  2. Taking tests, quizzes and other evaluative instruments.
- D. Homework
  1. Complete text and teacher-made assignments
  2. Write essays and position papers

## IV. Evaluation Criteria for Industry, Attitude and Proficiency

- A. Students will be required to attend class regularly.
- B. Students are expected to be punctual and courteous.
- C. Students are required to participate to the best of their abilities.

- D. Students are required to complete assignments.
- E. Students are expected to complete tests and other evaluations to the best of their abilities.
- F. Students are required to be prepared for each class period.
- G. Students are expected to take care of school property, which includes their book, lock and/or locker, and school equipment.
- H. Fitness will be evaluated using the Presidential Physical Fitness Test. Those who have a condition that precludes doing a specific test or its equivalent, will be excused and the results of the other tests will be used for grading. The grading criteria for the fitness test is the effort to achieve the best results possible with a goal of showing self-improvement on each test.
- I. Assessment of progress toward meeting course proficiencies.

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