

## COURSE PROFICIENCY OUTLINE

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION – 2774

Seniors

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 situations that require professional health services; analyze the costs and sources of payment; discuss how these factors influence the accessibility and delivery of health care. (2.1)
2. discuss and compare the influence of public health policy, government regulations, research, medical advances and the health care industry on current and emerging health problems. (2.1)
3. analyze the influence of the media on risk behaviors, disease prevention and the incidence of abusive injuries and violent behavior. (2.1)
4. predict adult daily needs to maintain a healthy lifestyle. Design a plan and budget based on those needs and justify the plan. (2.2)
5. develop a plan for lifelong wellness using data from health assessments, family history, nutritional information and current health practices. Evaluate progress towards meeting health goals in the plan. (2.2)
6. Synthesize, interpret and express information about health issues using valid resources. (2.2)
7. list the health risks, physical and emotional, associated with sexual activity.
8. know the effects of each sexually transmitted disease.
9. identify environmental issues and hazards that impact on health including personal, social and economic effects.
10. identify resources and services that promote a safe environment.
11. value the efforts to improve and protect the environment and encourage participation in activities that influence positive community sensitivity toward conservation.

##### B. Family Life: (2.4)

Students will:

1. analyze the impact of crisis, stress, rejection, separation and loss of physical and emotional health; develop coping strategies that consider the influence of family, culture and personal experiences. (2.2)
2. identify resources that provide information, assistance and care in addressing sexual and reproductive health and legal issues. (2.4)

3. identify risk factors and consequences associated with sexual behavior and take responsibility for it.
  4. identify effective risk reduction and prevention strategies emphasizing abstinence.
  5. demonstrate understanding of decision-making, refusal, negotiation, and conflict resolution in relation to sexual behaviors and family issues.
  6. appreciate the value of sexuality as a life-long component of human development.
  7. explain the roles and responsibilities of family members and how family structures differ.
  8. identify the community resources available to assist with family issues.
  9. recognize personal qualities that are desirable in creating appositive family relationship.
  10. explore and analyze factors and behaviors which impact upon the family.
  11. recognize the need to establish a values system and goals to strive for in marriage and family life.
  12. list the components of marriage readiness.
  13. analyze the responsibilities, joys, demands and challenges of parenthood. (2.4)
  14. review the anatomy and physiology of the reproductive systems and learn of its associated cancers.
  15. list the factors that enable one to make responsible personal decisions in planning for or preventing pregnancy.
  16. be aware of the role lawyers, counselors, bankers, insurers, and realtors will play in one's life.
  17. analyze genetic, behavioral and environmental factors which affect physiology and the lifelong quality of personal health.
  18. describe safe and effective parenting skills and identify resources for information and help with parenting. (2.4)
- C. Substance Awareness: (2.3)  
Students will:
1. explain the effects of smoking on the unborn child.
  2. understand Fetal Alcohol Syndrome
  3. explain the effects of drugs, legal and illegal, on the unborn child, and in early childhood development. (2.3)
  4. explore their attitudes toward alcohol and drug use as it relates to parties, proms, parents, friends, accidents, and sexual activity.
  5. examine the effects of alcohol and drug misuse on oneself, the family, spouse, and job.
  6. practice interpersonal skills that contribute to a drug-free life and appreciate the positive impact it fosters in attaining personal goals and aspirations.
- D. Physical Education: (2.5, 2.6)  
Students will:
7. explain the relationship between motor skill development, health related fitness activities and wellness. (2.6)
  8. 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)
9. apply appropriate strategies while participating in learning tasks and competitive/cooperative activities.
  10. appreciate the enjoyment and satisfaction of acquiring and applying motor and sport skills.
  11. recognize the importance of participation in activities by identifying fitness concepts necessary for implementing and assessing a personal health-related fitness program which enhances wellness.
  12. analyze and evaluate personal health-related fitness, motor skills, and knowledge about physical activity.
  13. 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.
  14. explain the rules and etiquette appropriate to sport, dance, fitness, and lifetime activities both as a participant and spectator.
  15. perform activities that promote cooperation and teamwork with respect to diversity among individuals.
  16. develop positive self-esteem through successful participation.
  17. demonstrate respect and acceptance for the physical and performance limitations of oneself and others.
  18. recognize the importance of rules and etiquette as they enhance the enjoyment and safety of an activity.
  19. describe how sports injuries can be prevented. (2.6)
  20. design and evaluate a fitness plan. Take into consideration fitness, health and nutritional status; age, interests and abilities; discuss how the plan may be adapted to injury, illness or aging. (2.6)
  21. will apply safety principles. Examples include:
    - a. develop and evaluate an injury prevention program. (2.1, 2.2)
    - b. discuss rules and laws designed to promote safety and health and their rationale. (2.1, 2.2)
    - c. describe and demonstrate procedures for basic first aid and safety precautions. (2.1, 2.2)
- E. Students are encouraged to:
1. to learn and use skills needed to access and use technology-based material.
  2. to develop, search and manipulate databases.
  3. to access technology-based communication and information systems.
  4. to access and assess information on specific topics using technological and print resources available in media centers.
  5. to use technology and other tools to solve problems, collect data and make decisions.
  6. to use technology and other tools including word processing, spreadsheet and presentation programs to produce projects.
  7. to use critical thinking, decision-making and problem-solving skills.
  8. to demonstrate self-management skills. (2.2)
  9. to work cooperatively with others to accomplish a task. (2.2)
  10. to evaluate their own actions and accomplishments. (2.2)

11. to describe constructive response to criticism. (2.2)
12. to provide constructive criticism to others. (2.2)
13. to describe actions which 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
  1. Family relationships
  2. Factors of mate selection
  3. Components of love and marriage readiness
  4. Life skills
  5. Reproduction
  6. Development of the egg to a fetus
  7. Cancer of the reproduction system
  8. Interruption of pregnancy
  9. Substance abuse education
- B. Physical Education
  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. Volleyball
  9. Paddleball
  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. Classwork
  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.
- D. Students are expected to complete tests and other evaluations to the best of their abilities.
- E. Students are expected to take care of school property, which includes their book, lock and/or locker, and school equipment.
- F. 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 criterion for the fitness test is the effort to achieve the best results possible with a goal of showing self-improvement on each test.
- G. Assessment of progress toward meeting course proficiencies.

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