

COURSE PROFICIENCY OUTLINE

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION – 2771

Freshman

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 (2.1, 2.2)

- A. Personal Health and Safety: Students will
 - 1. understand the function of the endocrine and reproductive systems.
 - 2. identify factors contributing to eating disorders, recognize symptoms and identify resources for help and information.
 - 3. design, justify and implement a personal nutrition plan that promotes and maintains one's health at each stage of the life cycle..
 - 4. appreciate the need for proper nutrition, regular exercise as it relates to overall wellness.

- B. Family Living: The student will (2.1, 2.2)
 - 1. recognize the uniqueness of each gender as it relates to sexuality, interactions, and relationships with others.
 - 2. appreciate the value of sexuality as a lifelong component of human development at that time when the person is emotionally responsible to make such a decision.
 - 3. demonstrate interpersonal skills such as decision-making, refusal, negotiation, and conflict resolutions relating to sexual behavior.
 - 4. analyze the effects of teenage pregnancy on the individual, family, and society.
 - 5. explain how the immune system functions and be aware of the full spectrum of AIDS.
 - 6. explore current and emerging health issues regarding sexual behavior and sexual health.
 - 7. identify risk factors and consequences associated with sexual behavior and the need for personal responsibility.
 - 8. analyze effective risk reduction and prevention strategies with a strong emphasis on abstinence.

- C. Substance Abuse: The student will
 - 1. identify the short and long-term effects of alcohol and other drugs including tobacco and anabolic steroids on the body, behavior, and relationships.

2. evaluate risk factors and behaviors influenced by chemical use and appropriately apply refusal skills to reduce one's personal risk and to others.
3. identify the signs of chemical abuse/dependency and develop a knowledge of prevention, intervention and treatment services, and resources.
4. appreciate the significance of a drug-free life and the positive impact it fosters for attaining personal goals and aspirations.
5. demonstrate self-affirming and decision-making behaviors in a variety of situations.

D. Physical Education: (2.5, 2.6)

Students will:

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 program that enhances wellness.
6. analyze and evaluate personal health-related fitness, motor skills, and knowledge about physical activity.
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.
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, teamwork with respect to diversity among individuals.
10. develop positive self-esteem through successful participation.
11. demonstrate respect and acceptance for the physical and performance limitations of oneself and others.
12. recognize the importance of rules and etiquette as they enhance the enjoyment and safety of an activity.
13. describe how sports injuries can be prevented. (2.6)
14. 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)
15. will apply safety principles. Examples include:

- a. explain how common injuries can be prevented. (2.1)
 - b. develop and evaluate an injury prevention program. (2.1)
 - c. discuss rules and laws designed to promote safety and health and their rationale. (2.1)
 - d. describe and demonstrate procedures for basic first aid and safety precautions. (2.1)
- E. Students are encouraged to:
1. to learn and use skills needed to access and use technology-based materials.
 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 medic 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.
 9. to work cooperatively with others to accomplish a task.
 10. to evaluate their own actions and accomplishments.
 11. to describe constructive response to criticism.
 12. to provide constructive criticism to others.
 13. to describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
 14. to describe the roles people play in groups.
 15. to demonstrate refusal skills.
 16. to use time efficiently and effectively.
 17. to apply study skills to expand their own knowledge and skills.
 18. to describe how ability, effort and achievement are interrelated.

II. **Content (2.1, 2.2, 2.3)**

- A. Health Education
1. Introduction to health
 - a. Values and attitudes toward personal health
 - b. First impressions and personality
 - c. Physical and emotional changes for this age
 - d. Developing a positive self image and refusal skills
 2. Character Education – self esteem/personality/ decision making/internet safety/predators

3. Fitness & Nutrition – food groups/proper diet/food pyramid/dietfads/annorexia/bulimia/effects of quick weight loss and over the counter drugs.
 4. Male Reproductive System
 5. Female Reproductive System
 6. Contraceptive/Abstinence Education
 7. Teen Pregnancy
 8. Substance Abuse – tobacco/alcohol/marijuana
 9. Career development and related careers
 - a. General principles of career education (attitudes, work habits, competencies)
 - b. Career information related to health and physical education.
- B. Physical Education (2.5, 2.6)
1. Team handball
 2. Fitness testing
 3. Track and field (emphasis on track events)
 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. 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 that 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 criterion 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.

REVISED: AUGUST '07
REVISED: AUGUST '08

Reviewed and revised: August 2010