

PE and Health: High School

<p><b>Academic Standard #7</b>                  Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p><b>#7.1</b>                  Movement Competence and Understanding</p>
<p><b>#7.2</b>                  Physical and Personal Wellness</p>
<p><b>#7.3</b>                  Emotional and Social Wellness</p>
<p><b>#7.4</b>                  Prevention and Risk Management</p>

**Description**

By participating in this class students will increase their fitness level and knowledge of rules and strategies in a variety of activities. They will explore and learn a wide variety of lifelong fitness skills and develop decision making, goal setting, relationship, and nutritional principles.

**Time Allocation**  
 90 minutes per day

**Texts/References**

Health, Glencoe  
 Periodicals relating to physical fitness  
Training for Speed, Agility and Quickness  
High-powered Plyometrics  
Sports Speed  
Bigger Faster Stronger: The Proven System for Building Athletes  
Foundations of Fitness  
Concepts of Physical Fitness

**Assessments**

**Formative Assessments**  
 Presidential Fitness Assessment (Pre and Post)  
 Chapter quizzes  
 Pre-test

**Summative Assessments**  
 One chapter test per chapter  
 Participation observation  
 Unit tests  
 Final test

**Grades and Achievement Levels**  
 Grades based on participation, tests/quizzes, completion of assignments, and quality of work.

Course Expectations: PE High School

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
<ul style="list-style-type: none"><li>• Participation at a competent level in a variety of lifelong physical activities</li><li>• Understanding of the cognitive impact of movement</li><li>• Application of rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings</li></ul>	<ul style="list-style-type: none"><li>• Establishing goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan</li><li>• Identifying community resources to maintain lifelong physical activity</li></ul>	<ul style="list-style-type: none"><li>• Demonstration of respect for individual differences in physical activity settings</li><li>• Demonstration of collaboration, cooperation, and leadership skills</li><li>• Demonstration of responsible behavior in group settings</li></ul>	<ul style="list-style-type: none"><li>• Understanding the risks and safety factors that may affect participation in physical activity</li><li>• Demonstration of knowledge of safety and emergency response procedures</li></ul>

Evidence Outcomes: PE High School

<p><b>Standard #7.1</b> <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b> <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b> <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b> <b>Prevention and Risk Management</b></p>
<ol style="list-style-type: none"> <li>1. Combined and applied movement patterns from simple to complex to participate successfully in aquatic, rhythms/dance, combatives, outdoor adventure activities, and variety of lifelong sports and games</li> <li>2. Identified, explained, and applied the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, combatives, outdoor adventure activities, and lifelong sports and games</li> <li>3. Explained and demonstrated advanced offensive, defensive, coaching, officiating, and transition strategies in lifelong sports and games</li> <li>4. Explained and demonstrated training and conditioning practices that have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, combatives, outdoor adventure activities, and a variety of lifelong and individual and dual activities</li> <li>5. Demonstrated ability to combine and perform movement sequences</li> <li>6. Identified parts of the brain and describe how movement impacts brain development</li> </ol>	<ol style="list-style-type: none"> <li>1. Developed and described a physical fitness plan that enhances personal health and performance in future leisure and workplace activities</li> <li>2. Designed and participated in activities that improve all components of health-related fitness</li> <li>3. Assessed the components of health related physical fitness</li> <li>4. Refined individual fitness goals for each of the five components of health related physical fitness using research-based criteria</li> <li>5. Examined fitness assessment data, and develop a plan to show personal improvement toward achievement of fitness goals, including monitoring personal levels of fitness within each of the five health-related fitness components</li> <li>6. Evaluated individual measures of physical fitness in relationship to patterns of physical activity</li> <li>7. Planned an extended personal physical fitness program in collaboration with an instructor</li> <li>8. Identified and accessed physical activity opportunities in the communities</li> <li>9. Explained the requirements such as cost involved with participation in a variety of physical activities</li> <li>10. Evaluated and make wise consumer choices about equipment, products, and programs needed to successfully participate in a wide range of physical activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Acknowledged the performance of others, regardless of the outcome</li> <li>2. Participated with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture</li> <li>3. Practiced conflict management and listening skills in a competitive atmosphere</li> <li>4. Demonstrated appropriate audience and participant behavior during class performances</li> <li>5. Identified areas of personal weakness, and complete an action plan for improvement</li> <li>6. Contributed to group success through a variety of noncompetitive roles</li> <li>7. Initiated responsible behavior, and function independently and cooperatively</li> <li>8. Identified and utilized the potential strengths of each individual within a group setting</li> <li>9. Influenced positively the behavior of others in physical activity settings</li> <li>10. Evaluated the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Described and demonstrated the correct use of safety equipment for a variety of physical activities</li> <li>2. Identified and applied principles from biomechanics and exercise physiology necessary for safe performance of physical activities</li> <li>3. Demonstrated proper spotting techniques for all lifts and exercises that require spotting</li> <li>4. Inspected equipment and facilities for safety hazards prior to participation</li> <li>5. Explained strategies for the prevention of injuries when engaging in physical activity</li> <li>6. Demonstrated knowledge in one or more of the following areas: Basic first aid, CPR, lifeguard training, water safety instruction, basic water safety, and automated external defibrillators(AEDs)</li> <li>7. Described emergency procedures for a physical education setting</li> </ol>

Evidence Outcomes: PE High School continued

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<ol style="list-style-type: none"> <li>7. Described and participated in movements that promote neural pathway development</li> <li>8. Identified and evaluated personal psychological responses to physical activity (i.e., anxiety/stress, etc.)</li> <li>9. Demonstrated the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor)</li> <li>10. Analyzed and explained training and conditioning practices that have the greatest impact on skill acquisition and successful performance in a variety of lifelong activities</li> <li>11. Created or modified practice and training plans based on evaluative feedback of skill acquisition and performance in a variety of lifelong activities</li> </ol>	<ol style="list-style-type: none"> <li>11. Evaluated the availability and quality of fitness resources in the community</li> <li>12. Participated willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle</li> <li>13. Established personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education classes on five or more days during the week</li> <li>14. Monitored physical activity in a physical activity log through the use of fitness equipment such as a pedometer or heart-rate monitor</li> <li>15. Explained the benefits of participation in a variety of physical activities</li> <li>16. Demonstrated effective time management skills that allow opportunities for physical activity during the day</li> <li>17. Demonstrated the ability to monitor and adjust activity to meet personal goals</li> <li>18. Participated in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals</li> </ol>	<ol style="list-style-type: none"> <li>11. Identified leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles</li> <li>12. Implemented cooperative learning strategies to achieve group goals</li> <li>13. Abided by the decisions of officials, accept the outcome of the game, and show appreciation toward participants</li> <li>14. Identified contributions of members of a group or team, and reward members for accomplishing a task or goal</li> <li>15. Compared and contrasted different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training</li> <li>16. Engaged in physical activity with others</li> <li>17. Displayed empathy toward the feelings of, others during physical activities</li> <li>18. Accepted the diversity and individual differences in participation in physical activity</li> <li>19. Accepted the roles of group members within the structure of a game or activity</li> </ol>	

Grade Level Expectations: Health High School:

<p><b>Standard #7.1</b>  <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b>  <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b>  <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b>  <b>Prevention and Risk Management</b></p>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none"> <li>• Benefits of a healthy diet and the consequences of an unhealthy diet</li> <li>• Analyzing how family, peers, media, culture, and technology influence healthy eating</li> <li>• Ways to take responsibility for healthy eating</li> <li>• Using a decision-making process to make healthy decisions about relation others in making positive and healthful choices about sexual activity</li> <li>• Supporting others in making positive and healthful choices about sexual activity</li> <li>• Developing and maintaining the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the interrelationship of physical, mental, emotional, and social health</li> <li>• Setting goals, and monitor progress on attaining goals for future success</li> <li>• Advocating to improve or maintain positive mental and emotional health for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of individuals’ use or nonuse of alcohol or other drugs</li> <li>• Analyzing the factors that influence a person’s decision to use or not use alcohol, tobacco, and other drugs</li> <li>• Developing interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs</li> <li>• Developing self-management skills to improving health by staying tobacco, alcohol, and drug-free</li> <li>• Analysis of the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence</li> <li>• Analyzing the underlying causes of self- harming behavior, harming others and steps involved in seeking help</li> <li>• Identifying the emotional and physical consequences of violence, and finding strategies to deal with, prevent, and report them</li> </ul>

Grade Level Expectations: Health High School continued

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>Standard #7.4 Prevention and Risk Management</b>
			<ul style="list-style-type: none"><li>• Accessing valid information and resources that provide information about sexual assault and violence</li><li>• Demonstrating verbal and nonverbal communication skills and strategies to prevent violence</li><li>• Advocating for changes in the home, school, or community that would increase safety</li></ul>

Evidence Outcomes: Health High School

<p><b>Standard #7.1</b>  <b>Movement Competence and Understanding</b></p>	<p><b>Standard #7.2</b>  <b>Physical and Personal Wellness</b></p>	<p><b>Standard #7.3</b>  <b>Emotional and Social Wellness</b></p>	<p><b>Standard #7.4</b>  <b>Prevention and Risk Management</b></p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> <li>1. Used nutritional evidence to describe a healthy diet and an unhealthy diet</li> <li>2. Analyzed and described the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis</li> <li>3. Described the importance of eating a variety of foods to balance nutrient and caloric needs</li> <li>4. Explained the effects of disordered eating and eating disorders on healthy growth and development</li> <li>5. Analyzed the relationship between eating behavior and metabolism</li> <li>6. Analyzed advertising claims for nutrition supplements and weight loss products</li> <li>8. Analyzed how family, peers, and the media influence food choices</li> <li>9. Analyzed the influence of media on the selection of products and services related to weight management</li> <li>10. Analyzed the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior</li> <li>11. Analyzed how a positive or a negative body image can influence eating behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzed the characteristics of a mentally and emotionally healthy person</li> <li>2. Described how mental and emotional health can affect health-related behaviors</li> <li>3. Evaluated effective strategies for dealing with stress</li> <li>4. Analyzed the causes, symptoms, and effects of depression and anxiety</li> <li>5. Analyzed why setting a personal goal contributes to mental and emotional wellness</li> <li>6. Defined a clear, attainable personal goal</li> <li>7. Described steps needed to reach personal goals</li> <li>8. Demonstrated effective and respectful advocacy strategies in support of the needs and rights of others</li> <li>9. Demonstrated support and respect for diversity</li> <li>10. Advocated for positive and respectful school environment that supports pro-social behavior</li> <li>11. Demonstrated how to communicate the importance of seeking help for mental and emotional problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzed healthy alternatives to substance use</li> <li>2. Predicted the potential effects of an individual’s substance abuse on others</li> <li>3. Analyzed the consequences of using weight-loss pills and products as well as and performance-enhancing drugs</li> <li>4. Analyzed the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use</li> <li>5. Described the harmful effects of binge drinking</li> <li>6. Summarized the relationship between intravenous drug use and the transmission of blood-borne diseases such as HIV and hepatitis</li> <li>7. Evaluated strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use</li> <li>8. Analyzed the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs</li> <li>9. Described the financial, political social, and legal influences on the use of alcohol, tobacco, and other drugs</li> </ol>

Evidence Outcomes: Health High School continued

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	<ol style="list-style-type: none"> <li>12. Described and explained how current federal nutrition standards and guidelines are useful in planning a healthy diet</li> <li>13. Used information on food labels to make healthy eating choices</li> <li>14. Demonstrated how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner</li> <li>15. Set a goal to improve one’s personal food choices that lead to a healthier diet</li> <li>16. Defined the characteristics of healthy relationships, dating, committed relationships, marriage, and family</li> <li>17. Analyzed the possible consequences of early sexual activity and the emotional, mental, social, and physical benefits for delaying sexual activity</li> <li>18. Described how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity</li> <li>19. Analyzed factors that influence the choice, use and effectiveness of contraception, including the availability of contraceptive methods</li> </ol>		<ol style="list-style-type: none"> <li>10. Demonstrated verbal and nonverbal ways to refuse alcohol, tobacco, and other drugs</li> <li>11. Demonstrated effective negotiating skills to avoid riding in a car with someone who has been using alcohol or other drugs</li> <li>12. Demonstrated effective persuasion skills that encourage friends and family not to use alcohol, tobacco, and other drugs</li> <li>13. Developed a personal plan to improve health by staying free of alcohol, tobacco, and other drugs</li> <li>14. Demonstrated the ability to monitor personal behavior related to alcohol or other drug use, including sexual activity and other risky behaviors</li> <li>15. Made a personal commitment to avoid situations that put a person at risk due to the presence of alcohol and other drugs</li> <li>16. Predicted how a drug-free lifestyle supports the achievement of short and long-term goals</li> <li>17. Demonstrated tolerance for individual differences</li> <li>18. Analyzed the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes</li> </ol>

Evidence Outcomes: Health High School continued

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	<ol style="list-style-type: none"> <li>20. Explained the difference between risk avoid and risk reduction and strategies one can utilize for each as it relates to STD's an pregnancy</li> <li>21. Analyzed when it is necessary to seek help with or leave an unhealthy situation</li> <li>22. Analyzed risks of sharing personal information thru modern technology</li> <li>23. Evaluated how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals</li> <li>24. Examined the responsibilities of parenthood</li> <li>25. Appraised internal and external influences and pressures to become sexually active, and demonstrated strategies to resist those pressures</li> <li>26. Demonstrated ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active Communicate the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV</li> <li>27. Communicated the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active</li> </ol>		<ol style="list-style-type: none"> <li>19. Analyzed situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence, acquaintance rape, sexual assault, and family violence</li> <li>20. Demonstrated the ability to take the perspectives of others in a conflict situation</li> <li>21. Analyzed the signs and symptoms of people who are in danger of harming themselves or others</li> <li>22. Explained how self-directed violence is the result of the accumulation of multiple problems rather than just one problem</li> <li>23. Summarized why it is important to tell an adult if there are people who are in danger of harming themselves or others</li> <li>24. Analyzed how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence</li> <li>25. Analyzed situations that could lead to pressure to have sex</li> <li>26. Summarized why individuals have the right to refuse sexual contact</li> <li>27. Analyzed the effects of emotional abuse</li> <li>28. Analyzed how media messages normalize violence</li> </ol>

Evidence Outcomes: Health: continued

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			<ul style="list-style-type: none"> <li>29. Explained the risks associated with choosing friends who use substances and violence to solve problems</li> <li>30. Demonstrated verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence</li> <li>31. Demonstrated verbal and nonverbal ways to refuse pressure to engage in violence</li> <li>32. Demonstrated strategies that could be used to prevent a conflict from starting or escalating</li> <li>33. Demonstrated effective strategies for resolving conflicts with another person in nonviolent ways</li> <li>34. Demonstrated verbal and nonverbal ways to stop or prevent hazing</li> <li>35. Determined situations and environments that could lead to unsafe risks that cause injuries</li> <li>36. Explained ways to reduce the risk of injuries while biking or driving motor vehicles such as automobiles, snowmobiles, and jet skis, including cell phone use and texting</li> <li>37. Advocated for others to not use alcohol or other drugs when biking, driving, or riding in a car</li> </ul>

Evidence Outcomes: Health: continued

<b>Standard #7.1 Movement Competence and Understanding</b>	<b>Standard #7.2 Physical and Personal Wellness</b>	<b>Standard #7.3 Emotional and Social Wellness</b>	<b>#7.4 Prevention and Risk Management</b>
			38. Advocated for changes at home, in school, or in the community that would increase safety – such as testing smoke detectors, implementing a fire escape plan, and erecting fencing around swimming pools