

## Personal Wellness (Health Education)

### Enduring Knowledge - Understandings

- individuals have a responsibility to advocate for personal, family and community health.
- interactions with others are an integral part of the human life experience and contribute to healthy relationships.
- physical, social, emotional and mental changes occur during adolescence and throughout life.
- the environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.
- culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and the spreading of diseases to self and others.
- self-management and coping strategies can enhance mental and emotional health.
- a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.

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### Skills and Concepts - Personal and Physical Health

- identify ways to advocate for personal, family and community health
- understand the importance of assuming responsibility for personal health behaviors:
  - predict how decisions regarding health behaviors have consequences for self and others
  - analyze decisions that impact an individual's emotional, sexual, and reproductive health (e.g., describing benefits of abstaining from sexual activity: preventing pregnancy, preventing STDs, maintaining self-esteem)
  - explain how rights and responsibilities are interrelated
- evaluate how an individual's behaviors and choices of diet, exercise and rest affect the body

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### **Skills and Concepts - Growth and Development**

- apply strategies and skills needed to obtain personal health goals during adolescence
- describe the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence
- explain basic structures and functions of the reproductive system as it relates to the human life cycle

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### **Skills and Concepts - Social, Mental and Emotional Health**

- demonstrate social interaction skills by:
  - using appropriate means to express needs, wants and feelings
  - using and explaining the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)
  - recommending and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying
  - interpreting how individuals impact the effective functioning of groups
- demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively
- identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems

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### **Skills and Concepts - Family and Community Health**

- analyze how personal health choices, individual well-being and use of health services can be influenced by:
  - family traditions/values
  - technology and media messages
  - cultural beliefs

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**Skills and Concepts - Communicable, Non-Communicable and Chronic Diseases Prevention**

- demonstrate an understanding of diseases by:
  - <li>describing symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis)</li><li>describing symptoms, causes, patterns of transmission, prevention and treatments of non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema)</li></ul>
  - investigate family history, environment, lifestyle and other risk factors related to the cause or prevention of disease and other health problems
  - demonstrate an understanding of how to maintain a healthy body by:
    - <li>explaining how health is influenced by the interaction of body systems</li><li>describing ways pathogens from the environment (e.g., air, food, people) enter the body and explaining how body defenses fight pathogens</li><li>explaining how personal hygiene practices affect physical, mental/emotional and social health; explaining how personal health habits (e.g., hand washing, care of teeth and eyes, sun protection) affect self and others in the prevention and spread of disease</li><li>identifying health care providers and describing reasons for preventive care</li></ul>

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**Skills and Concepts - Alcohol, Tobacco and Other Drugs**

- demonstrate an understanding of the use and misuse of alcohol, tobacco and other drugs by:
  - <li>distinguishing between legal (e.g., over the counter, prescription drugs) and illegal drugs (e.g., inhalants, marijuana, stimulants, depressants) and describing how their usage affects the body systems</li><li>describing the immediate/long-term effects of alcohol, tobacco and illegal drug usage and analyzing their impact on health</li><li>describing resources available to individuals seeking treatment or counseling for negative behaviors or addictions</li></ul>

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**Nutrition (Health Education)****Enduring Knowledge - Understandings**

- proper nutrition is essential to growth and development.
- nutrients have a role in the development of an individual's health.
- resources are available to assist in making nutritional choices.
- individuals, families and community values influence nutritional choices.

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**Skills and Concepts**

- analyze factors (e.g., geography, cultural background, convenience, advertising) that influence healthy food choices
- identify organs and body systems and explain how they are affected by nutrients
- apply the decision-making process when analyzing resources needed in making dietary choices
- describe the role of nutrients and food sources which are important in the growth and development of healthy bodies
- use print and non-print resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans, United States Department of Agriculture (USDA), National Dairy council), to make healthful food choices in real-life situations

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**Safety (Health Education)****Enduring Knowledge - Understandings**

- safety practices and procedures help to prevent injuries and provide a safe environment.
- community, state and federal resources are available to assist in hazardous situations.
- proper procedures must be used in emergency situations.

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**Skills and Concepts**

- explain how health hazards (e.g., firearms, motorized vehicles or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) can influence their personal health
  - identify and describe potential hazards in and around the home and school explain how to prevent injuries
  - explain and practice safety procedures needed for emergencies (e.g., weather, fire, tornado, lock down) at home or school
  - identify life threatening emergencies and describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding)
  - identify and access the available local, state and federal health and safety agencies (e.g., health departments, Center for Disease Control and Prevention (CDC), National Guard) and explain the services they provide
  - use reliable safety resources and guidelines to help in avoiding injuries and dangerous situations (e.g., internet use, vehicles, firearms, watercraft)
  - identify and practice (e.g., role play, simulation) communications skills needed in emergency situations
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## **Psychomotor Skills (Physical Education)**

### **Enduring Knowledge - Understandings**

- movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.
  - motor skills need to be refined, combined and varied in the development of specialized skills (e.g., serving, catching with a glove, dribbling, punting).
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### **Skills and Concepts**

- interpret the role that principles of motor skill refinements (e.g. accuracy, technique, movement) have in skill development
  - demonstrate increased competence in motor skills for individual, dual and team activities
  - use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities
  - improve techniques to achieve consistency in performance of fundamental manipulative skills (e.g., throwing, catching, kicking, dribbling, striking) for participation in games and activities
  - demonstrate and explain how transitional motor skills (e.g., punting, serving, dribbling) are impacted by space, force and time
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## **Lifetime Physical Wellness (Physical Education)**

### **Enduring Knowledge - Understandings**

- leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
- intrinsic values and other benefits (physical, emotional/mental, social) are gained by regular participation in leisure/recreational or competitive activities.
- techniques, strategies and practice are important for improving performance of sport skills.
- rules impact effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.
- fitness principles and techniques are used to improve/maintain physical health.

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## Skills and Concepts

- identify moderate to vigorous physical activities that will provide for personal enjoyment and health benefits
- examine and analyze the personal benefits derived from regular participation in leisure/recreational or competitive physical activities
- evaluate the relationship between effort and skill improvement
- demonstrate and apply the technique of practice progression to personal skill development
- access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation)
- for improving performance in games and sports
- participate regularly in physical activity
- when participating in a variety of physical activities, sports and games:
  - <li>identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)</li>
  - <li>demonstrate sportsmanship, cooperation, teamwork and conflict resolution</li>
  - <li>recognize and use safety principles, rules, procedures and etiquette</li>
  - <li>describe how offensive and defensive strategies are used in games and sports; create, explore and devise strategies for games or physical activities</li></ul>
  - explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness
  - identify and assess lifetime activities (e.g., bowling, tennis, swimming, walking) that enhance the health-related fitness
  - investigate how the systems of the body affect an individual's personal fitness level
  - explain the relationship of nutrition and exercise to physical fitness