

# Grades 9, 10, 11, 12

Adopted 2007

**Health Concepts:**  
Students comprehend concepts related to health promotion and disease prevention to enhance health.

## **A1 Healthy Behaviors and Personal Health**

Students predict how behaviors can impact health status.

- a. Analyze individual responsibility for enhancing health.
  - b. Predict how healthy behaviors can positively impact health status.
  - c. Describe barriers to practicing healthy behaviors.
  - d. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.
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## **A2 Dimensions of Health**

Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.

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## **A3 Diseases/Other Health Problems**

Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.

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## **A4 Environment and Personal Health**

Students determine the interrelationship between the environment and other factors and personal health.

- a. Analyze how environment and personal health are interrelated.
  - b. Describe how genetics and family history can impact personal health.
  - c. Analyze the relationship between access to health care and health status.
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## **A5 Growth and Development**

Students describe the characteristics of human growth and development throughout the various stages of life.

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## **A6 Basic Health Concepts**

Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

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**Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.**

**B1 Validity of Resources**

Students evaluate the validity and accessibility of health information, products, and services.

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**B2 Locating Health Resources**

Students access valid and reliable health information, products, and services.

- a. Determine when professional health services may be required.
  - b. Access valid and reliable health information.
  - c. Access valid and reliable health products, and services.
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**Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**C1 Healthy Practices and Behaviors**

Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.

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**C2 Avoiding/Reducing Health Risks**

Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

- a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.
  - b. Develop injury prevention and response strategies including first aid for personal, family, and community health.
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**C3 Self-Management**

Students design, implement, and evaluate a plan for stress management.

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**Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

**D1 Influences on Health Practices/Behaviors**

Students analyze and evaluate influences on health and health behaviors.

- a. Analyze how family, school and community influence the health of individuals.
- b. Analyze how peers influence healthy and unhealthy behaviors.
- c. Evaluate the effect of the media on personal and family health.
- d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- e. Analyze how culture and personal values and beliefs influence individual health behaviors.
- f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.

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**D2 Technology and Health**

Students evaluate the impact of technology, including medical technology, on personal, family, and community health.

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**D3 Compound Effect of Risk Behavior**

Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Analyze the influence of alcohol use on individual and group behavior.
  - b. Analyze the influence of drug use on individual and group behavior.
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**Communication and Advocacy Skills:**  
Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

**E1 Interpersonal Communication Skills**

Students utilize skills for communicating effectively with family, peers, and others to enhance health.

- a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.
  - b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.
  - c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
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**E2 Advocacy Skills**

Students demonstrate ways to influence and support others in making positive health choices.

- a. Utilize accurate peer and societal norms to formulate a health-enhancing message.
  - b. Adapt health messages and communication techniques for different audiences.
  - c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.
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**Decision-Making and Goal-Setting Skills:**  
Students demonstrate the ability to make decisions and set goals to enhance health.

**F1 Decision-Making**

Students apply a decision-making process to enhance health.

- a. Compare the value of thoughtful decision-making to quick decision-making in a health-related situation.
- b. Justify when individual or collaborative decision-making is appropriate.
- c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.
- d. Defend the healthy choice when making a decision.
- e. Evaluate the effectiveness of a health-related decision.

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**F2 Goal-Setting**

Students develop and analyze a plan to attain a personal health goal.

- a. Assess personal health practices and overall health status.
  - b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.
  - c. Implement strategies and analyze progress in achieving a personal health goal.
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**F3 Long-Term Health Plan**

Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.

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**Movement/Motor Skills and Knowledge: Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance.**

**G1 Stability and Force**

Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.

- a. Demonstrate how spin and rebound affect the motion of an object.
  - b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity.
  - c. Adjust movements to accommodate external forces that decrease risk for injury.
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**G2 Movement Skills**

Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.

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**G3 Skill-Related Fitness Components**

Students explain the relationship of skill-related fitness components to specialized movement skills.

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**G4 Skill Improvement**

Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.

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**Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**

**H1 Fitness Assessment**

Students participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.

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**H2 Health-Related Fitness Plan**

Students design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression).

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### **H3 Fitness Activity**

Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.

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### **H4 Physical Activity Benefits**

Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

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**Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

### **I1 Cooperative Skills**

Students demonstrate collaborative skills while participating in physical activities.

- a. Accept constructive feedback.
  - b. Give constructive feedback.
  - c. Include peers respectfully in activities.
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### **I2 Responsible Behavior**

Students demonstrate responsible and ethical personal behavior while participating in physical activities.

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### **I3 Safety Rules and Rules of Play**

Students predict how etiquette/rules improve games/activities.

- a. Explain how etiquette/rules contribute to productive participation.
- b. Predict how modifications to the environment can impact safety during games/physical activities.