

K-3	
4-5	
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GRADE 10 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle		
<i>A. Personal Health B. Growth and Development</i>	<i>C. Nutrition D. Diseases and Health Conditions</i>	<i>E. Safety F. Social and Emotional Health</i>
Benchmarks By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet the designated GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Investigate the impact of health choice and behaviors on personal, family, and community wellness.	Describe controllable and uncontrollable risk health factors: · controllable- activity, weight, diet · uncontrollable-age, race, gender, heredity.	Compare factors in teenage and adult cycles. / Create a chart describing differences and similarities. Small group, chart.
B. Predict and discuss significant developmental issues or concerns that impact each life stage.	Discuss different stages of life: 1. High School 2. College 3. Work 4. Alternative choice 5. Young adulthood 6. Middle age 7. Older Adulthood	Create a chart with concerns and issues for various life stages and describe each concerns and state possible solutions. / Small group, chart.
C. Evaluate a nutrition plan for a healthy young adult nutritional balance and value, consider cost, availability, , freshness, and culture.	Evaluate meals/menus from various fast food restaurants and analyze their value and effect on young adults.	Create charts to evaluate the nutritional content of the cafeteria food for a period of one week. / Contrast and compare the cafeteria meal plan for the nutritious value, healthy or unhealthy. Small group, computer, chart.
D. Discuss the relationship between signs and symptoms of disease and how the body's immune system functions.	Understand how the body fights diseases and recognize their signs/symptoms.	Describe ways to assist the immune system in fighting diseases. (Stay healthy, drink water, exercise regularly, sleep, see a doctor for checkups, eat a balance diet, reduce stress, avoid sick people.) / Individual assignments, class assignments.

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E. Acquire the appropriate decision making skills regarding First Aid procedures, injuries, and emergency situations.	Describe signs and symptoms of injuries. Recognize emergency situations, procedures and First Aid treatment.	Create a chart with 5 columns: injury, signs, treatment, procedure, and emergency medical treatment. / Small group, role-play, presentation.
F. Analyze the impact of physical development, social norms and expectations, self-esteem and perceived vulnerability on adolescent social and emotional growth and behavior.	Understand changes that occur during adolescence and why they occur?	Discuss situation which have occurred in the past for adolescence and how the situation would be handled differently today if it occurred. Small group, summary, presentation.
RESOURCES		
<p>1. <i>Texts</i> 2. <i>Books</i> 3. <i>"Perspectives on Health"</i> 4. <i>Charts, paper and writing instrument (for teachers use)</i> 5. <i>Materials</i> 6. <i>Compute – internet</i></p>		

GRADE 10 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

A. Communication B. Decision Making		C. Planning and Goal Setting D. Character Development	E. Leadership, Advocacy and Service F. Health Services and Careers
Benchmarks By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should		Grade Specific Concepts/Skills By the end of the grade level listed above, to meet GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.		Prepare a public announcement (T.V., radio, newspaper) for a health concern for various audiences.	Create a public service announcement to educate various group cultures on an health issues. / Small groups, presentation, peer review, teacher checklist.
B. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.		Describe positive/negative factors that may influence decision making skills during different stages of life.	List the differences in the factors for the different life stages regarding decision making. / Small group, peer review.
C. Appraise individual and family needs in order to achieve and maintain wellness.		Design a plan for lifelong wellness.	Create a skit about excuses that individuals use for not acquiring/maintaining wellness. / Role-playing, presentation, small groups.
D. Analyze how role models, and the core ethical values they represent, influence society.		Discuss role models/modeling and what their responsibilities are to society.	List the values and influences modern/contemporary role models play in society, if any. / Small groups, discussion.

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E. Evaluate personal participation as both a leader and a follower.	Describe various characteristics of a leader in school, home, and community.	List ways to build self-esteem and develop skills such as self-talk (coaching one self) about self worth / Create a skit to help friends develop self-esteem. Small group, role play
F. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.	Analyze the various health related professions including medical, dental, sports, recreational, educational and community services.	Create a chart of 4 Columns listing the health related professions with the preparation and licensing for each profession with (career) can be most beneficial to the community. Small group, chart,
RESOURCES		
1. <i>"Perspective on Health"</i> 2. <i>Texts</i> 3. <i>Books</i> 4. <i>Charts, paper and writing instrument (for teacher's use)</i> 5. <i>Materials</i> 6. <i>Tape recorder/Video</i>		

GRADE 10 *Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.*

A. Medicines	B. Alcohol, Tobacco and Other Drug.	C. Dependency/Addiction and Treatment
Benchmarks	Grade Specific Concepts/Skills	Student Activities/Evidence
By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should	By the end of the grade level listed above, to meet GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Investigate the use of new or experimental medicines and discuss their potential risks and benefits.	Research Web-Sites regarding new and experimental drugs, approved or not approved by the (FDA) Food and Drug Administration.	<p>List drugs that are currently approved by the (FDA) Food and Drug Administration and their use. /</p> <p>Computer/internet/report to class on findings.</p>
B. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers.	Describe initiatives created to lessen the impact of smoking in the community and state. Using magazine and newspaper articles summarize the initiatives in process against tobacco, smoking.	<p>Assign two groups (divide the class in half) to debate the issue of banning smoking in public areas. (restaurants, buildings) /</p> <p>Why it should or should not be banned.</p> <p>Critical thinking skills presentation.</p>
C. Compare and contrast the physical and psychological stages of dependency.	<p>Describe the sign and symptoms of drug dependence (physical and psychological)</p> <p>Drug use >Tolerance > Dependence> Addiction.</p>	<p>Create a two-minute public service announcement that highlights the link between drug abuse and addiction. /</p> <p>Small group, presentation of t he public service announcement. Peer review.</p>
RESOURCES		
<ol style="list-style-type: none"> 1. "Perspective on Health" 2. Handouts 3. Charts 4. Guest Speakers 5. Materials 6. Tape recorder/Video 		

GRADE 10 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships			B. Sexuality			C. Pregnancy and Parenting		
Benchmarks			Grade Specific Concepts/Skills			Student Activities/Evidence		
By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should			By the end of the grade level listed above, to meet GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.			Describe how past behaviors of family, peers, media, and community affect inter-personal relationships.			Identify qualities you looked for in friends in the past. Identify qualities friends you have today and identify qualities your friends of today possess and the qualities you would look for of the future and why. /		
						Individual project, compare and contrast past, present and future.		
B. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.			Analyze “pressure situations” in adolescence and how to avoid them: 1. Identify the situation. 2. Avoid alcohol or drugs. 3. Befriend individuals who share same values as you.			Create a skit and include different types of situations that adolescents face and the refusal skills they can use. /		
						Guided questions, role play, skit.		
C. Describe the stages of labor and Childbirth. Compare childbirth options.			Discuss the stages of labor and childbirth. Compare gestation periods of other animals. Also describe methods of childbirth (natural, cesarean and breech)			Video on Miracle Of Life questions and answers period. /		
						Guided questions, video presentation ,computer internet.		
RESOURCES								
1. “Perspective on Health” 2. Text 3. Materials – paper, pencils, arts and craft supplies. 4. Computer -Internet 5. Charts 6. Tape recorder/Video								

GRADE 10 *Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

<p><i>A. Movement Skills</i> <i>B. Movement Concepts</i></p> <p><i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i></p> <p><i>E. Sports Psychology</i></p>		
<p>Benchmarks By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>
A. Use information from internal and external sources to detect, analyze, and correct errors in movement skills.	Demonstrate the ability to access movement skills for themselves and individually and review peers.	<p>Video students engaged in using sequential movement skills. Analyze video for constructive corrections. /</p> <p>Checklist, teacher observation, peer review.</p>
B. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.	Explain how changes occur during physical performances.	<p>Perform physical activities and demonstrate spatial awareness while performing.</p> <p>Teacher observation, checklist.</p>
C. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.	Analyze ways in which teams of equal ability can be developed using cooperative strategies.	<p>Take turns in modified games. Playing offensive and defensive strategies in lead-up games and modified games. /</p> <p>Teacher observation, checklist.</p>

GRADE 10 *Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

<p><i>A. Movement Skills</i> <i>B. Movement Concepts</i></p> <p><i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i></p> <p><i>E. Sports Psychology</i></p>		
<p>Benchmarks By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet GRADE 10 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>
<p>D. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants. Recommend strategies to improve their performance and behavior.</p>	<p>Acknowledge in a positive manner, the efforts of opponents at the conclusion of an activity.</p>	<p>Display sportsmanship in all aspects of sports, games and activities. /</p> <p>Teacher observation, checklist.</p>
<p>E. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.</p>	<p>Discuss how emotions affect physical activity.</p>	<p>Video students engaged in a competitive activity. /</p> <p>Teacher observation, peer review and open discussion.</p>
RESOURCES		
<ol style="list-style-type: none"> 1. Gymnasium or large space conducive to movement 2. Equipment – balls, jump ropes, cones, etc. 3. Video recorder and television 4. Computer -Internet 5. Materials 6. Radio 		

GRADE 10 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity		B. Training		C. Achieving and Assessing Fitness	
Benchmarks		Grade Specific Concepts/Skills		Student Activities/Evidence	
By the end of Grades 10 at developmentally appropriate levels of increasing complexity and skill, all students should		By the end of the grade level listed above, to meet Grade 8 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:		The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:	
A. Summarize the causes, influences, and responses of body systems during exercise.		Differentiate between the components of physical fitness. Identify types of physical activities that affect the components of physical fitness.		Participate in physical activities and be able to apply fitness training factors and principles to and/or extracurricular physical activities. / Teacher observation, student participation, and checklist log.	
B. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.		Participate in physical activities. Be able to describe their value to physical fitness and health, employment, and leisure pursuits.		Develop a personal activity plan that includes elements of health related fitness and indicate progress over time./ Teacher observation, student participation, and checklist log.	
C. Perform at the intensity level needed to enhance cardiovascular fitness. Monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.		Use a personal program showing progression in Frequency Intensity Time.		Keep a daily record of physical activity over a period of time. Using this predict changes and set goals in the physical fitness components as measured by the fitness-gram. / (Teacher creates a spreadsheet to record progress, make a graph from the spread sheet.)	
RESOURCES					
1. Gymnasium or space for activity 2. PE equipment – ropes, balls, scooters, cones, etc. 3. Radio 4. Video					