

K-3	
4-5	
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GRADE 12 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

A. Personal Health B. Growth and Development			C. Nutrition D. Diseases and Health Conditions			E. Safety F. Social and Emotional Health		
Benchmarks By the end of Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Debate the social and ethical implications of the use of technology and medical advances to support wellness.			Discuss how society addresses health issues through modern technology and medical advances.			Research magazine and newspaper articles on recent medical advances (i.e. stem cell research). / Summarize articles and present to class. Display summary in classroom for accessibility, guided questions, class participation.		
B. Predict the impact of heredity and genetics on human growth and development.			Identify how genes are involved in growth and development.			Research a family history and create a chart of health issues and concerns that relate to heredity. / Guided questions, class discussion.		
C. Evaluate how healthy and unhealthy eating patterns impact the functioning of the body. Include healthy bone development and immune system functioning.			Describe positive eating behaviors and the possible results of poor eating behaviors on the body.			Chart behaviors and their possible effects that may occur with time to the human body. / Small group interaction, computer/internet chart.		
D. Investigate local, state, national, and international public health efforts.			Access health agencies and their locations. (i.e. food, drug, environmental, medical, disaster)			Evaluate/chart agencies locations; summarize their philosophy and affect on public health. / Computer internet, small group.		

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**A. Personal Health
B. Growth and Development**

**C. Nutrition
D. Diseases and Health Conditions**

**E. Safety
F. Social and Emotional Health**

Benchmarks

By the end of Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Students Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:

E. Describe first aid procedures. Including Basic Life Support and Automatic External Defibrillation, the care for bone and joint emergencies, cold and heat injuries, and the response to medical emergencies.

Identify the signs and symptoms of medical emergencies and their immediate care.

Research a medical emergency and summarize the standard First Aid procedure for the injury. (Include CPR if necessary). /

Short paper, demonstration.

F. Analyze the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.

Describe factors that contribute to conflict.

List possible methods for reducing conflicts (i.e. harassment, bullying, and vandalism) and how they should be implemented. /

Small group, presentation.

RESOURCES

1. *Texts "Perspective on Health"*
2. *Books*
3. *Charts, paper and writing instrument (for teachers use)*
4. *Materials*
5. *Computer – internet*

GRADE 12 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 Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Employ strategies to improve communication and listening skills and assess their effectiveness.			Describe active listening paraphrasing and body language and the effect of each on relationships.			Develop other methods of listening skills for good communication and evaluate their effectiveness. / Partner, small group.		
B. Analyze the use of ethics and personal values when making decisions.			Explain the importance of making decisions and the responsibility of the consequences.			Discuss how and why adolescents make certain inappropriate decisions and what alternative choices are available. / Guided questions, class discussions.		
C. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.			Describe how knowledgeable lifestyle and attitude assist in taking charge of an individual's wellness.			List methods to empower oneself in order to achieve complete wellness. / Presentation of methods, critical thinking skills.		
D. Describe the impact of community or public service on an individual and community core ethical values.			Identify how social networks affect the community and its values.			List changes that you feel should take place in a community and how a connection can be made to adolescent teenagers. / Small group, summary.		

GRADE 12 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 Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
E. Analyze strategies for decision making skills that influence school, home, and the community.			Examine the factors that contribute to conflicts in schools, families, and communities.			List resolutions that can be used by taking a leadership role in advocating for a decision. / Give students scenarios for situations to be resolved. Small groups, computer, presentation.		
F. Compare and contrast health insurances and reimbursement plans.			Research the different careers and the health benefits that they offer. (i.e. Fee for service) plan managed care plans, government assistant plans, etc.			Develop a chart with the insurance plans found. Chart the pros and cons, definition, fees and wellness programs they offer./ Small group, computers.		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Texts</i> 2. <i>Books</i> 3. <i>Materials</i> 4. <i>Tape recorder</i> 								

GRADE 12 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 By the end of Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Evaluate the effectiveness of different medicines. Consider the dosage, side effects, benefits vs. and risks route of administration cost.			Analyze OTC drugs and prescribed drugs. Explain why certain drugs are abused, misused, and become addictive.			Create a chart using five columns for the classification, effect, availability and benefits vs. risks. / Computer, small group, presentation.		
B. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time.			Assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.			Guest speaker- (alcohol, tobacco, narcotics)./ Prepare questions on index cards for quest speaker to answer and have students write a short paper evaluating addiction. Class discussion, individual assignment.		
C. Evaluate factors that support an individual to quit using substances.			Research drug addiction treatment programs and agencies in the community.			Create a pamphlet/chart with the programs/agencies: · name · address · phone number · ·available service · area of specialization Computer, art display, pamphlet.		

RESOURCES

1. Texts
2. Charts
3. Guest Speakers
4. Materials
5. Computer- internet

GRADE 12 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
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<p>A. Compare and contrast adolescent and adult dating practices.</p>	<p>Describe factors that make relationship important in developing an individual's identity and commitment behaviors.</p>	<p>Create a list with positive characteristics to look for in a partner, age appropriate dating behavior and ways to maintain a healthy relationship. /</p> <p>Individual project, class discussion.</p>
<p>B. Predict how cultures, religious beliefs, popular trends, fads, and current and emerging technological advances influence sexuality.</p>	<p>Examine how factors may influence teens in decision making for age appropriate behaviors.</p>	<p>Develop a "relationship" map that created a health path for a positive and long lasting relationship (age appropriate)./</p> <p>Small group, flow chart, road map.</p>
<p>C. Compare and contrast sexual behaviors during adolescent years.</p>	<p>Explain the pros and cons of various sexual behaviors and setting boundaries during adolescence.</p>	<p>Discuss how to cope with the risk factors involved when sexually active and how setting boundaries help in decision making skills. /</p> <p>Include (honest, direct communication and negotiations.</p> <p>Guided questions, class discussion and critical thinking skills.</p>

RESOURCES

1. "Perspective on Health"
2. Materials – paper. Pencils, arts and craft supplies.
3. Computer -Internet
4. Charts
5. Guest Speaker

GRADE 12 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.

A. Movement Skills B. Movement Concepts			C. Strategy D. Sportsmanship, Rules and Safety			E. Sports Psychology		
Benchmarks By the end of Grade 12 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 12 benchmarks, a students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Transfer specialized movement skills that use similar patterns from one movement activity to another.			Combine learned lead-up skills and apply them to a pattern of sequence and movement during play.			Demonstrate improvement of skills by performance and the importance of making necessary adjustments. / Teacher observation /peer review/holistic scoring, checklist.		
B. Analyze how movement activities reflect culture, era, geography, and/or historical context.			Explain how diverse cultures reflect specific sports/games or something else.			Research the seasonal sports played, through origins and what contributions sports have made to society internationally. / Computer, class report.		
C. Assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.			Describe standard strategies used in sports and games while participating in learning tasks.			Participation in using an understanding of learning tools and practiced tasks. / Teacher observation, checklist.		

GRADE 12 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>A. Movement Skills B. Movement Concepts</p>	<p>C. Strategy D. Sportsmanship, Rules and Safety</p>	<p>E. Sports Psychology</p>
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<p>D. Investigate the impact of rules and regulations on the health and safety of participants.</p>	<p>Recognize the importance of modified rules and regulations for sport/game activities and their carry over to recreational activities.</p>	<p>Participation acknowledging a clear understanding of safety rules and regulation for participation in physical activity. /</p> <p>Teacher observation, written assessment, practical assessment.</p>
<p>E. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.</p>	<p>Discuss internal and external factors that may affect preparation for game/sport activity.</p>	<p>Videotape studentss engaged in competitive classroom activity and analyze how to improve individual performance levels. /</p> <p>Peer review, teacher observation.</p>

RESOURCES

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*
4. *Internet*

GRADE 12 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 By the end of Grade 12 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 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:
A. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	Identify the different types of body compositions and physical factors that may affect the body during exercise.	Create a circuit training program and include a well balanced diet for a weight management plan. / Teacher observation/? Chart and plan.
B. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.	Describe the value of achieving physical fitness, health, employment and leisure pursuits.	Research the different types of drugs fitness products, and foods used to achieve fitness without exercise and/or a balance diet. / Teacher observation, computer.
C. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.	Use results of provider fitness assessments to set personal fitness goals.	Create a personal life-time fitness goal using post assessment tools. / Teacher observation, checklist, student's participation.
RESOURCES		
<ol style="list-style-type: none"> 1. <i>Gymnasium or space for activity</i> 2. <i>PE equipment – ropes, balls, scooters, cones, etc.</i> 3. <i>Radio</i> 4. <i>Video</i> 5. <i>Internet</i> 		