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| K-3  |  |
| 4-5  |  |
| 6-8  |  |
| 9-12 |  |

**GRADE 9 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**

| <b>A. Personal Health</b><br><b>B. Growth and Development</b>   |  |  | <b>C. Nutrition</b><br><b>D. Diseases and Health Conditions</b>   |  |  | <b>E. Safety</b><br><b>F. Social and Emotional Health</b>   |  |  |
|---|--|--|---|--|--|---|--|--|
| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should: |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |  |  |
| A. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.              |  |  | Evaluate health-related products and decide whether it is credible or fraudulent.   |  |  | Research the FTC (Federal Trade Commission) and CPSC (Consumer Product Safety Commission) FDA (Food and Drug Administration) for fraudulent products. /<br><br>Computer, paper research.  |  |  |
| B. Recommend behaviors to enhance and support the optimal functioning of body systems.  |  |  | Explain why individual that have copying, decision making skill and healthy relationships are near the optimal wellness.  |  |  | Summarize and identify the strongest and weakest components of health using critical thinking skills and solutions to the health components paragraph. /<br><br>Individual assignment.  |  |  |
| C. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.                                 |  |  | Discuss why the recommended dietary allowances are only guidelines and not strict rules.  |  |  | Examine food labels, and packaging (weight-largest amounts listed first) distribute sample food labels from various packages. /<br><br>Chart the food label information include (DV- Daily value RDA) total fat, cholesterol, sodium, total carbohydrate, protein, vitamins and minerals and compare to food pyramid recommendations.<br><br>Computer, charts and small group discussion, class discussion. |  |  |

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| D. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.          |  |  | Describe common disease and their current treatment for effectiveness.  |  |  | Create a (4) four Column chart and research current disease information. /<br>1. chart the disease and health conditions<br>2. symptoms<br>3. transmission, and<br>4. treatment and prevention. |  |  |
| E. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.   |  |  | Discuss safety in the home, school and community regarding awareness of possible harm and/or injury.  |  |  | List preventive measures for injuries in school, home, workplace and community and public awareness methods. /<br>Chart, small group  |  |  |
| F. Discuss psychological principles and theories of personality development.   |  |  | Analyze the basic human needs and the effects they have on an individual development.   |  |  | Research psychologists theory other than Maslow compare and contrast theories. /<br>Create a chart comparing the different theories.<br>Class discussion, guided questions.                     |  |  |
| <b>RESOURCES</b>   |  |  |   |  |  |   |  |  |
| 1. <i>Texts</i><br>2. <i>Books</i><br>3. <i>Charts, paper and writing instrument (for teachers use)</i><br>4. <i>Materials</i><br>5. <i>Compute – internet</i> |  |  |   |  |  |   |  |  |

**GRADE 9 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.**

| <b>A. Communication</b><br><b>B. Decision Making</b>  |  |  | <b>C. Planning and Goal Setting</b><br><b>D. Character Development</b>  |  |  | <b>E. Leadership, Advocacy and Service</b><br><b>F. Health Services and Careers</b>   |  |  |
|---|--|--|---|--|--|---|--|--|
| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should: |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |  |  |
| A. Use appropriate research methodology to investigate a health problem or issues.  |  |  | Discuss the (5) ways to address health issues. <ol style="list-style-type: none"> <li>1. Medical advances</li> <li>2. Technology</li> <li>3. Public policy</li> <li>4. Education</li> <li>5. Advocacy</li> </ol>  |  |  | Present health advocacy strategies the communities have been exposed to through T.V. radio, magazines or newspaper. Support their change of behaviors. /<br><br>Critical thinking skills,   |  |  |
| B. Demonstrate and evaluate the use of decision making skills.  |  |  | Create a decision making tree to assess appropriate choices (positive and negative)   |  |  | Write and act out scenario to make appropriate decisions –use the GREAT MODEL: /<br><b>G-</b> Give thought to problem<br><b>R-</b> Review choices<br><b>E-</b> Evaluate consequence<br><b>A-</b> Assess and choose choice<br><b>T-</b> Think it over afterward<br><br>Small group, role-play. |  |  |
| C. Appraise individual and family needs in order to achieve and maintain wellness.  |  |  | Design a plan for lifelong wellness. Design an umbrella for individual and family needs. Consider overlapping of needs, risk factors and behaviors.   |  |  | Compare and contrast individual and family needs using a flow chart or individual design. /   |  |  |
| D. Demonstrate character autistics based on core ethical values.  |  |  | Describe individual positive attitude, include prioritizing, stress, limits   |  |  | With a partner list positive/negative characteristics of themselves and ways to be relevant and open to change. /<br><br>Guided questions, list.  |  |  |

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|--|--|---|

| <p><b>Benchmarks</b><br/>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should:</p> | <p><b>Grade Specific Concepts/Skills</b><br/>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p><b>Student Activities/Evidence</b><br/>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p> |
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| <p>E. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.</p>   | <p>Describe 3 goals they hope to accomplish within the next few months/years.</p><br><br><p>Discuss method to achieve.</p> | <p>Brainstorm – 3 goals to achieve with the next 10 years.<br/>/</p> <p>Define types of goals and the action plans reward.</p> <p>Essay ass</p>   |
| <p>F. Assess health and fitness services programs, and resources.</p> <p>Evaluate them for cost, availability, accessibility, benefits, and accreditation.</p> | <p>Evaluate services, programs and resources.</p>  | <p>Five (4) Column chart.</p> <ol style="list-style-type: none"> <li>1. Service</li> <li>2. Cost</li> <li>3. Availability</li> <li>4. Benefit</li> </ol> <p>Research different manage care plans, HMO, PPO, Medicare, Medicaid.</p> <p>Computer research, create chart.</p> |

**RESOURCES**

1. *Texts*
2. *Books*
3. *Materials*
4. *Tape recorder*

**GRADE 9 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.**

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|---|---|---|
| <b>A. Medicines</b>   | <b>B. Alcohol, Tobacco and Other Drug.</b>  | <b>C. Dependency/Addiction and Treatment</b>  |
| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should:   | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | <b>Student Activities/Evidence</b><br>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.  | Discuss the potential risks and benefits of medicines.<br><br>Describe precautions to take regarding medicines and drugs.   | Evaluate articles found in magazine, newspapers and the internet regarding medicines, the use and the agencies that given them.<br><br>Small group, computer.   |
| B. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.  | Create a pie, scale or flow chart indicating the effects of smoke and tobacco on the body.  | Devise a poster depicting causative factors in long-term effects of tobacco use.<br><br>Artwork display.  |
| C. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.   | Discuss the signs of possible substance abuse. (Alcohol, tobacco, etc.)   | Guest speaker on substance abuse and the effects it has on the family, society.<br><br>Guide question, computer internet.                                       |
| <b>RESOURCES</b>  |   |   |
| <ol style="list-style-type: none"> <li>1. <i>Textbooks</i></li> <li>2. <i>Handouts</i></li> <li>3. <i>Charts</i></li> <li>4. <i>Guest Speakers</i></li> </ol>   |   |   |

**GRADE 9 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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| <b>Benchmarks</b>  |  |  | <b>Grade Specific Concepts/Skills</b>  |  |  | <b>Student Activities/Evidence</b>  |  |  |
| By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should: |  |  | By the end of the grade level listed above, to meet the designated GRADE 9 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 how different family structures, values, rituals, and traditions meet basic human needs.              |  |  | Describe how basic human needs are responsibilities for families and support each other.   |  |  | List the basis human needs that should be met regardless of the type of families established. /<br><br>Class discuss  |  |  |
| B. Appraise internal and external influence and pressures to become sexually active.                                 |  |  | Demonstrate strategies to resist those teenage pressures.<br><br>Discuss refusal shirts and how to avoid pressure situations, risk factors.  |  |  | Write (4) given situations which they have experience or know of without names create a chart showing. /<br><br>The # of students encountering the same.<br><br>Guided questions, class discussion. |  |  |
| C. Compare and contrast embryonic and fetal development in single and multiple pregnancies.                          |  |  | Analyze fertility therapy, development of twins and multiple births and the concerns to expectant mothers.   |  |  | Chart the differences between single and multiple births include health concerns to the fetus, mother and the social economics. /<br><br>Small group, chart, artwork display.                       |  |  |

**RESOURCES**

1. *Textbook*
2. *Materials – paper, pencils, arts and craft supplies.*
3. *Internet*

**GRADE 9 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.**

| <b>A. Movement Skills</b><br><b>B. Movement Concepts</b>  |   | <b>C. Strategy</b><br><b>D. Sportsmanship, Rules and Safety</b>   | <b>E. Sports Psychology</b> |
|---|---|---|-----------------------------|
| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should:                 | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency: |                             |
| A. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.                            | Apply critical elements of basic skills to perform mature patterns.   | Display standard forms of basic sport skills.<br><br>Checklist holistic/rubric scoring.   |                             |
| B. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.                     | Design sequences (dance) that combine movement skills with intentional changes in speed, ? and flow.  | Cooperatively in small groups apply feedback to access performance of movement skills/<br><br>Peer review, teacher observation.                                 |                             |
| C. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings. | Demonstrate competing without cue in critical elements of specialized skills (sports, games, dance)   | Combine skills to perform strategies in lead up games and modified sport and game. /<br><br>Peer review, teacher observation.                                   |                             |

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| <b>A. Movement Skills</b><br><b>B. Movement Concepts</b>  |  |  | <b>C. Strategy</b><br><b>D. Sportsmanship, Rules and Safety</b>   |  |  | <b>E. Sports Psychology</b>  |  |  |
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| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should:   |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated GRADE 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:  |  |  |
| D. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants.   |  |  | Recommend strategies to improve their performance and behavior regarding sportsmanship and rules and safety.<br><br>Discuss the historical role and responsibilities of sports in different cultures and countries.   |  |  | List different supportive language for physical activities, sports and games without negative ?.<br><br>Student reflection analysis.   |  |  |
| E. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.  |  |  | Describe different types of preparation for various activities.   |  |  | Interview various individual who participate in different physical activities (i.e. sports, recreational, games, dance etc) and chart the differences or similarities in preparing for activity physically and mentally. / |  |  |
| <b>RESOURCES</b>  |  |  |   |  |  |  |  |  |
| <ol style="list-style-type: none"> <li>1. <i>Gymnasium or large space conducive to movement</i></li> <li>2. <i>Equipment – balls, jump ropes, cones, etc.</i></li> <li>3. <i>Video recorder and television</i></li> </ol> |  |  |   |  |  |  |  |  |

**GRADE 9 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.**

| <b>A. Fitness and Physical Activity</b>  |  |  | <b>B. Training</b>  |  |  | <b>C. Achieving and Assessing Fitness</b>   |  |  |
|--|--|--|---|--|--|---|--|--|
| <b>Benchmarks</b><br>By the end of Grade 9 at developmentally appropriate levels of increasing complexity and skill, all students should:      |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet the designated Grade 9 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |  |  |
| A. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity. |  |  | 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. /<br><br>Teacher observation, student participation, and checklist log.  |  |  |
| B. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.                   |  |  | 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./<br><br>Teacher observation, student participation, and checklist log.   |  |  |
| C. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.  |  |  | 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. /<br><br>(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.*