

Health and Fitness Outcomes Grade 9

Students will		NASPE
Standard #		Standard #
<u>PHYSICAL HEALTH</u>		
2.20, 2.21	Demonstrate knowledge of the health related and skill related components of fitness.	3
2.18	Explain rationale for warm up and cool down.	2
2.26	List safe and responsible behaviors in a variety of fitness promoting activities.	4, 5
2.21	Demonstrate understanding of the principle F.I.T. and utilize this principle during the fitness-promoting activities.	3, 4
2.21	Evaluate level of fitness through a variety of assessments.	3
4.17, 7.13, 7.11	Identify benefits of abstinence and components of healthy relationships.	
4.13	Demonstrate knowledge of methods of contraception.	
4.13	Demonstrate understanding of sexually transmitted diseases, their symptoms and their treatment.	
<u>SOCIAL AND EMOTIONAL HEALTH</u>		
7.13	Participate in the majority of group discussions and role-play activities to enhance understanding and communication skills.	
5.12, 5.16, 5.17	Consider the topic of depression and teen suicide. (each student will receive a crisis information card.)	
<u>SAFETY AND PREVENTION</u>		
10.9, 10.11, 10.12	Demonstrate understanding of patterns of use of tobacco, alcohol, and other drugs; recognize signs of addiction; and know where to receive assistance.	

Health and Fitness Outcomes Grade 10

Skill Development and Fitness Assessment

Students will	NASPE
Standard #	Standard #
<u>PHYSICAL HEALTH</u>	
2.17	Demonstrate competence in many and proficiency in a few movement forms: team sports, individual and dual sports, dance, and adaptive physical activities. 1
	Assess their competency in skill-based activities. 1
2.11	Identify critical elements of skill fitness components and apply them to achieve competent/proficient performance. 1
2.21	Identify and discuss the components of physical fitness and the factors involved in planning and evaluating a personal fitness program. 4
2.24	Assess their level of health fitness. 4
	Demonstrate respectful behavior for themselves and for those who are less skilled, physically challenged, or limited in language proficiency. 6
	Demonstrate respect and celebrate diversity among classmates and in the school. 5
2.26	Display respect for sports and activities that involve participants of like and different gender, race, and ethnic background. 6
	Identify various cultural traditions in games, sports, dance, and activities from around the world. 6
	Identify, the uses of and evaluate health fitness information and resources. 4
3.15	Explain the relationship among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.

**Health and Fitness Outcomes
Grade 11 and 12
Required and Elective Program**

Students will		NASPE
Standard #		Standard #
<u>PHYSICAL HEALTH</u>		
2.17	Select and develop proficiency in several movement forms for current and lifetime use and enjoyment.	1, 3
2.19	Identify and apply concepts from exercise physiology and kinesiology in order to learn, self-assess, and improve physical fitness skills independently.	2
2.18	Utilize warmup and cool down activities in addition to fitness activity.	2, 4
2.20	Demonstrate exercises in strength training, cardiovascular fitness and flexibility training.	2
2.24	Identify ways in which physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and the management of life stress.	7
2.27	Demonstrate respect and/or leadership during activity play.	6
4.8, 4.9, 4.18, 4.19	Participate in discussion-based health class, including topics such as: tobacco, alcohol and drug use, abstinence, contraception, healthy relationships, STDs, depression.	
4.19	Participate in guest speaker presentations and evaluate their content and significance.	
4.7	Demonstrate the ability to assess risk, consider potential consequences, and make health enhancing decisions.	
4.13, 4.15, 4.20	Conduct research of STDs and identify symptoms and possible treatment.	

**Health and Fitness Outcomes
Grade 11 and 12
Required and Elective Program (Continued)**

**Students will
Standard #**

**NASPE
Standard #**

SOCIAL AND EMOTIONAL HEALTH

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| 5.16 | Research one health topic and share findings, including resources available for getting help. |
| 5.6 | Describe signs of depression and demonstrate knowledge of helping resources. |

SAFETY AND PREVENTION

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| 10.19 | Discuss patterns of use that alcohol, tobacco, and other drugs leading to addiction. |
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**Health and Fitness Outcomes
Grade 12
Senior Wellness Project**

Students will		NASPE
Standard #		Standard #
<u>PHYSICAL HEALTH</u>		
2.22	Demonstrate the knowledge and understanding necessary to develop an individual personal training program.	2, 4
2.24	Demonstrate participation in the maintenance of a healthy lifestyle with regular participation in a physical activity of their choice.	3
2.21	Demonstrate independent means of assessing personal health-related fitness goals.	4
2.20, 2.17	Demonstrate or have the opportunity, in or out of the school setting, to improve proficiency in fitness or skill development and in achieving personal goals.	1
2.17, 2.25	Select and develop proficiency in several movement forms for current and lifetime use and enjoyment.	1
2.19	Identify and apply concepts from exercise, physiology and kinesiology in order to learn, self-assess, and improve physical fitness skills independently.	2
2.24	Identify ways in which physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and the management of life stresses.	7
2.24, 2.26	Construct, evaluate, and modify as needed a personal fitness program aimed at minimizing preventable health risks including inactivity and obesity.	4
2.24	Research, evaluate and implement strategies to manage personal stress and improve individual health.	2, 7
2.24	Identify life management skills that contribute to achieving personal goals.	2, 4
2.21, 2.25	Develop short term, long term and lifelong personal health and fitness goals.	2
2.21	Communicate health and fitness information clearly and accurately.	

