

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Personal health behaviors can have both short and long-term consequences on the functioning of human body systems. (HP 2)	a. determine the impact both history and current practices have on the development of a healthy body (1.10)	PM/1/2
2. The use of the scientific method and problem-solving helps individuals to examine system functions and disease formation (HP1,3)	a. recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems (3.1; 3.2)	SM/18-19/1,2,3,4; HG/63-69/2,3,4
3. Media, culture, technology and medical research impact and influence current health knowledge, behavior and practices. (HP 6)	a. design and conduct laboratory inquiries to test hypotheses and to form conclusions about body functions (1.3)	HG/63-69/2,3
4. The study of genetics can help individuals to determine dominant and recessive traits and to understand the impact heredity has on system functions and disease formation. (HP 5)	a. conduct research to answer questions regarding dominant and recessive traits to determine inherited characteristics (1.2) b. evaluate information, ideas and arguments regarding current technological health advances and research to determine one's perspective regarding a health care issue, e.g., gene testing, organ transplant, etc. Evaluate the results considering such issues as ethics (1.6; 3.8)	FL/13-14/3

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. As individuals mature, the dynamics of relationships with family, group and the community need to be considered when making societal health decisions. (HP 2)	a. evaluate factors that impact personal and family health including heredity, lifestyles, economics and health care access (1.6; 3.1)	PM/2-4/1,2,3; PM/5-7/1,2; FL/11-12/2,3; CE/46-47/1; HG/70-71/1
2. The right of both individuals and the communities need to be considered when making societal health decisions. (HP 2)	a. evaluate the extent to which strategies such as shared decision-making, collaboration and consensus building enhance group dynamics (3.7)	FL/13-14/1,2,3; CE/46-47/3

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
3. Barriers exist that inhibit individuals from leading independent, healthy and productive lives. (HP 2)	a. propose solutions to reduce the barriers that prevent individuals from leading healthy productive lives (3.6)	FL/15-17/1,2,3,4,5; CE/46-47/1,2
4. An understanding of the health care system includes how it functions, how to access it, how to use it to plan for future health security. (SS 6)	a. select and identify appropriate strategies to solve problems related to health care systems, considering such issues as cost of experimental drugs, medical ethics, access issues. Verify whether or not a solution addresses the problem to which it was applied (3.6; 3.8)	
5. Many careers exist in health-related professions. (SS 6)	a. identify educational and job opportunities in health and fitness related careers (4.8)	
6. Defense mechanisms are learned behaviors that can be both constructive or destructive in handling emotions. (HP 2)	a. distinguish between constructive and destructive ways to deal with problems and emotions (3.1; 3.5)	PM/5-7/1,4

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Different forms of exercise and physical activity provide health or skill-related benefits. (HP 4)	a. assess exercise programs and activities to determine if they meet the criteria for health or skill-related fitness (1.2)	see PE program
2. Health-related fitness components include body composition, muscular strength and endurance, flexibility and cardiovascular fitness. (HP 4)	a. design strategies for improving and monitoring health-related fitness (4.5)	NF/59-61/3

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>3. Skill-related fitness components include power, speed, reaction time, balance, coordination and agility. (HP 4)</p>	<p>a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)</p>	<p><i>see PE program</i></p>
<p>4. Regular exercise has both physiological and psychological benefits. (HP 2)</p>	<p>a. make reasoned and informed decisions regarding a personal fitness program (4.1)</p>	
<p>5. Relationships contribute to social, physical, emotional and intellectual health. (HP 2)</p>	<p>a. evaluate the factors that influence relationships and the impact that relationships have on oneself and others, e.g., friendships, dating, marriage (1.6)</p>	<p>PM/2-4/3; HG/72-73/1</p>
	<p>b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1.1)</p>	<p>PM/2-4/3; HG/72-73/2</p>
<p>6. Individuals grow, change and adapt throughout the human life-cycle. (HP 1, 2)</p>	<p>a. develop strategies to deal with the health related issues common to each stage of the human life cycle (3.5)</p>	<p>HG/74-75/1,3</p>
<p>7. Teen parenting and pregnancy should be examined from the personal, family and societal perspectives. (HP 5)</p>	<p>a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3)</p>	<p>FL/13-14/2; HG/74-75/2</p>
	<p>b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)</p>	
<p>8. Many factors must be considered in family planning, e.g., physical and emotional maturity, religious and cultural beliefs, risks and benefits of conception control, etc. (HP 1,5)</p>	<p>a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7)</p>	<p>FL/13-14/2</p>
	<p>b. evaluate information about methods of contraception, including abstinence. (1.6)</p>	<p>HG/74-75/2</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Food can be analyzed to determine its nutritional content. (HP 2)</p>	<p>a. use a variety of resources and technology, to calculate and analyze the nutritional content of foods (3.1, 3.7)</p>	<p>NF/57-58/1</p>
<p>2. Key nutrients perform specific functions and influence body compositions. (HP 2)</p>	<p>a. use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body system and body composition (1.4)</p>	<p>NF/54-56/1,2</p>
<p>3. A well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain diseases. (HP 2, 3)</p>	<p>a. explain the relationship between nutrients and disease prevention (2.2; 2.4)</p>	<p>NF/57-58/1</p>
<p>4. Factors that influence a safe food supply include regulatory agencies, food handling, and production, food storage, techniques, pesticides, additives, etc. (HP 2)</p>	<p>a. investigate and explain the factors that influence a safe food supply (1.10)</p>	<p>NF/57-58/2</p>
<p>5. There is a direct relationship between diet and exercise. A nutritional diet enhances fitness capability. To lose weight an individual needs to eat less and exercise more. (HP 2)</p>	<p>a. plan a diet and fitness program based on the relationship between food intake and exercises in weight management and activity (4.5)</p>	<p>NF/59-61/1,2,3</p>
<p>6. Nutrient needs change throughout the life cycle (HP 2)</p>	<p>a. assess how nutritional needs change throughout the life cycle (1.6)</p>	
<p>7. Dietary choices can be influenced by their culture, lifestyle, media and advertising. (HP 2,6)</p>	<p>a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising. (4.7)</p>	<p>NF/52-53/2</p>
<p>8. Food labels can be analyzed to determine the nutrient quality of the food and make wise food choices. (HP 2,6)</p>	<p>a. analyze food labels to interpret the nutrient information (1.2)</p>	<p>NF/62/2</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. An informed consumer knows how to analyze health information, services and products to remain current with technological advances that could impact consumer decisions. (HP 6)	a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4.1)	NF/62/1,2
	b. evaluate the reliability of health services, products and information (1.6)	NF/62/2
2. The media can influence a consumer's perception of body image and can impact health decisions. (HP 6)	a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7)	NF/59-61/2
3. Some advertising is designed to appeal to the emotions of consumers and may contribute to unhealthy behaviors. (HP 6)	a. analyze health claims made by the media to determine their impact on personal and family health (1.1)	DA/29-31/2

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Life management skills can help young adults in planning for their future and addressing personal and social concerns that are part of daily living such as learning to manage time and stress, deal with conflicts, work collaboratively, make reasoned and informed decisions and set goals. (HP 2)	a. identify common stressors and develop strategies to address the stressor; then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7)	FL/15-17/3; SM/20-21/1,2; SM/22-24/1,2,3
	b. identify and apply practices that preserve and enhance the safety and health of others (4.7)	FL/15-17/4,5; SM/20-21/3; SM/25-27/1,2,3
2. Opportunities to explore health/fitness careers can help students determine interests, opportunity and academic preparation necessary for these careers. (HP 6)	a. explore, prepare and seek educational and job opportunities	PM/5-7/2

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Most communicable diseases have specific modes of transmission, require appropriate conditions for growth in the host, have an incubation period and respond in specific ways to current treatment methods. (HP 5)</p>	<p>a. analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2)</p>	<p>DP/92-94/1; DP/95-97/1,2; DP/101-102/1,2</p>
<p>2. HIV/AIDS has personal, social and economic effects. (HP 5)</p>	<p>a. evaluate how HIV/AIDS affects personal, social and economic well-being (3.1)</p>	<p>DP/98-100/1,2</p>
<p>3. Sexually Transmitted Diseases (STDs) have signs and symptoms that indicate abnormalities with the reproductive system. Some STDs have few signs and symptoms until the disease has progressed. (HP 5)</p>	<p>a. evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6)</p>	<p>DP/92-94/2</p>
<p>4. STDs can cause permanent complications, not only for the reproductive system, but also other systems of the body. (HP 1, 3)</p>	<p>a. using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7)</p>	<p>HG/74-75/3</p>
<p>5. Abstinence is the best method for preventing STDs and teen pregnancy. Other forms of contraceptives have varying degrees of effectiveness and side effects. (HP 5)</p>	<p>a. make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1)</p>	<p>DP/92-94/3</p>
<p>6. Self examination (breast in women, testicles in men) and being aware of cancer signs and symptoms aid in early detection and treatment. (HP 1,5)</p>	<p>a. select and apply self-assessment techniques to improve early detection of diseases and treatment options, including breast and testicular examinations. (1.10; 4.7)</p>	<p>DP/87-89/3</p>
<p>7. Routine physical examinations and tests, e.g., pap smears, mammograms, etc. are also important practices to reduce one's risk of problems related to cancer and other chronic diseases. (HP 5)</p>	<p>a. assess costs, benefits and consequences associated with self-examination (3.8)</p>	<p>DP/87-89/3</p>
<p>8. The scientific process can be used to design experiments and test hypotheses related to disease concepts, e.g., effectiveness of disinfectants on bacterial growth. (SC 7, HP 3)</p>	<p>a. conduct laboratory investigations to determine the effects controlled and variable conditions have on growth of organisms (1.2)</p>	

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control continued

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
9. The Center for Disease Control (CDC) and local public health departments help to monitor and control disease. The CDC and the National Institutes of Health (NIH) contribute to our understanding of diseases through longitudinal epidemiological studies, research and education. (HP 3)	a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4; 1.6) b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)	DP/90-91/3,4
10. Engaging in risk behaviors as a young adult can contribute to the development of chronic disease (HP 3, 5)	a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	DP/87-89/2
11. Chronic disease can be prevented or reduced through risk assessment, disease management and early treatment, and change in lifestyle. (HP 3, 5)	a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	DP/86/1; DP/87-89/3
12. Disease prevention, diagnosis, and treatment throughout history contributes to our present understanding and treatment of diseases. (HP 3)	a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9; 1.10)	DP/87-89/3

STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Maturation experiences during adolescence brings the potential for new social problems that should be examined including strategies to prevent, manage or report concerns and receive treatment related to abuse, exploitation and harassment. (HP 5)	a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7) b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	SA/76-79/3; SA/80-82/3 SA/76-79/3

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>2. Societal problems effecting teens includes rape, assault, homicide and other personal safety risks. Assessing, preventing or minimizing one’s risks are important strategies to learn for self protection. (HP 5)</p>	<p>a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7)</p> <p>b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce one’s risk (3.2; 3.3; 3.6; 4.1)</p>	<p>SA/76-79/1,2; SA/80-82/3</p> <p>SA/76-79/3; SA/80-82/4</p>
<p>3. CPR, the Heimlich Maneuver and methods to control bleeding are life-saving procedures that can reduce the risk of sudden death. (HP 7)</p>	<p>a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7)</p> <p>b. identify potential causes related to spinal cord injuries and demonstrate appropriate first aid procedures for handling such injuries (3.1; 4.7)</p>	<p>SA/83-85/2,3</p>
<p>4. There are first-aid procedures and preventive practices for handling weather-related emergencies including hypothermia, frost-bite, heat exhaustion and heat stroke. (HP 7)</p>	<p>a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied (3.5; 3.7; 3.8)</p>	
<p>5. There are ways to successfully assess and treat a variety of first-aid emergencies including sports injuries, exercise-induced problems and indoor/outdoor emergencies, e.g., inhalation, poisoning, bee stings, snake bites, near-drowning, etc. (HP 7)</p>	<p>a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2.; 3.3)</p>	<p>SA/83-85/4</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TOAD)

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Tobacco, alcohol and other drug use and abuse poses a large personal, social and economic threat to our society. (HP 5)</p>	<p>a. make informed decisions regarding the use of alcohol based on knowledge of its short and long-term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7)</p> <p>b. identify, analyze and evaluate a drug-related issue or problem, and predict long-term consequences (1.6; 4.3)</p>	<p>DA/37-39/1,2,3,4</p> <p>DA/32-33/1,2,3</p>
<p>2. There are ways to assess one’s risk of chemical dependency and to find help if TAOD use/abuse is a problem. (HP 5)</p>	<p>a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7)</p>	<p>DA/37-39/3</p>
<p>3. Anabolic steroids (drugs used by individuals to develop muscles and body strength) can cause severe damage to the liver and heart as well as other organs of the body. (HP 5)</p>	<p>a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.2; 4.7)</p>	<p>DA/40-42/2</p>
<p>4. Drugs taken during pregnancy may pass into the fetus’s blood-stream, causing the child to be born with deformities, retardation, and learning disabilities. (HP 5)</p>	<p>a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3)</p>	<p>DA/34-36/2; DA/40-42/1</p>
<p>5. Alcohol progressively affects areas of the brain inhibiting other bodily functions and causing changes in mood, thought processes, mental ability, coordination and reaction time. (HP 5)</p>	<p>a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6)</p>	<p>DA/37-39/1,4</p>
<p>6. Individual responsibility, health promotion and alternatives to the use of chemical substances can help to promote individual family and community health. (HP 2, 5)</p>	<p>a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6)</p>	<p>DA/29-31/3; DA/34-36/3,4; DA/37-39/5; DA/40-42/3</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations and health advocacy for the monitoring, reporting and prevention of potential environmental hazards. (SC 8)</p>	<p>a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2.; 4.3)</p> <p>b. apply aesthetic consideration when addressing environmental health issues (1.20; 4.7)</p>	<p>CE/43-45/1,2; CE/48-49/2; CE/50-51/1,2,3</p> <p>CE/43-45/1,2</p>
<p>2. Destruction of the ozone layer and global warming affect the health of individuals on a worldwide scale. (SC 7)</p>	<p>a. assess environmental health risks in one’s community and in the workplace. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2)</p> <p>b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1.10)</p>	<p>CE/43-45/3; CE/48-49/1,3</p>

STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

- A. Fundamental Movement Skills and Games – *see physical education curriculum*
- B. Sport Skills and Lifetime Activities – *see physical education curriculum*
- C. Rhythms and Dance – *see physical education curriculum*
- D. Principles of Human Movement – *see physical education curriculum*

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness and Wellness

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Healthy choices and decisions regarding sports and lifetime activities require analysis and comparison of health, skill and fitness benefits derived from a variety of activities. (HP 2)</p>	<p>a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7)</p>	<p><i>see PE program</i></p>
<p>2. Assessment of current fitness activities, establishing, monitoring and adjusting fitness goals and development and implementation of a personal fitness plan to meet current and future needs is necessary for the maintenance of personal fitness. (HP 2,4)</p>	<p>a. using a health-related fitness test to assess personal fitness levels, set fitness goals and develop a plan for self-improvement. Continue assessment periodically to guide changes in the physical activity program (4.5)</p>	<p><i>see PE program</i></p>
<p>3. To acquire fitness for life, development of the desire to participate in daily fitness activities must occur. (HP 4)</p>	<p>a. participate regularly in health enhancing fitness activities independent of teaching mandates (4.7) b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7)</p>	<p>NF/59-61/3</p>
<p>4. Basic physiological principles related to exercise enhance the development of personal fitness and should be included when designing fitness plans. (HP 1,3,4)</p>	<p>a. apply the acronym FIT (Frequency, Intensity, Time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)</p>	<p><i>see PE program</i></p>
<p>5. Wellness refers to the quality of life involving the interactions of the physical, intellectual, emotional, social, and vocational dimensions of the individual. (HP 1,4)</p>	<p>a. identify both short and long term effects of stress upon the individual (3.1) b. participate in a variety of self-selected activities that aid stress management (4.7) c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (1.6) d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)</p>	<p>SM/18-19/3,4 SM/20-21/3; SM/22-24/1,2 NF/59-61/1,2,3 DA/37-39/3,4</p>

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Safety practices, rules and etiquette for various physical activities in both group and individual settings is essential in developing responsible personal and social behavior. (HP 4)	a. independently create a safe environment for skill practice (1.10) b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3)	<i>see PE program</i>
2. Problem-solving and decision-making are essential components of social responsibility in physical activities. Decisions regarding social relationships are made based on personal choices but may impact others. (HP 2, 4)	a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (1.1)	FL/15-17/5 <i>see PE program</i>
3. Participation in physical activity fosters appreciation of culture, ethic, gender, and physical diversity. Strategies for including others from diverse backgrounds and those with physical diversities should be utilized in activity selection throughout the lifespan. (HP 4)	a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2)	<i>see PE program</i>

STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Exercise-related injuries can be reduced if prevention strategies such as warm-up and cool-down, proper skill techniques, use of protective equipment and proper conditioning are employed. The ability to discern between myth and fact are also important injury prevention strategies. (HP 4)	a. use proper injury prevention techniques during practice and game play (4.7) b. gain an understanding of exercise related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10)	<i>see PE program</i> NF/59-61/3

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>2. Proper treatment for exercise related injury aids in recovery rate for return to exercise. Administering emergency treatment to others such as basic first aid and CPR is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary. (HP 4,7)</p>	<p>a. distinguish between life-threatening and non-life-threatening injuries and when to seek medical attention (1.10) b. demonstrate competence in basic first aid and CPR (4.7)</p>	<p>SA/83-85/4 <i>see PE program</i> SA/83-85/3</p>
<p>3. Rehabilitation for an exercise related injury is paramount for an efficient recovery and return to exercise. Regaining range of motion, strength and coordination and sports specific movement are included in the hierarchy of rehabilitation. (HP 4)</p>	<p>a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10)</p>	<p><i>see PE program</i></p>

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