

Comprehensive Health and Physical Education

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.*

Standard 2.1 Wellness	
All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	
Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions	Enduring Understandings
Strand A. Personal Health <ul style="list-style-type: none"> ▪ What are the consequences (especially unforeseen) of our choices in terms of wellness? 	<ul style="list-style-type: none"> ▪ Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
Strand B. Growth and Development <ul style="list-style-type: none"> ▪ What causes optimal growth and development? 	<ul style="list-style-type: none"> ▪ An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
Strand C. Nutrition <ul style="list-style-type: none"> ▪ What makes a food healthy? ▪ How do you determine appropriate portion sizes? 	<ul style="list-style-type: none"> ▪ There are many short and long term health benefits and risks associated with nutritional choices.
Strand D. Diseases and Health Conditions <ul style="list-style-type: none"> ▪ To what extent can we keep ourselves disease free? 	<ul style="list-style-type: none"> ▪ Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
Strand E. Safety <ul style="list-style-type: none"> ▪ What is the difference between healthy and unhealthy risks? ▪ Why do we sometimes take risks that can cause harm to ourselves or others? 	<ul style="list-style-type: none"> ▪ Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
Strand F. Social and Emotional Health <ul style="list-style-type: none"> ▪ How can you learn to like yourself and others? 	<ul style="list-style-type: none"> ▪ Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.

Standard 2.2 Integrated Skills	
All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.	
Big Idea: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
Essential Questions	Enduring Understandings
Strand A. Communication <ul style="list-style-type: none"> ▪ How do you know whether or not health information is accurate? ▪ How do I learn to stand for and communicate my beliefs to others without alienating them? 	<ul style="list-style-type: none"> ▪ Making good health decisions requires the ability to access and evaluate reliable resources. ▪ Effective communication skills enhance a person's ability to express and defend their beliefs.
Strand B. Decision Making <ul style="list-style-type: none"> ▪ Why might educated people make poor health decisions? ▪ How do I overcome negative influences when making decisions about my personal health? 	<ul style="list-style-type: none"> ▪ Decision-making can be affected by a variety of influences that may not be in a person's best interest.
Strand C. Planning and Goal Setting <ul style="list-style-type: none"> ▪ In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 	<ul style="list-style-type: none"> ▪ Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
Strand D. Character Development <ul style="list-style-type: none"> ▪ How are character and health related? What aspects of our character can be changed? ▪ To what extent do outside influences shape values? 	<ul style="list-style-type: none"> ▪ Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. ▪ Character is who you are when no one is looking.
Standard E. Leadership, Advocacy and Service <ul style="list-style-type: none"> ▪ How can you inspire others to address health issues? 	<ul style="list-style-type: none"> ▪ Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
Standard F. Health Services and Careers <ul style="list-style-type: none"> ▪ Where do I go to access information about good health and fitness services? 	<ul style="list-style-type: none"> ▪ There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.
Standard 2.3 Drugs and Medicine	
All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	
Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
Essential Questions	Enduring Understandings
Strand A. Medicines <ul style="list-style-type: none"> ▪ How do I determine whether or not a medication will be effective? 	<ul style="list-style-type: none"> ▪ Medicines must be used correctly in order to be safe and have the maximum benefit.

<p>Strand B. Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ▪ Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? ▪ How do I make the “right” decisions in the face of peer, media and other pressures? 	<ul style="list-style-type: none"> ▪ Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
<p>Strand C. Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> ▪ Why does one person become an addict and another does not? 	<ul style="list-style-type: none"> ▪ There are common indicators, stages and influencing factors of chemical dependency.
<p>Standard 2.4 Human Relationships and Sexuality All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>Big Idea: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Relationships</p> <ul style="list-style-type: none"> ▪ How do we learn to understand and respect diversity in relationships? ▪ How do we know when a relationship is not worth saving? 	<ul style="list-style-type: none"> ▪ Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. ▪ Reliable personal and professional resources are available to assist with relationship problems. ▪ Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
<p>Strand B. Sexuality</p> <ul style="list-style-type: none"> ▪ How do you know when the time is right for you to become sexually active ▪ Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections? ▪ What determines a person’s sexual orientation? 	<ul style="list-style-type: none"> ▪ External pressures and opportunities that present themselves may influence a person to become sexually active. ▪ Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ▪ There are many additional challenges that confront those who are not heterosexual.
<p>Strand C. Pregnancy and Childbirth</p> <ul style="list-style-type: none"> ▪ How do you know when you are ready to have a child? 	<ul style="list-style-type: none"> ▪ Raising a child requires physical, economic, emotional, social and intellectual commitment. ▪ Prenatal care has a direct impact on the delivery and long-term health of the child.
<p>Standard 2.5 Motor Skills Development All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p>	
<p>Big Idea: Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Movement Skills</p> <ul style="list-style-type: none"> ▪ How does effective and appropriate movement affect wellness? 	<ul style="list-style-type: none"> ▪ Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

<p>Strand B. Movement Concepts</p> <ul style="list-style-type: none"> Why do I have to understand concepts of movement when I can already perform the movement? 	<ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
<p>Strand C. Strategy</p> <ul style="list-style-type: none"> To what extent does strategy influence performance in competitive games and activities? 	<ul style="list-style-type: none"> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
<p>Strand D. Sportsmanship, Rules and Safety</p> <ul style="list-style-type: none"> Why do I have to show good sportsmanship and follow the rules when others do not? 	<ul style="list-style-type: none"> In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
<p>Strand E. Sports Psychology</p> <ul style="list-style-type: none"> How can I become more mentally prepared for competition and sports performance? 	<ul style="list-style-type: none"> Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Standard 2.6 Fitness</p> <p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	
<p>Big Idea: Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Fitness and Physical Activity</p> <ul style="list-style-type: none"> What is the minimum amount of exercise I can do to stay physically fit? 	<ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
<p>Strand B. Training</p> <ul style="list-style-type: none"> How do I develop an appropriate personal fitness program and find the motivation to commit to it? 	<ul style="list-style-type: none"> Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
<p>Strand C. Achieving and Assessing Fitness</p> <ul style="list-style-type: none"> How do you realize age-appropriate fitness? 	<ul style="list-style-type: none"> Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.