

Pre-Requisites for this Course

none

Unit 1: Physical Fitness Plan**ENDURING UNDERSTANDINGS:**

Students will demonstrate understanding elements of the design cycle and how it can be used to develop a physical fitness plan. (STEM)

Students will understand the principals of physical fitness when developing a physical fitness plan. (7.PE.4.1) (8.PE.4.1)

Students will evaluate results of fitness test and use the information to develop their fitness plan. (7.PE.4.1) (8.PE.4.1)

Students will be able to analyze the relationship between healthy behaviors and their personal health. (NHES.1.8.1)

OBJECTIVES:

Use appropriate vocabulary to explain how they developed the elements and principals of their physical fitness plan.

Identify the principals that they need to develop to improve their physical fitness levels. (7.PE.4.3) (8.PE.4.3)

Explain and defend their decisions of what they decided to work on in their physical fitness plan and how it related to their fitness test results.

Apply principles of target heart rate and how it relates to improving physical fitness. (7.PE.4.5) (8.PE.4.5)

Identify the criteria of I.B.O and how it can be used to evaluate their own progress in physical fitness program.

Unit 2: Making Healthy Decisions**ENDURING UNDERSTANDINGS:**

Students will have working knowledge of how to make healthy decision during their adolescent years.

Students will understand how peers influence healthy and unhealthy behaviors. (NHES.2.8.2)

Determine when health related situations require the application of a thoughtful decision making. (NHES.5.8.1)

OBJECTIVES:

Identify circumstances that can help or hinder healthy decision making . (NHES.5.8.1)

Demonstrate a variety of techniques in making positive decisions.

Apply effective verbal and nonverbal communication skills to enhance their health. (NHES.4.8.1)

Explain the importance of assuming responsibility for personal health behaviors. (NHES.6.8.4)

Demonstrate behaviors that avoid or reduce health risks to self and others.

Unit 3: Eating Responsibly**ENDURING UNDERSTANDINGS:**

Students will demonstrate the interrelationship of emotional, intellectual, physical aspects of consuming food. (NHES.1.8.2)

Students will determine how the food you eat affects your life in a healthy and unhealthy way. (NHES.1.8.6)

Students will identify the factors that affect your food choices.

Students will understand the importance of being able to read nutrition labels and how my pyramid can be used to guide selecting of food choices throughout life.

OBJECTIVES:

Apply skills that are required to make healthy decisions when making choices of what they put into their own body. (NHES.5.8.6)

Improve decision making skills when looking at the foods they will consume.

Identify the nutrients they need daily to grow up to be healthy.

Apply strategies and skills needed to attain a personal health nutritional goal.

Unit 4: Building Responsible Relationships**ENDURING UNDERSTANDINGS:**

Students understand the importance of clearly expressing themselves when they are in an emotional, intellectual, physical relationship with others.

Students describe the importance of culture on health beliefs, practices and behaviors in daily life. (NHES. 2.8.2)

Students identify circumstances that can help or hinder healthy decision when in a relationship with others. (NHES.5.8.1)

Students identify and understand how media affects the relationships in their own individual life. (NHES.2.8.5)

OBJECTIVES:

Explain analyze how the school, community, and your own family can affect your personal health and behaviors when in a relationship with others. (NHES.2.8.4)

Identify what makes a healthy relationship. (NHES.8.8.2)

Apply effective verbal and nonverbal communication skills to enhance healthy relationships. (NHES.4.8.1)

Understand, apply strategies and skills needed to attain personal healthy relationships with others. (NHES.8.8.4)

Unit 5: Tobacco, Alcohol, and Illegal Drugs**ENDURING UNDERSTANDINGS:**

Students will be able to describe, explain and articulate their understanding of how these substances can affect their own life. (NHES.1.8.6)

Students will be able to examine the likelihood of injury or illness if they engage in these unhealthy behaviors. (NHES.1.8.8)

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors when using these illegal substances. (NHES.2.8.9)

OBJECTIVES:

Identify chemicals found in these substances that affect your healthy negatively. (NHES.1.8.9)

Identify how these substances can be addictive when you try them at a young age.

Describe how family history or genetics can increase your chances of becoming addicted to these substances. (NHES.2.8.1)

Explain and demonstrate verbal and nonverbal refusal skill that can be used to avoid or reduce the risk of using these substances. (NHES.4.8.2)

Unit 6: Physical Education Traditional Activities**ENDURING UNDERSTANDINGS:**

Demonstrate competency in motor skills and movement patterns. (7.PE.1.2) (8.PE.1.2)

Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to learning and performance of physical activities. (7.PE.2.1) (8.PE.2.1)

Exhibit responsible personal behaviors and social behavior that respects others during physical activities. (7.PE.5.2) (8.PE.5.2)

Value physical activity for health, enjoyment, challenge, self expression and social interactions. (7.PE.6.3) (8.PE.6.3)

OBJECTIVES:

Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group. (7.PE.1.1)

Explain similarities of skill application and movement patterns across activities. (7.PE.1.2) (8.PE.1.2)

Make a conscious decision about playing within the rules, procedures and etiquette of the game or activity. (7.PE.5.2.4) (8.PE.5.2.4)

Seek personally challenging experiences in physical opportunities. (7.PE.3.4) (8.PE.3.4)