

Essential Learning 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

1.1 Develop fundamental and complex movement skills, as developmentally appropriate.	Benchmark 3 Apply movement principles and skills to complex activities that enhance a physically active life.	
<i>Component 1.1</i> <i>Content Specifications</i>	Personal activities that are/will be personal lifelong activities (sport, fitness, dance, leisure, employment = s.f.d.l.e.)	
	Perform an activity/skill (s.f.d.l.e.)	
	Given a variety of activities, students will actively participate in those that will enhance a physically active life	
	Identify barriers to engaging in regular physical activity and identify strategies to overcome them	

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1.2 Safely participates in a variety of developmentally appropriate physical activities.	Benchmark 3 Incorporates safety procedures into activities and individual fitness plans for leisure and employment.	
<i>Component 1.2 Content Specifications</i>	Personal risk assessment for activity/leisure/employment	
	Six (6) training (physical conditioning) principles: overload, specificity, progression, reversibility, rest and recovery, and diminishing returns	
	Determine safety issues related to health/fitness activities and processes for safe participation (sport, leisure, dance, fitness and employment)	
	Safety in relation to: equipment, environment, physical readiness, technique/mechanics, safe practices, support (physical and/or emotional)	
	Potential safety hazards in employment experiences, with corrective action	
	Physical, social, and mental risks and benefits of physical activity (s.l.d.f.e.)	

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<p>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p>	<p>Benchmark 3 Develop and monitor progress on individualized fitness goals, based on fitness profiles and national guidelines, in relation to work, fitness activities, and leisure.</p>	
<p><i>Component 1.3</i> <i>Content</i> <i>Specifications</i></p>	<p>Steps for setting health-related physical fitness goals and developing a plan to achieve them</p> <ul style="list-style-type: none"> • Fitness standards (CDC, Physical Best, Fitnessgram, Presidential) • Frequency, Intensity, Duration (F.I.D.) • Phases of a workout (warm up, workout, cool down) 	
	<p>Elements of a personal fitness program: self-assessments, charting progress, fitness profiles</p>	
	<p>Physical expectations/requirements of occupations</p>	
	<p>Leisure/recreation related to fitness activities</p>	

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<p>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	<p>Benchmark 3</p> <p>a. Develop and monitor progress on personal nutritional goals, based on national dietary guidelines and individual needs.</p> <p>b. Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.</p>	
<p><i>Component 1.4a Content Specifications</i></p>	<p>Setting nutrition goals</p> <ul style="list-style-type: none"> • Determine energy expenditures • Individual needs of special populations (diabetic, pregnant, age, etc.) • Body composition • Basal Metabolic Rate (BMR) • Nutrition tracking 	
	<p>Compare/contrast and evaluate nutrition products and/or plans</p>	
	<p>Attitudes (body image, media, nutrition, healthy choices)</p> <ul style="list-style-type: none"> • Eating disorders 	
<p><i>Component 1.4b Content Specifications</i></p>	<p>Definition of physical fitness</p>	

Essential Learning 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks, and live safely.

<p>2.1 Recognize patterns of growth and development.</p>	<p>Benchmark 3</p> <p>a. Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.</p> <p>b. Develop strategies to manage hereditary factors that affect growth, development, and health.</p> <p>c. Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.</p>	
<p><i>Component 2.1a</i> <i>Content</i> <i>Specifications</i></p>	<p>Describe appropriate (effective) strategies to recognize healthy vs. harmful relationships and helpful support resources.</p>	
	<ul style="list-style-type: none"> • <u>Physical</u> Pregnancy, abuse, date rape, reproductive health • <u>Social</u> Relationships, peer pressure, laws related to • <u>Emotional</u> Stress management, ending relationships, instability, self-esteem, empowerment 	
	<p>Coping skills – healthy</p>	
	<p>Problem-solving skills</p>	
	<p>Decision-making skills</p>	
	<p>Communication skills</p>	
	<p>Refusal skills</p>	
	<p>Accessing community resources</p>	

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<p>2.1 Recognize patterns of growth and development. (continued)</p>	<p>Benchmark 3</p> <p>a. Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.</p> <p>b. Develop strategies to manage hereditary factors that affect growth, development, and health.</p> <p>c. Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.</p>	
<p><i>Component 2.1b</i> <i>Content</i> <i>Specifications</i></p>	<p>Identify hereditary influences on health: Genetic factors</p>	
	<p>Types of hereditary disorders</p>	
	<p>Healthy choices that influence the prognosis of people with hereditary risks</p>	
	<p>Health-risk assessments/avoiding risks that can be managed</p>	
	<p>How to access reliable resources for diagnosis, treatment, support of hereditary health risks</p>	

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<p>2.1 Recognize patterns of growth and development. (continued)</p>	<p>Benchmark 3</p> <p>a. Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood, as related to reproductive health.</p> <p>b. Develop strategies to manage hereditary factors that affect growth, development, and health.</p> <p>c. Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.</p>	
<p><i>Component 2.1c Content Specifications</i></p>	<p>Influences of nutrition, rest, and exercise to disease and substance abuse on health throughout life</p>	
	<p>Factors applied to longevity</p>	

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<p>2.2 Understanding the concept of control and prevention of disease.</p>	<p>Benchmark 3</p> <p>a. Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of non-communicable diseases.</p> <p>b. Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.</p>	
<p><i>Component 2.2a Content Specifications</i></p>	<p>Latest advances in disease prevention and treatment (research articles, Internet)</p>	
	<p>Disease incidence and explanation of rise and fall of incidence rates (health reports, Surgeon General's Report)</p>	
	<p>Review disease transmission (bloodborne, airborne, casual contact)</p>	
	<p>Factors affecting occurrence of diseases and causative agents (cancer, smoking, AIDS)</p>	
	<p>Review common prevention practices (checkups, exercise, nutrition behaviors)</p>	
	<p>Public policies and community resources (family planning, community health centers) that influence disease and available treatments</p>	

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<p><i>Component 2.2b Content Specifications</i></p>	<p>Latest advances in disease (research articles, Internet, local, national, international)</p>	
	<p>Disease incidence and explanation of rise and fall of rates (health reports, Surgeon General's Report)</p>	
	<p>Review disease transmission (bloodborne, airborne, casual contact)</p>	
	<p>Diseases and causative agents (HIV, H5V, TB)</p>	
	<p>Review common prevention practices (checkups, washing hands, immunizations)</p>	
	<p>Public policies and community resources (restaurant inspections, licensing requirements for certain occupations, community health centers)</p>	

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<p>2.3 Acquire skills to live safely and reduce health risks.</p>	<p>Benchmark 3</p> <p>a. Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).</p> <p>b. Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.</p> <p>c. Maintain emergency first-aid skills to assist self and others, when necessary.</p> <p>d. Develop strategies to manage stress and know how to modify these strategies throughout life.</p> <p>e. Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws and the steps leading to dependence or addiction.</p>	
<p><i>Component 2.3a</i> <i>Content</i> <i>Specifications</i></p>	<p>Responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases</p>	
	<p>Different viewpoints of responsibilities associated with abstinence, sexual activity, and avoiding pregnancy and sexually transmitted diseases</p>	
	<p>Refusal skills, coping skills and decision-making model</p>	
	<p>Abstinence and its benefits</p>	
	<p>Prevention of STDs and unintended pregnancy</p>	
	<p>Transmission routes, symptoms and treatment of major STDs</p>	
	<p>Community resources</p>	

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<p>Component 2.3b Content Specifications</p>	<p>Strategies for self and others to promote (1) non-abusive and safe environments; (2) safe and respectful behavior</p>	
	<p>Purpose of rules in society</p>	
	<p>Rules that differ from school, home, community, workplace, and cultures</p>	
	<p>Factors/characteristics of abusive relationship/situation (i.e., date rape) including applicable laws in Washington State (school, workplace)</p>	
	<p>Sexual harassment</p>	
	<p>Strategies to help promote a safe school, home, and community environment</p>	

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<p><i>Component 2.3c Content</i></p>	<p>Cardio Pulmonary Resuscitation (CPR)</p>	
<p><i>Specifications</i></p>	<p>First Aid – proper techniques, necessary equipment</p>	
	<p>Bloodborne pathogens (universal precautions, gloves, masks)</p>	
	<p>Life-threatening conditions (hazards, environment) -emergency preparedness</p>	
	<p>Prevention of life-threatening conditions (risk and hazard analysis)</p>	
	<p>Steps to aid victim</p>	
	<p>Good Samaritan Law (WA, RCW)</p>	
	<p>Safe water rescue techniques</p>	

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<p><i>Component 2.3d Content Specifications</i></p>	<p>Controllable vs. uncontrollable factors</p>	
	<p>Changes in management techniques throughout life</p>	
	<p>Identification of personal stressors</p>	
	<p>Goal setting</p>	
	<p>Stress reduction management strategies (time management, decision making, defense mechanisms, cognitive reappraisal, physical activity)</p>	
	<p>Positive vs. negative stress</p>	
	<p>Physiological effects of stress (sympathetic nervous system-hypothalamus, adrenal, hormones, homeostasis)</p>	

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<p><i>Component 2.3e Content Specifications</i></p>	<p>Health impact of drugs, alcohol and tobacco (addiction, dependence, abuse, co-dependence, physiology, psychology, systems and other aspects of life affected - social, mental, emotional)</p>	
	<p>Prevention, intervention, community resources, family impact, treatment, withdrawal, risk factors, peer pressure, resiliency skills, society impact</p>	
	<p>Using decision making, refusal skills to avoid risk</p>	

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<p><i>Component 2.3e</i> (continued) <i>Content</i> <i>Specifications</i></p>	<p>Risk factors</p>	
	<p>Treatment</p>	
	<p>Stages of dependence – addiction</p>	
	<p>Legal consequences: (1) local laws (drugs, alcohol, tobacco); (2) schedule 1–4 drugs and felony status for possession/intent to sell; (3) legal drinking age; (4) what constitutes DWI; (5) systems and other aspects of alcohol/drugs on perception, visual, etc.</p>	





Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.

<p>3.1 Understand how environmental factors affect one's health. (air, water, noise, chemicals)</p>	<p>Benchmark 3 Assess how the environment impacts choosing healthy places to live, work, and recreate.</p>	
<p><i>Component 3.1</i> <i>Content</i> <i>Specifications</i></p>	<p>Polluted and non-polluted environment, environmental risk factors (air pollution, pesticides, noise, etc.) including safe (acceptable) vs. unsafe (dangerous) levels</p>	
	<p>Legal responsibilities: state/community laws regulating pollution; regulatory agencies for environmental issues (EPA, etc.); process for reporting violations</p>	
	<p>Health policies (local, state, federal) regulating environmental health, including environmental impact statements</p>	
	<p>Sources for environmental risk ratings</p>	
	<p>Occupations (fireman, farmer, secretary, etc.) and characteristic environment, hazards, risks (noise, chemicals, air, etc.) related to environmental impacts on health</p>	

Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.

<p>3.2 Gather and analyze health information.</p>	<p>Benchmark 3</p> <p>a. Evaluate the accuracy and usefulness of health information for selection of products and services.</p> <p>b. Analyze the effect of media and technology on personal and community health policy and health promotion.</p> <p>c. Solve a health and fitness problem or issue:</p> <ul style="list-style-type: none">  List alternative courses of action  Choose the course that most fully addresses the needs and requirements of the situation  Back up the choice with evidence  Evaluate the outcome 	
<p><i>Component 3.2a Content Specifications</i></p>	<p>Health products and services (vitamins, weight loss pills, dietary supplements, fitness centers) label analysis/packaging enclosures</p>	
	<p>Sources of health information/services (local, state, federal agencies, Internet)</p> <ul style="list-style-type: none"> • Reliable vs. non-reliable health resources • Approved vs. non-approved products • Quackery 	

Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.

<p>3.2 Gather and analyze health information. (continued)</p>	<p>Benchmark 3</p> <p>a. Evaluate the accuracy and usefulness of health information for selection of products and services.</p> <p>b. Analyze the effect of media and technology on personal and community health policy and health promotion.</p> <p>c. Solve a health and fitness problem or issue:</p> <ul style="list-style-type: none">  List alternative courses of action  Choose the course that most fully addresses the needs and requirements of the situation  Back up the choice with evidence  Evaluate the outcome 	
<p><i>Component 3.2b Content Specifications</i></p>	<p>Advertising methods and techniques</p>	
	<p>Community health policies (fluoride in water, smoking, clean air, etc.)</p>	
	<p>Regulatory agencies (EPA, county health department)</p>	
<p><i>Component 3.2c Content Specifications</i></p>	<p>Problem solving model</p>	
	<p>National/state/community resources for health, fitness and safety information</p>	

Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.

<p>3.3 Use social skills to promote health and safety in a variety of situations.</p>	<p>Benchmark 3</p> <p>a. Negotiate conflict situations constructively while maintaining safe and respectful relationships.</p> <p>b. Demonstrate social skills to encourage self and others to choose healthy behaviors.</p>	
<p><i>Component 3.3a Content Specifications</i></p>	<p>Nature and causes of conflict</p> <ul style="list-style-type: none"> • Recognition of conflict arising • Application of conflict resolution skills in situations • Effective communication skills (verbal, non-verbal, written, body posture) • Effective listening skills • Conflict resolution skills • Negotiation 	
	<p>Identifying appropriate school and community resources (counselors, teachers, therapists, etc.) and when you would use them</p>	
<p><i>Component 3.3b Content Specifications</i></p>	<p>Interpersonal/communication skills</p>	
	<p>Self-esteem</p>	
	<p>Peer pressure – positive and negative – power of persuasion</p>	
	<p>Health behaviors/choices</p>	

Essential Learning 3: The student analyzes and evaluates the impact of real-life influences on health.

3.4 Understand how emotions influence decision making.	Benchmark 3 Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.	
<i>3.4 Component</i> <i>3.4 Content</i> <i>Specifications</i>	Warning signs of depression and suicide	
	Stress management	
	Community resources	
	Emotional situations common to teenagers (break-ups, death, relationships, cut from the team, not asked to the prom, acne)	
	Peer mediation	
	Avoiding unhealthy coping mechanisms including drugs, alcohol, and violence	
	Safe vs. unsafe ways to resolve emotional conflict	

Essential Learning 4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

<p>4.1 Analyze health and safety information.</p>	<p>Benchmark 3 Investigate the health and fitness requirements for occupational/career areas of interest.</p>	
<p><i>4.1 Component</i></p> <p><i>Content</i></p> <p><i>Specifications</i></p>	<p>Problem solving model applicable to occupational/career areas.</p>	
	<p>Health, fitness, and safety considerations affecting career and occupational choices</p>	

Essential Learning 4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

	<p>Benchmark 3 Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.</p>	
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4.2 Develop a health and fitness plan and a monitoring system.		
<i>Component 4.2 Content Specifications</i>	Health/fitness planning and analysis, based on leisure and employment	
	Data collection system and analysis of personal health and fitness in leisure and at work	