

WGSD Curriculum
Physical Education

Course: Health

Grade Level: 9-12

LG 1 Health Promotion

High Priority Standards

NHES Standard #1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Show Me Standard #3 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of diseases and methods for prevention, treatment, and control.

Show Me Standard #6 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of consumer health issues (such as the effects of mass media and technologies on safety and health.)

Learning Goal	Proficiency Scale
Students will understand health promotion and disease prevention strategies.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Determining the validity of media messages to promote a healthy and active lifestyle.● Utilizing disease prevention, treatment, and control techniques such as regular doctor checkups, immunization, disease screening, and living a healthy and balanced lifestyle.● Promoting a healthy lifestyle by utilizing personal wellness activities such as washing hands, avoiding sickness, preparing food properly, getting immunized, and getting 8-10 hours of sleep per night. Level 2: Student demonstrates he/she is nearing proficiency by:

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- Recognizing and recalling specific vocabulary, such as: communicable, infection, pathogen, bacteria, toxin, virus, vector, mucous membrane, lymphocyte, inflammatory, fungus, antibodies, immunity, pathogen, vaccine, pandemic, STI's, asymptomatic, AIDS, HIV, epidemic, and antibiotics.
- Performing processes such as:
 - Demonstrating ability to access resources and technology to promote health.
 - Describing how the media influences the selection of health information, products, and services.
 - Identifying personal health issues and situations requiring professional health services.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Evaluate and demonstrate the ability to access resources from school, home, and community that provide health information.
- Predict how healthy behaviors can impact personal health status.
- Utilizing disease prevention, treatment, and control techniques to promote a healthy lifestyle.
- Analyze how environment and personal health are interrelated.
- Investigate health issues and analyze situations requiring professional health services.
- Analyze how genetics and family history can impact personal health
- Explain how media influences the selection of health information, products, and services.
- Propose ways to reduce or prevent injuries and health problems.
- Use technology resources to determine validity of media to promote a healthy lifestyle.
- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

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- Compare and contrast the benefits and barriers to practicing a variety of healthy behaviors.

Learning Design

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LG 2 Tobacco, Alcohol, and Other Drugs (TAOD)

High Priority Standards

NHES Standard #5 – Students will demonstrate the ability to use decision-making skills to enhance health.

NHES Standard #7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Show Me Standard #5 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use.)

Learning Goal

Students will understand how to use decision-making skills and health-enhancing behaviors to assess health, reduce risk factors, and avoid high risk behaviors.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing the role of individual responsibility for enhancing health.
- Evaluating strategies to help or seek help for someone with a TAOD abuse or overdose problem.
- Understanding the influence of TAOD on specific body systems and how to prevent the cumulative risks.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: addiction, nicotine, stimulant, carcinogen, carbon monoxide, leukoplakia, lung cancer, emphysema, medicine, illegal drugs, side effects, depressant, multiplier effect, substance abuse, overdose, intoxication, alcohol poisoning, binge drinking, alcoholism,

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blood alcohol content (BAC), marijuana, anabolic steroids, inhalants, hallucinogens.

- Performing processes such as:
 - Identifying and describing the negative effects of tobacco, alcohol, and other drugs including the abuse of prescribed medications.
 - Developing refusal skill strategies to avoid the use of TAOD abuse or overdose.
 - Identifying the consequences and health risks of drug abuse.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Analyze the role of individual responsibility for enhancing health by avoiding risky behaviors.
- Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- Understand the negative effects and consequences of tobacco, alcohol, and other drugs including the abuse of prescribed medications.
- Examine barriers that can hinder healthy decision making.
- Defend the healthy choice when making decisions about the use of TAOD.
- Propose ways to reduce or prevent drug use and addiction.
- Analyze personal susceptibility to addiction, disease, or death if engaging in unhealthy behaviors.
- Determine the value of applying a thoughtful decision-making process in drug-related situations involving personal health.

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LG 3 Human Body Systems

High Priority Standards

NHES Standard #1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES Standard #7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Show Me Standard #1 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of structures of, functions of, and relationships among human body systems.

Learning Goal	Proficiency Scale
<p>Students will understand the human body systems, major organs, functions, common disorders, and how all the different body systems work together to maintain health.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Analyzing and explaining the role of body systems, structures, and their functions to maintain individual health. ● Applying knowledge of all body systems to prevent cumulative illness and injury. ● Evaluating personal strategies and behaviors that will maintain or improve the health of the body systems. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ● Recognizing and recalling specific vocabulary, such as: dermis, epidermis, melanin, sebaceous glands, sweat glands, periodontium, plaque, cornea, retina, tinnitus, tendon, ligament, ossification, fracture, osteoporosis, dislocation, concussion, skeletal muscle, cardiac, smooth muscle, brain, spinal cord, paralysis, atrophy, hernia, tendonitis, hemoglobin, plasma, platelets, red blood cells, white

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blood cells, capillaries, blood pressure, bronchi, diaphragm, trachea, asthma, mastication, bile, peristalsis, esophagus, stomach, small intestine, large intestine, liver, appendicitis, ureter, urethra, kidneys, diabetes, hemodialysis, endocrine, pancreas, pituitary, thyroid, adrenaline, sperm, testosterone, penis, testes, semen, sterility, ovaries, ovulation, menstruation, fallopian tubes, vagina, and uterus.

- Performing processes such as:
 - Identifying the impact and negative effects of behaviors on the individual body systems.
 - Comprehending the anatomy of the body and how all the systems are interrelated.
 - Identifying bones, muscles, organs, and other anatomic structures.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Comprehend vocabulary and anatomy of the body through various learning designs.
- Understand the anatomic structures, relationships, and functions of all 11 body systems.
- Describe the relationships and how healthy behaviors can impact the body systems to promote a healthy lifestyle.
- Apply knowledge of body systems to prevent future injury and cumulative illness.
- Analyze the potential impact of heredity concerns on personal health.
- Explain the impact of personal health behaviors on the functioning of the body systems.
- Correctly label the bones, muscles, organs, and other anatomic structures.
- Analyze the role of individual responsibility for enhancing the health of the body.

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LG 4 Health Literacy and Personal Skills

High Priority Standards

NHES Standard #2 – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

NHES Standard # 3 – Students will demonstrate the ability to access valid information and products and services to enhance health.

NHES Standard #6 – Students will demonstrate the ability to use goal-setting skills to enhance health

Show Me Standard #2 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management.

Show Me Standard #7 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of responses to emergency situations.

Learning Goal

Students will understand health information and services and use these resources to promote their health and wellness.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing evaluation criteria for health information before making responsible, healthy choices.
- Evaluating health information and determining if it is reliable, accurate, and current.
- Analyzing possible causes of conflict and demonstrating conflict resolution, refusal, negotiation, collaboration, and goal-setting skills to avoid potentially harmful situations.
- Developing injury-management strategies and utilizing emergency situation response techniques.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: health education, health literacy, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk factors, lifestyle factors, cumulative risks, prevention, abstinence, goal-setting, decision making, personality traits, interpersonal communication, conflict resolution, refusal skills, stress, advocacy, values, advertising, health consumer,● Performing processes such as:<ul style="list-style-type: none">○ Identifying technology that can help develop health literacy.○ Developing communication skills for family and peer interaction and conflict resolution.○ Developing healthy ways to express wants, needs, and feelings.○ Performing CPR and first aid skills. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Demonstrate how to work cooperatively when advocating for health communities.● Describe how a positive attitude and healthful behaviors promote wellness.● Analyze the potential impact of heredity concerns on personal health.● Determine risk factors that contribute to illness and disability.● Abstain from high-risk behavior to protect personal health.● Analyze the role of individual responsibility for enhancing wellness.● Describe health skills needed to function in health promotion and disease prevention.	

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- Analyze how peers influence healthy and unhealthy behaviors
- Evaluate how the school and community can impact personal health practice and behaviors.
- Determine the impact of media on personal, family, and community health.
- Describe the influence of personal values and beliefs on individual health practices, behaviors, and wellness.
- Respond to an emergency situation with CPR or first aid techniques.

Learning Design

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LG 5 Relationships and Physical, Mental/Emotional, and Social Health

High Priority Standards

NHES Standard #1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES Standard #4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

NHES Standard #8 – Students will demonstrate the ability to advocate for personal, family, and community health.

Show Me Standard #2 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management.)

Learning Goal

Students will understand strategies for healthy peer, family, and personal relationships including the principles and practices of physical, mental/emotional, and social health.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing skills to improve or maintain healthy peer, family, and personal relationships.
- Utilizing strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Analyzing and explaining healthy choices and practicing healthful behaviors based on physical, mental/emotional, and social health.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as:

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physical health, mental/emotional health, social health, relationship, friendship, role, interpersonal communication, cooperation, compromise, prejudice, stereotype, tolerance, bullying, hazing, aggressive, passive, assertive, “I” message, active listening, body language, constructive criticism, affirmation, abuse, domestic violence, neglect, platonic, clique, peer pressure, harassment, manipulation, refusal skills, intimacy, infatuation, conflict resolution, negotiation, mediation, confidentiality, assault, sexual violence, sexual assault, rape, physical abuse, emotional abuse, verbal abuse.

- Performing processes such as:
 - Identifying social, mental/emotional, and physical components of their personal health.
 - Evaluating the progress of attaining a personal health goal.
 - Describing the interrelationships of emotional, intellectual, physical, and social health.
 - Explaining how to ask for and offer assistance to enhance the health of self and others.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Communicate effectively with family, peers, and others to enhance health.
- Analyze personal susceptibility of physical, mental/emotional, or social harm to one’s own personal health.
- Show respect for yourself and others in order to promote healthy relationships.
- Describe how families promote physical health by meeting basic physical needs and setting limits.
- Express how families develop mental and emotional health by giving each other love, support, and affirmation.

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- Designate how families create social health by teaching social skills, instilling values, and sharing cultural traditions.
- Utilize accurate peer and societal norms to formulate a health-enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal, family, and personal health.
- Resist peer pressure or negative influences from peers, family, or others.
- Describe the different types of violence and how to protect themselves.

Learning Design

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LG 6 Physical Fitness

High Priority Standards

NHES Standard #1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES Standard #5 – Students will demonstrate the ability to use decision-making skills to enhance health.

NHES Standard #7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Show Me Standard #2 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles of movement and physical fitness.

Learning Goal

Students will understand the physical, mental, emotional, and social benefits of physical fitness to promote their personal health and wellness.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining the role physical, mental, emotional, and social benefits of physical fitness on personal health.
- Applying knowledge of physical fitness to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness.
- Evaluating personal strategies and behaviors that will maintain or improve personal physical fitness.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: physical activity, physical fitness, exercise, sedentary, cardiorespiratory endurance, muscular strength,

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muscular endurance, flexibility, aerobic exercise, anaerobic exercise, specificity, overload, progression, warm-up, workout, cool-down, resting heart rate, frostbite, hypothermia, overexertion, heat exhaustion, heat stroke, muscle cramps, strain, and sprain.

- Performing processes such as:
 - Identifying factors and benefits related to regular participation in physical activity.
 - Recognizing the five main concepts of physical fitness including body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
 - Identifying safe, efficient, and effective movements applying to personal physical fitness.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Comprehend vocabulary and the five aspects of physical fitness.
- Apply knowledge of physical fitness to prevent future injury and cumulative illness.
- Understand how physical activity can benefit all the sides of the health triangle.
- Describe how a sedentary lifestyle can increase the risk of health problems.
- Explain the impact of physical fitness on personal health.
- Analyze the role of individual responsibility for enhancing the health of the body.
- Explain how aerobic exercise improves cardiorespiratory endurance.
- Explain how anaerobic exercise improves muscular strength and endurance.
- Describe how to consider personal needs when planning a fitness program.

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- Understand why it's important to wear safety equipment to protect from injury.

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LG 7 Nutrition

High Priority Standards

NHES Standard #2 – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

NHES Standard # 3 – Students will demonstrate the ability to access valid information and products and services to enhance health.

NHES Standard #5 – Students will demonstrate the ability to use decision-making skills to enhance health.

Show Me Standard #2 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management).

Learning Goal

Students will understand the connection between healthy nutrition choices and personal health and wellness.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining the role of healthy and unhealthy foods in order to make sound food choices.
- Applying knowledge of all six classes of nutrients to create a well-balanced diet low in fat, high in fiber, vitamins, and minerals.
- Evaluating personal nutrition strategies and behaviors that will improve personal health and reduce the risk of disease.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: nutrition, nutrients, calorie, hunger, appetite, carbohydrates, fiber, proteins, cholesterol, vitamins, minerals,

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osteoporosis, nutrient-dense, food additives, foodborne illness, pasteurization, cross-contamination, food allergy, food intolerance, metabolism, body mass index, overweight, obese, underweight, body image, fad diets, weight cycling, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, vegetarian, dietary supplements, performance enhancers, herbal supplements, and megadoses.

- Performing processes such as:
 - Identifying key nutrients and their specific functions and influences on body processes.
 - Using concepts relating to reading food labels to develop a healthy dietary plan.
 - Identifying nutritional needs based on age, health, and lifestyle.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Comprehend vocabulary and the six nutrients needed to help the body grow, repair itself, and function well.
- Describe how family, culture, friends, time, money, and advertising can influence food choices.
- Identify how the Dietary Guidelines for Americans can provide recommendations for healthy eating.
- Apply knowledge of nutrition to prevent cumulative illness.
- Describe the five major food groups including grains, vegetables, fruits, milk, and meat and beans.
- Understand food labels provide information about ingredients, nutritional value, serving sizes, and calories.
- Identify how body mass index and body composition can help determine a health weight.
- Comprehend signs and symptoms of eating disorders that can require professional help.
- Describe how health conditions such as diabetes, food allergies, and high blood pressure and impact food choices.

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