

Course Title

# High school Physical education



# INNOVATIVE ARTS ACADEMY

Course Overview

This Health and Physical Education course helps students develop a comprehensive understanding of personal health, safety, and the importance of physical activity. Through learning skills like communication, healthy decision-making, risk reduction, and applying movement principles, they will be equipped to make healthy choices for lifelong well-being

## Unit 1

**Foundations of Physical Activity and Fitness**

Time Frame

6 weeks



### Focus of the Unit

Benefits of physical activity, Understanding of Physical health (through activity), Understanding and describing physical fitness components, Analyzing effects of physical activity on health.

## Unit 2

**Principles of Training and Personal Fitness**

Time Frame

6 weeks



### Focus of the Unit

Applying training principles, Creating and evaluating personal fitness programs, Setting and tracking fitness goals, Demonstrating proper exercise techniques.

## Unit 3

**Movement Skills, Strategies, and Team Dynamics**

Time Frame

6 weeks



### Focus of the Unit

Cooperation in team settings, Conflict resolution skills (applied in games/teams), Skill-related fitness, Motor skill development, Biomechanical principles, Game strategies, Cooperation, teamwork, problem-solving, decision-making in activities, Sportsmanship, Utilizing safety in activities.

Course Title

# High school Health



# INNOVATIVE ARTS ACADEMY

Course Overview

This Health and Physical Education course helps students develop a comprehensive understanding of personal health, safety, and the importance of physical activity. Through learning skills like communication, healthy decision-making, risk reduction, and applying movement principles, they will be equipped to make healthy choices for lifelong well-being

## Unit 4

Foundations of Personal Health and Well-being

Time Frame

6 weeks



## Unit 4

Health Risks, Prevention, and Intervention

Time Frame

6 weeks



Focus of the Unit

Understanding of health risks, Understanding of drug and alcohol abuse, Understanding of refusal skills, Decision-making skills, Goal-setting skills, Accessing professional assistance.

## Unit 6

Safety, Relationships, and Community Health

Time Frame

6 weeks



Focus of the Unit

Conflict resolution skills, Understanding of health risks (injuries, violence), Individual responsibility for safety, Emergency/injury management and basic first aid, Strategies to avoid/manage conflict and violence, Understanding sexual misconduct, bullying, and consent, Healthy relationships, Advocating for community health.

Focus of the Unit

Understanding of Social, Physical, and mental health, Understanding of interpersonal communications, Understanding of nutrition, Understanding of health risks related to dietary patterns, Effects of media and technology on health behaviors, Evaluating health information and products.

<b>Unit Title</b>	<b>Foundations of Physical Activity and Fitness</b>
<b>Time Frame</b>	30 days

	<b>Essential Question(s)</b>
	How will proper physical activity impact one's optimal health?

	<b>Focus of the Unit</b>
	Foundations of Physical Activity and Fitness aims to provide students with the essential knowledge about the benefits of being physically active <sup>1</sup> . It also introduces the key components that constitute a healthy level of physical fitness

<b>Standards</b>	<b>10.4.9.A / 10.4.12A/10.4.9.B / 10.4.12B/10.4.9.C / 10.4.12C/10.4.9.D / 10.4.12D/10.4.9.E/10.4.9.F / 10.4.12F</b>
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<b>Learning Targets 9</b>
I can analyze how being physically active affects my health now, like helping with stress management, disease prevention, and weight management

<b>Learning Targets 11</b>
I can explain how the six health components of physical fitness, such as cardiovascular endurance and muscular strength, work together to contribute to being physically fit, and why focusing on these components is essential for maintaining my health throughout my life.

<b>Learning Targets 10</b>
I can describe the six main health components of physical fitness, such as cardiovascular endurance, muscular strength, and flexibility, and explain why understanding and improving these components is important for my current and future health.

<b>Learning Targets 12</b>
I can explain how understanding the foundational components of physical fitness, like cardiovascular endurance and muscular strength, will help me make informed choices to maintain my health and well-being throughout my life.



<b>Resources</b>	<b>Fitness test, Beeper test, gym, cones, hula hoops</b>
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<b>Unit Title</b>	<b>Principles of Training and Personal Fitness</b>
<b>Time Frame</b>	30 days

	<b>Essential Question(s)</b>
	How can I apply the principles of training to create and manage a personal fitness program that helps me achieve my health and activity goals?

	<b>Focus of the Unit</b>
	Its primary focus is on students applying exercise principles, such as specificity, overload, and progression, to create and manage a personal fitness program for their own use and healthy living goals

<b>Standards</b>	<b>10.5.9.A / 10.5.12 A/10.5.9.B / 10.5.12 B/10.5.9.C / 10.5.12 C/10.5.9.D / 10.5.12 D/10.5.9.E / 10.5.12 E/10.5.9.F / 10.5.12 F</b>
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<b>Learning Targets 9th</b>
I can explain how applying training principles helps to improve the different components of physical fitness

<b>Learning Targets 10th</b>
I can explain how applying the principles of training, such as overload, progression, and specificity, helps to improve different components of physical fitness

<b>Learning Targets 11th</b>
I can explain and apply the principles of training (such as specificity, overload, and progression) to design effective workout routines that target specific components of physical fitness

<b>Learning Targets 12th</b>
I can implement, manage, and systematically track my progress in a personal fitness program using workout logs and other evaluation methods, and reflect on the impact of the plan on my life



<b>Resources</b>	Workout equipment, bands, cones, medicine balls.
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<b>Unit Title</b>	<b>Movement Skills, Strategies, and Team Dynamics</b>
<b>Time Frame</b>	30 days

	<b>Essential Question(s)</b>
	How do developing movement skills, applying strategic thinking, and working effectively with others enhance our experience and performance in physical activities?

	<b>Focus of the Unit</b>
	focuses on developing physical competence through skill acquisition and applying strategic thinking in game settings. It also emphasizes fostering positive social behaviors and teamwork in cooperative and competitive physical activities.

<b>Standards</b>	<b>10.5.9.A / 10.5.12.A/10.5.9.B / 10.5.12.B/10.5.9.C/10.5.9.E / 10.5.12.E/10.5.9.F / 10.5.12.F</b>
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<b>Learning Targets 9th</b>
I can describe and apply the components of skill-related fitness, such as agility, balance, and speed, to improve my movement performance in physical activities
<b>Learning Targets 11th</b>
I can apply and analyze how skill-related fitness components (agility, balance, coordination, power, reaction time, speed) influence and improve my performance in complex movement skills and physical activities

<b>Learning Targets 10th</b>
I can apply the components of skill-related fitness (agility, balance, coordination, power, reaction time, speed) to improve my performance in a variety of physical activities
<b>Learning Targets 12th</b>
I can apply my knowledge of movement skills, skill-related fitness (agility, balance, coordination, power, reaction time, speed), and movement concepts to identify and evaluate physical activities that promote my personal, lifelong participation



<b>Resources</b>	<b>Basketballs, volleyballs, kickballs, softballs,</b>
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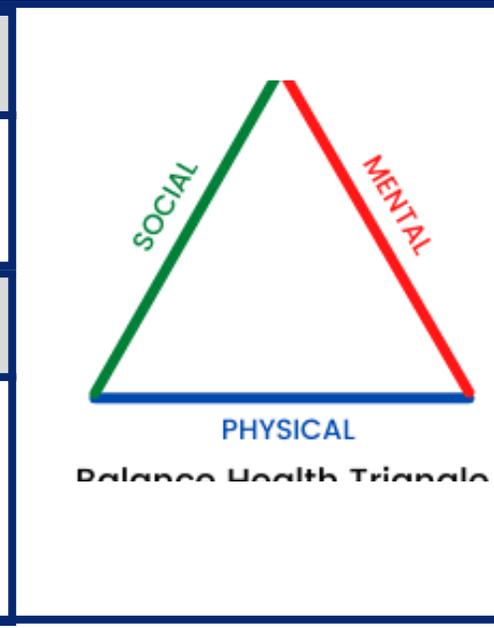
<b>Unit Title</b>	<b>Foundations of Personal Health and Well-being</b>
<b>Time Frame</b>	30 days

	<b>Essential Question(s)</b>		<b>Focus of the Unit</b>
	How does understanding ourselves and the many factors that influence health enable us to build and maintain personal well-being?		Focusing on establishing fundamental knowledge about the nature of health and the numerous personal factors, both internal and external, that shape an individual's well-being

<b>Standards</b>	<b>10.1.9.A/10.1.9.B/10.1.9.C/10.1.9.D/10.2.9.A/10.2.9.B/10.2.9.C/10.2.9.D/10.2.9.E/10.1.12.A/10.1.12.B/10.1.12.C/10.1.12.D/10.1.12.E</b>
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<b>Learning Targets 9th</b>
I can analyze various factors, such as relationships, communication, and risk factors, that impact my growth and development as I move from adolescence toward adulthood
<b>Learning Targets 11th</b>
I can analyze the multifaceted factors influencing adolescent nutritional choices, including media, peer influence, body image, and athletic goals, and evaluate their potential long-term impacts on health

<b>Learning Targets 10th</b>
I can analyze the connection between my mental and emotional well-being and my physical health
<b>Learning Targets 12th</b>
I can analyze how my personal identity is shaped by various factors, including social and cultural influences and diversity, and explain how this self-understanding supports my well-being and healthy relationships



<b>Resources</b>	<b>Newline board, chromebooks, pencils</b>
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<b>Unit Title</b>	<b>Health Risks, Prevention, and Intervention</b>
<b>Time Frame</b>	30 days

<b>Essential Question(s)</b>
 <p>What strategies and resources can I utilize to identify, prevent, and intervene in health risks, and how do these actions impact my personal and community health?</p>

<b>Focus of the Unit</b>
 <p>Identifying common health risks faced by adolescents and adults. The unit then emphasizes developing strategies for prevention, risk reduction, and seeking appropriate assistance to address these identified risks</p>

<b>Standards</b>	<b>10.1.9.A/10.1.9.D/10.1.9.E/10.2.9.A/10.2.9.B/10.2.9.D</b>
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<b>Learning Targets 9th</b>
I can analyze risk factors that impact health, including physical inactivity, substance abuse, intentional/unintentional injuries, and dietary patterns
<b>Learning Targets 11th</b>
I can analyze and apply sophisticated prevention strategies related to health risks, such as decision-making/refusal skills, situation avoidance, and goal setting

<b>Learning Targets 10th</b>
I can apply risk reduction behaviors to protect myself and others from the consequences of alcohol, tobacco, and other drug use
<b>Learning Targets 12th</b>
I can critically analyze a broad range of health risks faced across the lifespan, including those related to substance abuse, sedentary living, intentional/unintentional injuries, and dietary patterns



<b>Resources</b>	<b>Newline board, chromebooks, pencils</b>
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<b>Unit Title</b>	<b>Safety, Relationships, and Community Health</b>
<b>Time Frame</b>	30 days

<b>Essential Question(s)</b>
 <p>How do my personal choices and interactions shape my safety and relationships, and what role do I play in creating a safer, healthier community?</p>

<b>Focus of the Unit</b>
 <p>Equipping students with practical skills and knowledge for ensuring personal safety and fostering positive social connections. It also emphasizes understanding their role in promoting the health and well-being of their school and community.</p>

<b>Standards</b>	<b>10.3.12 A/10.3.12 B/10.3.12 C</b>
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<b>Learning Targets 9th</b>
I can analyze my personal responsibility for practicing safe behaviors and preventing injuries in my home, school, and community, including when using transportation or addressing violence prevention at school
<b>Learning Targets 11th</b>
I can demonstrate skills related to First Aid procedures, such as bandaging specific body parts, splinting different areas, moving and rescuing victims, and understanding universal precautions and potentially infectious body fluids

<b>Learning Targets 10th</b>
I can describe and apply strategies for managing injuries, such as performing rescue breathing or providing self-care for sports injuries

<b>Learning Targets 12th</b>
I can demonstrate skills related to Cardiopulmonary Resuscitation (CPR), including compression-only CPR, and understand the proper use and location of Automated External Defibrillators (AEDs)



<b>Resources</b>	<b>Newline board, chromebooks, pencils,AED, First aid Kit,</b>
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