

<p>STANDARD 1: <i>Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.</i></p> <p>1.1 <i>Understand the relationship between physical, social and mental health and overall wellness.</i></p>	<p>STANDARD 2: <i>Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.</i></p> <p>2.1 <i>Use decision-making skills to enhance health.</i> 2.2 <i>Apply goal-setting skills to enhance health.</i></p>	<p>STANDARD 3: <i>Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.</i></p> <p>3.1 <i>Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</i></p>	<p>STANDARD 4: <i>Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.</i></p> <p>4.1 <i>Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.</i> 4.2 <i>Advocate for personal, family and community health.</i></p>
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Strand: PHYSICAL HEALTH

<p>1.1-1 Physical Activity and Nutrition</p> <ol style="list-style-type: none"> Understand the importance of exercise and nutrition as two of the “5 Healthy Habits.” Understand physical activity, exercise, health-related fitness, and skill-related fitness. Describe the short and long-term physical, social and mental benefits of moderate and vigorous physical activity. Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents and adults. Identify ways to increase daily physical activity and decrease inactivity. Explain the food groups and how they relate to health. Explain what makes foods healthy/unhealthy e.g., added/reduced sugar, cooking method... Describe the recommended number and appropriate sizes of servings of food from each food group that a teen needs each day. Analyze the benefits of healthy eating, including the benefits of eating in moderation and limiting consumption of certain nutrients e.g., fat, sugar. Understand the concept of “calories in/calories out” and the relationship between intake, physical activity level, and body weight. Differentiate between nutritious and non-nutritious beverages. Summarize the benefits of drinking water before, during, and after physical activity. 	<p>2.1, 2.2-1 Physical Activity and Nutrition</p> <ol style="list-style-type: none"> Demonstrate behaviors that will maintain or enhance physical health. Demonstrate a variety of behaviors that avoid or reduce risks to physical health. Evaluate existing level of regular exercise to set a goal e.g., improve mile time Demonstrate thoughtful decision making with regard to the “5 Healthy Habits”: sleep, nutrition, exercise, hygiene, self esteem. 	<p>3.1-1 Physical Activity and Nutrition</p> <ol style="list-style-type: none"> Distinguish factual information about exercise from myth. Use information from the food guide pyramid to determine nutritional value of food choices. Identify what influences food choices, both general and personal. Access information and evaluate options for healthy dining out. Know how to find information relating to calories. Identify factors that influence level of exercise and fitness. 	<p>4.1, 4.2-1 Physical Activity and Nutrition</p> <ol style="list-style-type: none"> Utilize effective verbal and nonverbal communication skills to enhance physical activity levels and nutrition e.g., asking for food to be cooked in a healthy way Encourage others to engage in healthy practices such as eating healthy food and joining in exercise.
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Strand: PHYSICAL HEALTH [cont'd]

<p>1.1-2 Disease Prevention and Physical Safety</p> <ul style="list-style-type: none"> a. Know common pathogens, bacteria, viruses and fungi. b. Explain the difference between infectious, non-infectious, acute, and chronic diseases. c. Summarize the causes, symptoms, treatment and prevention of common infectious diseases. d. Identify situations that may cause accidents or injury in various contexts e.g., home, school, vehicles, sports, and recreational activities. e. Know how to prevent climate-related injury e.g., heat exhaustion, sunburn, heat stroke. f. Identify ways to reduce injuries at home and school. g. Know first response procedures needed to treat injuries such as sprains and strains, and steps to take in an emergency, including ABC'S (airways, breathing, and circulation). <p>1.1-3 Growth and Development</p> <ul style="list-style-type: none"> a. Understand effects of hormones and puberty on physical, mental and social health during adolescence. b. Understand the role of genetics in determining physical attributes. c. Differentiate between a positive and negative body image, and state the importance of a positive body image. d. Know male and female reproductive anatomy and physiology. e. Describe conception and its relationship to the menstrual cycle. f. Describe problems of the male and female reproductive system. 	<p>2.1, 2.2-2 Disease Prevention and Physical Safety</p> <ul style="list-style-type: none"> a. Demonstrate behaviors that reduce the chance of catching and/or spreading disease. b. Demonstrate ways to maintain safety and avoid situations that may cause accidents or injury. c. Practice appropriate sun and water safety. d. Demonstrate appropriate responses to emergency situations. e. Demonstrate ability to apply basic First Aid principles. <p>2.1, 2.2-3 Growth and Development</p> <ul style="list-style-type: none"> a. Respond appropriately to physiological changes in self and peers. b. Demonstrate an understanding of personal hygiene and proper care of the reproductive system. 	<p>3.1-2 Disease Prevention and Physical Safety</p> <ul style="list-style-type: none"> a. Know who to contact in an emergency at home or school. b. Access reliable sources of information about common diseases. c. Research factors that may prevent common diseases. <p>3.1-3 Growth and Development</p> <ul style="list-style-type: none"> a. Access valid online sources relating to growth, development and puberty. b. Know how to access health services when concerned about adolescent health issues. 	<p>4.1, 4.2-2 Disease Prevention and Physical Safety</p> <ul style="list-style-type: none"> a. Encourage others to engage in practices that reduce the risk of disease or compromise safety. b. Encourage others to take precautions against the sun. <p>4.1, 4.2-3 Growth and Development</p> <ul style="list-style-type: none"> a. Communicate appropriately and respectfully about physiological changes of self and peers. b. Demonstrate communication skills which support resolution of physical health issues related to growth and development.
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Strand: PHYSICAL HEALTH [cont'd]

<p>1.1-4 Substances -Tobacco a. Understand why some teenagers use tobacco. b. Describe the dangers and short- and long-term physical effects of experimenting with or using tobacco products, including the risk of addiction and impact on physical fitness. c. Summarize the short- and long-term physical effects of being exposed to other's tobacco use e.g., the effects of environmental smoke. d. Summarize the benefits of being tobacco-free. e. Identify situations which could lead to tobacco use and practice using refusal skills.</p> <p>1.1-5 Substances -Alcohol and Other Drugs a. Understand why some teenagers use alcohol and other drugs. b. Describe the dangers and short- and long-term physical effects of experimenting with or using alcohol and other drugs, including the risk of addiction and impact on fitness. c. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, and tobacco use. d. Summarize the benefits of being alcohol and drug free. Identify situations which could lead to alcohol/drug use and practice using refusal skills.</p>	<p>2.1, 2.2-4-5 Substances a. Demonstrate appropriate decision-making skills related to tobacco, alcohol and drug use. b. Practice refusal skills related to tobacco, alcohol and drug use.</p>	<p>3.1-4-5 Substances a. Understand information relating to tobacco and alcohol, including product labels and warnings. b. Know who to contact for advice or concerns about substance use. c. Understand family, peer, cultural and media influences on healthy and unhealthy behaviors relating to tobacco, alcohol and drug use, including different values about their use. d. Recognize factors that may influence a teenager to engage in or refuse to engage in smoking, drinking alcohol and using drugs e.g., peers, family values, culture, media. e. Understand the purpose of agencies such as Freedom from Chemical Dependency.</p>	<p>4.1, 4.2-4-5 Substances a. Demonstrate communication strategies for avoiding and removing oneself from pressure situations. b. Discourage others responsibly and respectfully from engaging in substance use and abuses. c. Share personal experiences, thoughts and feelings about tobacco, alcohol and drugs. d. Apply the SAS Core Values when communicating with family, friends and peers.</p>
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Strand: SOCIAL HEALTH

<p>1.1-6 Relationships</p> <ul style="list-style-type: none"> a. Explain the interrelationship of physical, social mental and, emotional health. b. Understand the relationship between social health and the “5 Healthy Habits.” c. Compare and contrast healthy and unhealthy relationships. d. Analyze characteristics of a responsible PE class member and a good friend. e. Understand the power of positive peer pressure. f. Identify skills that foster healthy relationships e.g. assertiveness, active listening, body language, being aware of one’s own feelings and sensitive to those of others. g. Understand the impact of negative behaviors such as gossip, “put downs” and techniques used to cover these up. h. Summarize the benefits of talking with parents or other trusted adults about feelings. 	<p>2.1, 2.2-6 Relationships</p> <ul style="list-style-type: none"> a. Engage in behaviors that promote, maintain and/or improve friendships. b. Refrain from negative behaviors such as gossip, “put downs” and techniques for covering these up. c. Be assertive when needed. d. Encourage and offer others genuine validation. e. Demonstrate thoughtful decision making with regard to the “5 Healthy Habits”: sleep, nutrition, exercise, hygiene, self esteem. 	<p>3.1-6 Relationships</p> <ul style="list-style-type: none"> a. Identify reliable sources of information about friendship. b. Identify influences that may affect friendships e.g., peers, family, media. c. Develop strategies to distinguish gossip from truth. 	<p>4.1, 4.2-6 Relationships</p> <ul style="list-style-type: none"> a. Use verbal (spoken/written) and nonverbal communication (body language) in ways that promote and maintain friendships. b. Demonstrate active listening. c. Communicate assertiveness effectively and appropriately when the situation arises. d. Understand other perspectives in friendship issues. e. Promote positive peer pressure e.g., advocate to eliminate gossip and put downs. f. Apply the SAS Core Values when communicating with family, friends and peers.
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Strand: MENTAL HEALTH			
1.1-7 Stress Management a. Understand the relationship between the “5 Healthy Habits” - sleep, nutrition, exercise, hygiene, and self-esteem and stress. b. Describe characteristics of a mentally and emotionally healthy person. c. Explain potential causes, signs and effects of stress. d. Understand the physiology of stress. e. Understand that stress can have both positive and negative effects. f. Describe personal stressors at home, in school, and with friends. g. Compare positive and negative ways of dealing with stress.	2.1, 2.2-7 Stress Management a. Identify personal stress and apply stress management techniques. b. Respond to stress appropriately. c. Set goals to help reduce individual areas of stress. d. Demonstrate thoughtful decision making with regard to the “5 Healthy Habits”: sleep, nutrition, exercise, hygiene, self-esteem.	3.1-7 Stress Management a. Identify sources of information and services relating to stress. b. Know who to contact for advice or support about stress-related issues. c. Recognize factors that influence stress levels e.g., environment (noisy, rushing), family relationships, peers.....	4.1, 4.2-7 Stress Management a. Express feelings appropriately when experiencing stress. b. Recognize types of communication that can cause stress to others. a. Communicate effectively with a friend experiencing stress. b. Advocate for a friend experiencing stress to seek help from an appropriate adult. c. Apply the SAS Core Values when communicating with family, friends and peers.