

TENTH THROUGH TWELFTH GRADE SECTION, Page 1

PURPOSE:

Students will: explain and demonstrate positive hygiene practices; identify and describe community emergency services; identify emergency procedures for tornado and fire situations; identify sources of stress and management skills to diminish its effects; identify BMI; identify Body Fat Percentage and how it relates to healthy lifestyles; identify and demonstrate the proper target heart rate for exercise; identify and describe various modes of peer pressure and appropriate measures to overcome them; discuss various media sources and how they relate to peer pressure; identify community sources for healthy living; identify differences between responsible and irresponsible behaviors qualify the importance of goal setting; demonstrate different goal setting processes; identify and explain benefits of lifetime exercise; explain positive decision making skills.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 1:

Hygiene: Students will explain the need for and demonstrate when applicable daily practices that maintain good health, including hand washing, bathing and deodorant use.

Components:

1. Define good health.
2. List components of good health.
3. Demonstrate proper hand washing techniques.
4. List positive hygiene practices.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 2:

Safety: Students will identify and describe services provided by community safety personnel with special attention given to firemen, police, and emergency medical service personnel.

Components:

1. Identify emergency personnel.
2. Describe emergency personnel and their responsibilities in emergencies.
3. Describe activation of EMS.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 3:

Emergency Prep: Students will explain and demonstrate appropriate behaviors with regard to emergency measures in case of tornadoes or fire. Regular tornado and fire drills are executed at the building level.

Components:

1. Identify 911 emergency activation systems.

2. Describe benefits of an emergency activation system.
3. Explain appropriate behaviors regarding emergency evacuations.
4. Demonstrate appropriate behaviors regarding emergency evacuations.
5. Create and emergency evacuation plan for their individual home for fire.
6. Create and emergency plan of action for their individual home for a tornado.
7. Participate in regular tornado and fire drills executed at each school building level.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 4:

Health Promotion: Students will identify and describe the various causes of diseases and prevention measures. Students will identify sources of stress and the management skills used to diminish its effects. Students will identify, and explain BMI, body fat percentage and heart rates. Students will identify skill and health related fitness. Students will demonstrate proper use of heart rates monitors and describe the benefits of using heart rate monitors to improve fitness. Students will explain heart rate exercise target zones.

Components:

1. Examine different types of cardiovascular diseases.
2. Examine the causes and types of and treatments for other non-communicable diseases.
3. Discuss prevention measures for cardiovascular and other non-communicable diseases.
4. Recognize the importance of early detection and warning signs that prompt individuals to seek health care.
5. Identify risk behaviors and risk factors for cardiovascular disease.
6. Develop, analyze and apply strategies related to prevention of cardiovascular disease.
7. Examine characteristics, symptoms, causes and treatments of non-communicable diseases.
8. Develop and analyze strategies related to prevention and management of non-communicable diseases.
9. Examine causes of stress.
10. Describe the effects of stress on body systems.
11. Analyze how stress can affect physical, mental/emotional and social health.
12. Discuss how substance abuse harms mental, emotional and physical health.
13. Develop, analyze and apply strategies related to prevention of stress.
14. Examine the relationship among body composition, diet and fitness.
15. Analyze the relationship between maintaining a healthy weight and disease prevention.
16. Describe healthful ways to manage weight.
17. Identify and describe the areas of skill related fitness.
18. Identify and describe the areas of health related fitness.
19. Identify benefits of using heart rate monitors to develop cardiovascular fitness.
20. Demonstrate proper use of heart rate monitors.
21. Explain using heart rate target zones to develop and maintain cardiovascular fitness.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 5:

Culture: Students will identify and describe the various modes of peer pressure and the appropriate measures to use to overcome such pressures. Students will discuss TV and magazine advertisements and how they relate to peer pressure. Students will discuss making good consumer health choices. Students will identify community resources available for healthy living. Students will discuss

the community resources available and describe the programs available for them.

Components:

1. Identify sources of peer pressure.
2. Describe origins of peer pressure.
3. Discuss how various forms of TV and other media sources affect adolescent behavior.
4. Analyze the health messages delivered through advertising in the media.
5. Identify how culture and peer pressure affect adolescent behavior.
6. List consequences of negative peer pressure.
7. List benefits of positive peer pressure.
8. Discuss strategies for adolescents influenced by negative peer pressure.
9. Identify factors that influence consumer decisions about health related care products and services.
10. Analyze the impact of the availability of health services in the community and around the world.
11. Explain the benefits of positive relationships among community health professionals in promoting a healthy community.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome 6:

Decision Making: Students will identify differences between responsible and irresponsible behaviors, explain the importance of responsible behaviors, and demonstrate ways to become responsible young adults. Students will identify the importance of goal setting, and demonstrate different goal setting processes. Students will identify and explain the benefits of lifetime exercise. Students will explain positive decision making skills.

Components:

1. Identify decision making skills that promote individual, family and community health.
2. Summarize affective decision making skills.
3. Summarize the advantages of seeking advice and feedback regarding decision making skills.
4. Identify the processes involved in choosing and achieving goals.
5. Identify and explain the benefits of lifetime exercise.
6. Set realistic fitness goals.
7. Synthesize information and apply critical thinking, decision-making, and problem-solving skills to develop a personal physical activity program.
8. Identify the basic principles of a physical activity program.