

Physical Education/Health

Required

Physical Education/Health Grade 9

Physical Education/Health Grade 10

Physical Education/Health Grade 11

Physical Education/Health Grade 12

Elective

Health Care Science

Physical Education Department

Standards:

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Apply movement concepts and principals to the learning and development of motor skills.
3. Exhibit a physically active lifestyle.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Demonstrate responsible personal and social behavior in physical activity settings.
6. Demonstrate understanding and respect for differences among people in physical activity settings.
7. Demonstrate understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

All classes are team taught in a co-educational setting. Grade levels are combined for each class. All grades participate together to increase individual skill levels and to develop the concept of team play. Eleventh and twelfth graders participate in activities and sports which will carry over into their adult life.

Physical education classes are required for all students each year for one semester. Course requirements for boys and girls are the same. Grading criteria all students includes skill and knowledge as well as effort, attitude, cooperation and participation for concepts taught.

Physical Education/Health Grades 9 - 12 - half-year - credits: .5

Students learn skills and participate in soccer, flag football, speedball, basketball, physical fitness, aerobic dance, weight training, volleyball, gymnastics, team handball, street hockey, softball, and introduction to "Project Adventure." In addition to physical activities, each year relevant adolescent health topics will be intergraded into the curriculum.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A5: Physical, mental & emotional health, C1: Responsibilities of citizenships, C2:

Personal ethics

Secondary: A2: Acquire information – research and problem solving, B2:

Health Care Science 11/12 - half year – credits: .5

This course is designed for students who are interested in pursuing a career within medicine or healthcare. The curriculum is designed according to the National Healthcare Skill Standards developed by the National Consortium of Health Sciences and Technology Education.

Students enrolled in this course will:

- Learn medical terminology,
- Acquire an academic foundation within the five identified Health Science Career Cluster Pathways,

- Understand “Systems Theory”,
- Comprehend Legal Responsibilities/Ethical Issues associating with the delivery of healthcare, and
- Identify key employability skills associated with a career in a medical/health profession.

In addition, students will have the opportunity to earn a national Healthcare Skills Certificate upon successful completion of the following criteria:

- A portfolio
- An off campus job-shadow experience in a healthcare setting, and
- An earned 70% (Mastery) or 80% or better (Proficiency) on an on-line National Health Care Foundation Skill Standards Test.

THIS COURSE TARGETS THE FOLLOWING STUDENT LEARNING EXPECTATION

Primary: A1: Literacy Skills, A5: Physical, mental & emotional health, C1: Responsibilities of citizenship, C2: Personal ethics

Secondary: A2: Acquire information – research and problem solving, A3: Technology Literacy, B2

Fundamentals of Fitness is a requirement for all tenth graders. This part-classroom, part-lab class introduces health-related components of fitness. Principles of improving fitness, muscular strength, cardio respiratory endurance and improving body composition and flexibility are concepts covered. The focus of this class is developing an individualized fitness plan.

Choice of or combination of:

First session in the fall or last session in the spring:

Soccer or speedball, pickleball, flag football, power walking, physical fitness, Adventure Education, softball, track and field, golf, archery, physical fitness, street hockey, orienteering and hiking.

Second session in the fall or first session in the spring:

Basketball, gymnastics, aerobic dance, step aerobics, fitness (pump and step, circuit training, weight training), volleyball, Adventure Education activities (leadership and confidence building activities), recreational games, self-defense, badminton, table tennis, and racquetball (YMCA).

H e a l t h E d u c a t i o n

Standards:

1. Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal setting and decision making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, community, and environment health.

Health Education K-12 is based on the belief that “health” is a state of physical, mental and social well-being and ability to function, not merely the absence of disease or disabling condition. It is our belief that a person is responsible for his/her own health and that the state of health achieved at any given time is largely a result of lifestyle choices and genetic factors. These choices impact the person’s community and world at large.

Health Education is required for graduation. Eleventh and twelfth grade students are required to take physical education/health each year. These courses encourage students to examine lifestyle choices, learned behaviors and genetic influences that impact their health and how they affect others. Students are encouraged to choose and promote healthy behaviors and wellness and prevention of illness as a way of life for themselves and those for whom they are responsible. Throughout the courses students will evaluate their own risk behaviors.

Health education materials and teaching strategies promote student critical thinking, problem solving, decision-making, oral and written communication and group participation.

The health curriculum is standards-driven and aligned with the R.I. Health Education Framework and the seven content areas.

The following topics are part of each health offering:

Personal Health

Mental and Emotional Health

Safety and Accident Prevention

Nutrition

Sexuality and Family Life

Disease Prevention and Control

Substance Use and Abuse Prevention