

MORENO VALLEY HIGH SCHOOL PHYSICAL EDUCATION CURRICULUM

Course Title: Fitness for Life A (Physical Education and Health) Course Number: 2301

Department: Physical Education ADS Number: 2301

Prerequisites: None

Length of Course: Two Semesters Credit/PRI Area: One Credit Per Year Grade Level(s): 9-12

Important Notes: Two credits are required for graduation. They may be taken at anytime during MVHS enrolment.

COURSE DESCRIPTION:

This course is based on the five components of fitness: muscle strength, muscle endurance, flexibility, cardiovascular and body composition with a philosophy that lifelong fitness is for every student regardless of body condition, athletic and/or mental ability. The course will cover: physiology, target heart rate zone, personal fitness programs, nutrition and health, fitness assessments, the mental aspects of exercise and use of surrounding outdoor environment to maintain a fit and healthy lifelong life style.

STRATEGIES

- Demonstration
- Data collection with pedometers, heart monitors etc. to evaluate improvement
- Audio/visual aids
- Individual and group practice and performance
- Individual goal setting
- Reflective journaling
- Socratic seminars

Modifications:

- Split classes up into beginner, intermediate and advanced groups. Have each group work with each other.
- Have students of higher physical fitness work with students of lesser physical fitness.
- Student that cannot participate in physical education because of injuries will help with organization, set-up and running of the class activity. If the injury is less severe (broken arm, sprained wrist etc.), student will participate in the day's activity to the extent that their injury will allow them.
- For obese student's, special personal training will be set up for the student to allow one on one teaching of how to get and stay fit for the rest of their life. Doctor's permission will be required for this personal training. Once the student feels comfortable and their weight issue is not a safety risk, they will be placed back into the normal physical education class.

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – I.e. Develop a yoga routine; complete a dance technique test, complete a bicycling route, personal fitness profile, personal fitness plan, knowledge and use of heart rate monitors and pedometers etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and individual contributions and effort.
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

- Harrison, Joyce M., *Instructional Strategies for Secondary School Physical Education*; McGraw-Hill Companies, 2001
- Human Kinetics, *Physical Education for Lifelong Fitness*; American Alliance for Health, Physical Education, Recreation and Dance, 1999.
- George Graham, *Children Moving; A Reflective Approach to Teaching Physical Education*; Mayfield Publishing Comp., 1998.
- Robert A. Robergs, *Fundamental Principles of Exercise Physiology*; McGraw-Hill, 2000.
- Judith E. Brown, *Nutrition Now*; Wadsworth Group, 2002.
- Not About the Bike: The Lance Armstrong Story by Lance Armstrong
- Touching the Void by Joe Simpson
- Climbing Free by Lynn Hill
- Epics on Everest by Clint Willis
- Surviving the Extremes by

- Facing the Extremes by Ruth Anne Kocour
- Ultimate Fitness: The Quest for Truth about Exercise and Health by Gina Kolata
- Culture Jam by ?

SUGGESTED TITLES/AUTHORS WEB SITES:

www.mypyramid.gov

www.cdc.gov

SEMINAR PIECES OR USE:

The Meaning of Health by Joseph E. Balog: American Journal of Health Education – Sept/Oct 2005 Volume 36, No 5

Let My People Go Surfing by Yvon Chouinard

Weighty Matters: Growing Pains by Sheree Crute: NEA Today – March 2005

Fit to the Core by Paul Keegan: Outside Magazine, Wellness 2004

Rounded by Colleen Morton Busch: Yoga Journal July/August 2003

In Praise of the Human Body by Jack Handey: Outside Magazine – May 2005

The Heavy Cost of Fat by Cathy Newman: National Geographic – August 2004

Childhood Obesity by Tonia Van Staveren and Darren Dale: Journal of Physical Education, Recreation and Dance – Volume 75, No 7 September 04

Abstaining from Abstinence a Personal Perspective by Lorraine Finklea, Gail Gruendemann and Debra C. Harris: American Journal of Health Education – March/April 2004, Volume 35, No. 2

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 1: DEMONSTRATES COMPETENCY IN MANY MOVEMENT FORMS AND PROFICIENCY IN A FEW MOVEMENT FORMS.

A. **BENCHMARK:** *Demonstrate proficiency in a least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports, dual activities/sports, and team activities/sports.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Develop a yoga routine and teach it to class. • Complete small x-country loop on Snow Shoes in 40 minutes or less. • Complete mountain biking green belt loop in 1 hour or less. • Complete dance technique test and pass with 75%+. • Complete muscle/weight lifting test with 75%+. • Participate in spinning class: target heart rate zone 65%-75% of max heart rate for minimum of 30 minutes. • Participate in Hiking/Trail Running: target heart rate zone 65%-75% of max heart rate for minimum of 30 minutes

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 2: APPLIES MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS.

A. **BENCHMARK:** *Apply scientific principles to learn and improve skills.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Uses heart rate monitors to improve and evaluate performance. <ul style="list-style-type: none"> ○ Develop a graphic, which displays intensity of workout by using the heart rate monitor software programs • Uses biomechanical concepts and principles to improve performance. • Compare and contrast activities. • Use pedometers to evaluate exercise levels while walking.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 3: EXHIBITS KNOWLEDGE AND ABILITY TO PARTICIPATE IN A PHYSICALLY ACTIVE LIFESTYLE.

BENCHMARK:

A. *Participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness;*

- B. Monitor exercise, eating, and other behaviors related to a healthy lifestyle;*
C. Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes; and
D. Use scientific knowledge to analyze personal characteristics that relate to participation in physical activities.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> Keeps fitness journal on activity done outside of physical education. Develop a stretching routine to improve flexibility. Develop a strength routine to improve muscular endurance and strength.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 4: ACHIEVES AND MAINTAINS A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS.

BENCHMARK:

- A. Recognize the importance of participation in physical activity on a regular basis;*
B. Demonstrate independence in assessing, achieving, and maintaining personal health related fitness goals; and
C. Design personal fitness programs that encompass all health-related physical fitness components.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> Takes the Fitnessgram and Tri-Fit test, records scores, assess scores, sets goals, assess progress since the last test and sets new fitness goals. Testing three times per year.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 5: DEMONSTRATES RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR IN PHYSICAL ACTIVITY SETTINGS.

BENCHMARK:

- A. Identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle;*
B. Initiate independent and responsible personal behavior in physical activity settings;
C. Recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution; and
D. Accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> Leads the group in one activity per semester following the rules, procedure and etiquette. Participate in cooperative games and write a reflection on activity.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 6: DEMONSTRATES UNDERSTANDING AND RESPECT FOR DIFFERENCES AMONG PEOPLE IN PHYSICAL ACTIVITY SETTINGS.

BENCHMARK:

- A. Identify the effects of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity choices and participation;*
B. Develops strategies for including persons of diverse backgrounds and abilities in physical activity; and
C. Evaluate how the media, particularly advertising, influence the misperception of the ideal body types.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> Participates with adult exercise group class. Journal entry on experience. Invite the Moreno Valley Trekkers on a hike. Journal entry on experience. Read and journal on a book associated with physical activity.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 7: UNDERSTANDS THAT PHYSICAL ACTIVITY PROVIDES OPPORTUNITIES FOR ENJOYMENT, CHALLENGE, SELF-EXPRESSION, AND SOCIAL INTERACTION.

BENCHMARK:

- A. Maintain and improve physical fitness, motor skills, and knowledge about physical activity;*
B. Evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle;
C. Analyze time, cost, and accessibility factors related to regular participation in physical activities; and
D. Recognize the feelings that result from physical activity participation.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> Journal entry on daily nutrition Develop plan to improve your nutrition Journal entry on daily reflection of how you felt about activity. Use mypyramid.com to enter daily activity and diet.

STRAND I: HEALTH EDUCATION**CONTENT STANDARD 1: STUDENTS WILL COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.****BENCHMARK:**

- A. Analyze how behavior can impact health maintenance and disease prevention;
- B. Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood;
- C. Explain the impact of personal health behaviors on the functioning of body systems;
- D. Analyze how the environment influences the health of the community;
- E. Describe how to delay onset and reduce risks of potential health problems during adulthood;
- F. Analyze how public health policies and government regulations influence health promotion and disease prevention;
- G. Analyze how the family, peers, and community influence the health of individuals; and
- H. Analyze how the prevention and control of health problems are influenced by research and medical advances.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none">• Interview parents on family health history and evaluate how history can affect future health.• Based on history information, come up with a plan to prevent family illness in adulthood.• Seminar using “In Praise of the Human Body”• Use the Tri-fit Encyclopedia of Health Risks Software to develop a plan on how to stay healthy through out life.

STRAND II: HEALTH EDUCATION**CONTENT STANDARD 2: STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES.****BENCHMARK:**

- A. Evaluate the availability and validity of health information, products, and services;
- B. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information;
- C. Evaluate factors that influence personal selection of health products and services;
- D. Demonstrate the ability to access school and community health services for self and others;
- E. Analyze the cost and accessibility of health care services; and
- F. Analyze situations requiring professional health services.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Seminar using Culture Jam Book and Supplement article for Outside Magazine. • Paper on a commercial that promotes health enhancing products • Compare and evaluated nutritional information by participating in cooking classes.

STRAND III: HEALTH EDUCATION
CONTENT STANDARD 3: STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

BENCHMARK:
A. Analyze the role of individual responsibility for enhancing health;
B. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction;
C. Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors;
D. Develop management strategies to improve or maintain personal, family, peer, and community health;
E. Develop injury prevention strategies for personal, family, peer, and community health;
F. Demonstrate ways to avoid and reduce threatening situations; and
G. Evaluate strategies to manage stress

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Take the Tri-Fit Health Risk Appraisal (Youth Alcohol, Drugs, Nutrition, Body Weight, Physical Activity, Safety, Sexual Activity, Suicide, Tobacco and Violence) and identify areas of risk. • Journal on stress and how the use of meditation in yoga affects stress.

STRAND IV: HEALTH EDUCATION
CONTENT STANDARD 4: STUDENTS WILL ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY, AND OTHER FACTORS ON HEALTH.

BENCHMARK:
A. Analyze how cultural diversity enriches and challenges health behaviors;
B. Evaluate the effect of media and other factors on personal, family, peer, and community health; and
C. Evaluate the impact of technology on personal, family, peer, and community health.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Use “Culture Jam” as a seminar piece relating to culture and media affect on personal health • Watch “Super Size Me” Video.

STRAND V: HEALTH EDUCATION
CONTENT STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH.

BENCHMARK:

A. Demonstrate skills for communicating effectively with family, peers, and others;
 B. Analyze how interpersonal communication affects relationships;
 C. Demonstrate positive ways to express needs, wants, and feelings;
 D. Demonstrate ways to communicate care, consideration, and respect of self and others;
 E. Demonstrate strategies for solving interpersonal conflicts without harming self or others;
 F. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations;
 G. Analyze the possible causes of conflict in schools, families, and communities; and
 H. Demonstrate strategies used to prevent conflict.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Covered in both advisory and lifeskills

STRAND VI: HEALTH EDUCATION
CONTENT STANDARD 6: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH.

BENCHMARK:

A. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults;
 B. Analyze health concerns that require collaborative decision making;
 C. Predict immediate and long-term impact of health decisions on the individual, family, peers, and community;
 D. Implement a plan for attaining a personal health goal;
 E. Evaluate progress toward achieving personal health goals; and
 F. Formulate an effective plan for lifelong health.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Takes the Fitnessgram and Tri-Fit test and Health Risk Appraisal, records scores, assess scores, sets goals, assess progress since the last test and sets new goals. • Relate all scores to maintaining lifelong health. <ul style="list-style-type: none"> • Testing three times per year

STRAND VII: HEALTH EDUCATION
CONTENT STANDARD 7: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY, PEER, AND COMMUNITY HEALTH.

BENCHMARK:
A. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas;
B. Express information and opinions about health issues;
C. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues;
D. Demonstrate the ability to influence and support others in making health-enhancing choices;
E. Demonstrate the ability to work cooperatively when advocating for healthy communities; and
F. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Personal Advocacy is covered in Advisory • Use “The Meaning of Health” as a seminar piece

MORENO VALLEY HIGH SCHOOL PHYSICAL EDUCATION CURRICULUM

Course Title: Fitness for Life B (Physical Education and Health) Course Number: 2302

Department: Physical Education ADS Number: 2302

Prerequisites: None

Length of Course: Two Semesters Credit/PRI Area: One Credit Per Year Grade Level(s): 9-12

Important Notes: Two credits are required for graduation. They may be taken at anytime during MVHS enrolment.

COURSE DESCRIPTION:

This course is based on a higher expectation of understanding and application of the five components of fitness: muscle strength, muscle endurance, flexibility, cardiovascular and body composition with a philosophy that lifelong fitness is for every student regardless of body condition, athletic and/or mental ability. The course will cover more indepth knowledge and application of: physiology, target heart rate zone, personal fitness programs, nutrition and health, fitness assessments, the mental aspects of exercise and use of surrounding outdoor environment to maintain a fit and healthy lifelong life style.

STRATEGIES

- Demonstration
- Data collection with pedometers, heart monitors, fitness assessments etc. to evaluate improvement
- Audio/visual aids
- Individual and group practice and performance
- Individual goal setting
- Reflective journaling
- Socratic seminars

Modifications:

- Split classes up into beginner, intermediate and advanced groups. Have each group work with each other.
- Have students of higher physical fitness work with students of lesser physical fitness.
- Student that cannot participate in physical education because of injuries will help me with organization, set-up and running of the class activity. If the injury is less severe (broken arm, sprained wrist etc.), student will participate in the day's activity to the extent that their injury will allow them.
- For obese student's, special personal training will be set up for the student to allow one on one teaching of how to get and stay fit for the rest of their life. Doctor's permission will be required for this personal training. Once the student feels comfortable and their weight issue is not a safety risk, they will be placed back into the normal physical education class.

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.

- **Essay Questions**
- **Performance Tasks** – I.e. Develop a yoga routine; complete a dance technique test, complete a bicycling route, personal fitness profile, personal fitness plan, knowledge and use of heart rate monitors and pedometers etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and individual contributions and effort.
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

- Harrison, Joyce M., *Instructional Strategies for Secondary School Physical Education*; McGraw-Hill Companies, 2001
- Human Kinetics, *Physical Education for Lifelong Fitness*; American Alliance for Health, Physical Education, Recreation and Dance, 1999.
- George Graham, *Children Moving; A Reflective Approach to Teaching Physical Education*; Mayfield Publishing Comp., 1998.
- Robert A. Robergs, *Fundamental Principles of Exercise Physiology*; McGraw-Hill, 2000.
- Judith E. Brown, *Nutrition Now*; Wadsworth Group, 2002.
- Not About the Bike: The Lance Armstrong Story by Lance Armstrong
- Touching the Void by Joe Simpson
- Climbing Free by Lynn Hill
- Epics on Everest by Clint Willis
- Surviving the Extremes by ?
- Facing the Extremes by Ruth Anne Kocour
- Ultimate Fitness: The Quest for Truth about Exercise and Health by Gina Kolata
- Culture Jam by ?

SUGGESTED TITLES/AUTHORS WEB SITES:

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www.cdc.gov

SEMINAR PIECES OR USE:

The Meaning of Health by Joseph E. Balog: American Journal of Health Education – Sept/Oct 2005 Volume 36, No 5

Let My People Go Surfing by Yvon Chouinard

Weighty Matters: Growing Pains by Sheree Crute: NEA Today – March 2005

Fit to the Core by Paul Keegan: Outside Magazine, Wellness 2004

Rounded by Colleen Morton Busch: Yoga Journal July/August 2003

In Praise of the Human Body by Jack Handey: Outside Magazine – May 2005

The Heavy Cost of Fat by Cathy Newman: National Geographic – August 2004

Childhood Obesity by Tonia Van Staveren and Darren Dale: Journal of Physical Education, Recreation and Dance – Volume 75, No 7 September 04

Abstaining from Abstinence a Personal Perspective by Lorraine Finklea, Gail Gruendemann and Debra C. Harris: American Journal of Health Education – March/April 2004, Volume 35, No. 2

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 1: DEMONSTRATES COMPETENCY IN MANY MOVEMENT FORMS AND PROFICIENCY IN A FEW MOVEMENT FORMS.

B. BENCHMARK: *Demonstrate proficiency in a least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports, dual activities/sports, and team activities/sports.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Develop a more challenging yoga routine, teach it to class, and help evaluate other students. • Complete small x-country loop on Snow Shoes in 35 minutes or less. • Complete mountain biking green belt loop in 50 minutes or less. • Complete dance technique test and pass with 80%+. • Complete muscle/weight lifting test with 80%+. • Participate in spinning class: target heart rate zone 70%-80% of max heart rate for minimum of 30 minutes • Participate in Hiking/Trail Running: target heart rate zone 70%-80% of max heart rate for minimum of 30 minutes.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 2: APPLIES MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS.

B. BENCHMARK: *Apply scientific principles to learn and improve skills.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Uses heart rate monitors to improve and evaluate performance. <ul style="list-style-type: none"> ○ Develop a graphic, which displays intensity of workout by using the heart rate monitor software programs ○ Compare and evaluate Fitness for Life A heart rate graphs to Fitness for Life B heart rate graphs. • Uses biomechanical concepts and principles to improve performance. • Compare and contrast activities from Fitness for Life A to Fitness for Life B. • Use pedometers to evaluate exercise levels while walking.

STRAND I: PHYSICAL EDUCATION**CONTENT STANDARD 3: EXHIBITS KNOWLEDGE AND ABILITY TO PARTICIPATE IN A PHYSICALLY ACTIVE LIFESTYLE.****BENCHMARK:**

- A. Participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness;*
B. Monitor exercise, eating, and other behaviors related to a healthy lifestyle;
C. Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes; and
D. Use scientific knowledge to analyze personal characteristics that relate to participation in physical activities.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Keeps fitness journal on activity done outside of physical education. • Develop a stretching routine to improve flexibility. • Develop a strength routine to improve muscular endurance and strength. • Show improvement from Fitness for Life A to Fitness for Life B by creating a portfolio

STRAND I: PHYSICAL EDUCATION**CONTENT STANDARD 4: ACHEIVES AND MAINTAINS A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS.****BENCHMARK:**

- A. Recognize the importance of participation in physical activity on a regular basis;*
B. Demonstrate independence in assessing, achieving , and maintaining personal health related fitness goals; and
C. Design personal fitness programs that encompass all health-related physical fitness components.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Takes the Fitnessgram and Tri-Fit test, records scores, assess scores, sets goals, assess progress since the last test and sets new fitness goals. • Testing three times per year. • Compare testing from Fitness for Life A to Fitness for Life B

STRAND I: PHYSICAL EDUCATION**CONTENT STANDARD 5: DEMONSTRATES RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR IN PHYSICAL ACTIVITY SETTINGS.****BENCHMARK:**

- A. Identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle;*

- B. Initiate independent and responsible personal behavior in physical activity settings;*
- C. Recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution; and*
- D. Accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Leads the group in one activity per semester following the rules, procedure and etiquette. • Lead seminar on a Fitness for Life related topic. • Participate in Cooperative Games, reflect on activity and compare experience with Fitness for Life A experience. • Pick activity route and explain to class which fitness component the activity relates too and why route was choosen.

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 6: DEMONSTRATES UNDERSTANDING AND RESPECT FOR DIFFERENCES AMONG PEOPLE IN PHYSICAL ACTIVITY SETTINGS.

BENCHMARK:

- A. Identify the effects of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity choices and participation;*
- B. Develops strategies for including persons of diverse backgrounds and abilities in physical activity; and*
- C. Evaluate how the media, particularly advertising, influence the misperception of the ideal body types.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Participates with adult exercise group class. Journal entry on experience, comparing experience from Fitness for Life A to B. • Invite the Moreno Valley Trekkers on a hike. Journal entry on experience. • Read and journal on a book associated with physical activity. • Help parent(s) develop their own personal fitness plan

STRAND I: PHYSICAL EDUCATION
CONTENT STANDARD 7: UNDERSTANDS THAT PHYSICAL ACTIVITY PROVIDES OPPORTUNITIES FOR ENJOYMENT, CHALLENGE, SELF-EXPRESSION, AND SOCIAL INTERACTION.

BENCHMARK:

- A. Maintain and improve physical fitness, motor skills, and knowledge about physical activity;*
- B. Evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle;*

C. Analyze time, cost, and accessibility factors related to regular participation in physical activities; and
 D. Recognize the feelings that result from physical activity participation.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Journal entry on daily nutrition • Develop plan to improve your nutrition and compare/contrast plan from Fitness for Life A to Fitness for Life B. • Journal entry on daily reflection of how you felt about activity. • Use mypyrimid.com to enter daily activity and diet then compare it to Fitness for Life A information.

STRAND I: HEALTH EDUCATION

CONTENT STANDARD 1: STUDENTS WILL COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION.

BENCHMARK:

- A. Analyze how behavior can impact health maintenance and disease prevention;
- B. Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood;
- C. Explain the impact of personal health behaviors on the functioning of body systems;
- D. Analyze how the environment influences the health of the community;
- E. Describe how to delay onset and reduce risks of potential health problems during adulthood;
- F. Analyze how public health policies and government regulations influence health promotion and disease prevention;
- G. Analyze how the family, peers, and community influence the health of individuals; and
- H. Analyze how the prevention and control of health problems are influenced by research and medical advances.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Reflect on Family Health History plan done in Fitness of Life A and make any changes necessary. • Seminar using “The Heavy Cost of Fat” • Use the Tri-fit Encyclopedia of Health Risks Software to develop a plan on how to stay health through out life. Compare this plan to the plan done in Fitness for Life A

STRAND II: HEALTH EDUCATION

CONTENT STANDARD 2: STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID HEALTH INFORMATION AND HEALTH-PROMOTING PRODUCTS AND SERVICES.

BENCHMARK:

- A. Evaluate the availability and validity of health information, products, and services;
- B. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information;
- C. Evaluate factors that influence personal selection of health products and services;
- D. Demonstrate the ability to access school and community health services for self and others;
- E. Analyze the cost and accessibility of health care services; and
- F. Analyze situations requiring professional health services.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Choose a piece related to health products or services and lead a seminar. • Paper on a commercial that promotes health enhancing products. Compare and contrast Fitness for Life A paper to Fitness for Life B paper to see changes. • Compare and evaluated nutritional information by participating in cooking classes.

STRAND III: HEALTH EDUCATION**CONTENT STANDARD 3: STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.****BENCHMARK:**

- A. Analyze the role of individual responsibility for enhancing health;
- B. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction;
- C. Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors;
- D. Develop management strategies to improve or maintain personal, family, peer, and community health;
- E. Develop injury prevention strategies for personal, family, peer, and community health;.
- F. Demonstrate ways to avoid and reduce threatening situations; and
- G. Evaluate strategies to manage stress

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Take the Tri-Fit Health Risk Appraisal and identify areas of risk. • Compare Health Risk Appraisal from Fitness for Life A to Fitness for Life B. • Journal on stress and how the use of meditation in yoga affects stress. • Reflect back on journal from Fitness for Life A and evaluate level of stress and coping skill changes to Fitness for Life B.

STRAND IV: HEALTH EDUCATION

CONTENT STANDARD 4: STUDENTS WILL ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY, AND OTHER FACTORS ON HEALTH.

BENCHMARK:

- A. Analyze how cultural diversity enriches and challenges health behaviors;
- B. Evaluate the effect of media and other factors on personal, family, peer, and community health; and
- C. Evaluate the impact of technology on personal, family, peer, and community health.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none">• Use “Let My People Go Surfing” as a seminar piece• Watch “Super Size Me” and explain to the class how watching this video affected you in Fitness for Life A compared to Fitness for Life B.

STRAND V: HEALTH EDUCATION

CONTENT STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH.

BENCHMARK:

- A. Demonstrate skills for communicating effectively with family, peers, and others;
- B. Analyze how interpersonal communication affects relationships;
- C. Demonstrate positive ways to express needs, wants, and feelings;
- D. Demonstrate ways to communicate care, consideration, and respect of self and others;
- E. Demonstrate strategies for solving interpersonal conflicts without harming self or others;
- F. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations;
- G. Analyze the possible causes of conflict in schools, families, and communities; and
- H. Demonstrate strategies used to prevent conflict.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none">• Covered in both advisory and lifeskills

STRAND VI: HEALTH EDUCATION**CONTENT STANDARD 6: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH.****BENCHMARK:**

- A. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults;
- B. Analyze health concerns that require collaborative decision making;
- C. Predict immediate and long-term impact of health decisions on the individual, family, peers, and community;
- D. Implement a plan for attaining a personal health goal;
- E. Evaluate progress toward achieving personal health goals; and
- F. Formulate an effective plan for lifelong health.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Takes the Fitnessgram and Tri-Fit test and Health Risk Appraisal, records scores, assess scores, sets goals, assess progress since the last test and sets new goals. • Relate all scores to maintaining lifelong health. • Reflect and compare score and goals from Fitness for Life A to Fitness for Life B. • Testing three times per year

STRAND VII: HEALTH EDUCATION**CONTENT STANDARD 7: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY, PEER, AND COMMUNITY HEALTH.****BENCHMARK:**

- A. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas;
- B. Express information and opinions about health issues;
- C. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues;
- D. Demonstrate the ability to influence and support others in making health-enhancing choices;
- E. Demonstrate the ability to work cooperatively when advocating for healthy communities; and
- F. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	None listed in NM Content Standards and Benchmarks.	<ul style="list-style-type: none"> • Personal Advocacy is covered in Advisory • Use “Abstaining for Abstinence a Personal Perspective” as a seminar piece