

Lifetime Fitness

Strand 1: **Disease Prevention and Control**

Standard: The student will identify the causes, signs and symptoms, treatments and prevention of communicable and noncommunicable diseases related to total wellness and health maintenance.

- 1.1 I can define various diseases.
- 1.2 I can identify factors that place me at risk for disease.
- 1.3 I can describe different pathogens effects on health.
- 1.4 I can explain causes and treatments of various communicable diseases.
- 1.5 I can explain causes and treatments of various non-communicable diseases.
- 1.6 I can identify local resources for disease treatment.
- 1.7 I can recognize the need for annual physical exams.
- 1.8 I can identify local physicians.

Strand 2: **Mental, Emotional and Social Health**

Standard: The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

- 2.1 I can describe Maslow's Hierarchy of Needs (Self-Awareness, Self-Esteem, Need to be Loved, Feeling Safe & Stable Mental Health.
- 2.2 I can describe mental, emotional and social health.
- 2.3 I can identify emotions and effects on the mind and body.
- 2.4 I can explain how to develop and maintain positive self esteem.
- 2.5 I can list factors that affect personality.
- 2.6 I can explain stress and stress management techniques.
- 2.7 I can discuss refusal skills.
- 2.8 I can explain stages of grief.
- 2.9 I can identify ways to resolve conflict.
- 2.10 I can recognize signs of potential suicide.
- 2.11 I can identify causes of various mental disorders.
- 2.12 I can identify local resources for mental health.

Strand 3: **Nutrition**

Standard: The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.

- 3.1 I can list the six classes of nutrients.
- 3.2 I can evaluate nutritional needs.
- 3.3 I can compare and contrast dietary guidelines.
- 3.4 I can list healthy eating habits for total wellness.
- 3.5 I can identify eating disorders and their effects on total wellness.
- 3.6 I can explain the current USDA Food Guide Pyramid.

- 3.7 I can interpret food labels.
- 3.8 I can identify “fad diets” and their impact on total wellness.
- 3.9 I can explain food safety techniques.
- 3.10 I can explain factors that influences food choices.
- 3.11 I can explain the relationship between diet and disease.

Stand: Personal Fitness

Standard: The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.

- 4.1 I can identify health related components of fitness.
I can describe skill related activities fitness.
- 4.2 I can identify components of the body.
- 4.3 I can demonstrate proper warm up and cool down procedures when exercising.
I can describe different training techniques for overload and progressive methods.
I can identify the F.I.T.T. principle (Frequency, Intensity, Time and Type).
I can calculate heart rate as it relates to personal fitness.
- 4.4 I can demonstrate proper safety practices when exercising or participating in sport.
- 4.5 I can analyze fitness programs that are appropriate for developing life long fitness.
- 4.6 I can identify and discuss health related problems of low levels of physical activity,
- 4.7 I can evaluate the true benefits of various fitness products, services and marketing strategies.
- 4.8 I can discuss benefits of participation in physical fitness activities.
- 4.9 I can identify local resources that promote physical fitness.

Strand: Safety and First-Aid

Standard: The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.

- 5.1 I can identify hazardous and life-threatening situations.
- 5.2 I can explain how attitudes and behaviors affect personal safety.
- 5.3 I can identify skills needed when dealing with medical emergencies
- 5.4 I can demonstrate proper first aid techniques.
- 5.5 I can identify the steps for a choking victim.
- 5.6 I can demonstrate the steps for CPR and the use of an AED,

Strand: Sexuality and Family Life

Standard: The student will examine human sexuality and recognize the influence of society and family values on decision making.

- 6.1 I can define positive relationships
- 6.2 I can identify the influences of family values on human development
I can recognize how cultural traditions and economic factors impact human development.
- 6.3 I can describe the differences in gender.
I can explain biases and expectations of current society.
- 6.4 I can explain human reproduction.

- 6.5 I can recognize necessary skills for maintaining reproductive health.
- 6.6 I can describe the importance of abstinence from sex as a positive choice.
- 6.7 I can list and discuss ways to resist pressure to engage in sexual activity.
- 6.8 I can discuss negative outcomes related to engaging in sexual activity.
- 6.9 I can identify various contraceptive methods.
- 6.10 I can identify sexual harassment.
I can explain date rape.
- 6.11 I can discuss alternatives to an unplanned pregnancy.
- 6.12 I can identify and discuss teen pregnancy and negative results of an unplanned pregnancy.
- 6.13 I can explain lifelong responsibilities and requirements of parenthood.
- 6.14 I can identify local resources to help with good reproductive health.

Strand: Substance Use and Abuse

Standard: The student will differentiate appropriate and inappropriate use of chemical substances.

- 7.1 I can describe illegal substance use and abuse.
- 7.2 I can identify the connection of drug use and problems in society.
- 7.3 I can recognize the dangers of combining various chemical substances on health.
- 7.4 I can identify local resources for combating substance use.
- 7.5 I can list strategies for avoiding drug use and abuse.
- 7.6 I can explain the effects of chemical substances on total wellness.
- 7.7 I can discuss the benefits of a drug free lifestyle.