

Name _____

School _____

Town _____

Grade _____

Phone _____

LEARNING RESULTS		DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
HEALTH EDUCATION:			
A.	HEALTH CONCEPTS Students will understand health promotion and disease prevention concepts. Students will be able to:		
A1.	Analyze the relationship between personal health practices and individual well-being.		
A2.	Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life.		
A3.	Evaluate the short- and long-term effects of risky behavior.		
A4.	Analyze the impact of personal health behaviors on body systems.		
A5.	Analyze how the environment relates to personal and community health.		
A6.	Describe health issues common at different stages of life.		
A7.	Analyze how public health policies and laws influence health promotion and disease prevention.		
A8.	Analyze how the prevention and control of health problems are influenced by research and medical advances.		

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A9.	Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.			
A10.	Describe how stress management relates to disease prevention.			
A11.	Demonstrate in-depth understanding of complex health concepts.			
B.	HEALTH INFORMATION, SERVICES, AND PRODUCTS. Students will know how to acquire valid information about health issues, services, and products. Students will be able to:			
B1.	Provide evidence to support the validity of health information, products, and services.			
B2.	Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility).			
B3.	Access school and community health services (e.g., school nurse, family physician, emergency care).			
B4.	Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries).			
C.	HEALTH PROMOTION AND RISK REDUCTION Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to:			
C1.	Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace.			

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C2.	Demonstrate strategies to avoid, change, and report unsafe situations.			
C3.	Design, implement, and evaluate a plan of stress management.			
D.	INFLUENCES ON HEALTH Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:			
D1.	Analyze how different cultures affect health beliefs and practices (gender equity).			
D2.	Evaluate the effect of media and other factors on personal, family, and community health.			
D3.	Evaluate the impact of technology on personal, family, and community health.			
D4.	Analyze how the family, peers, and community influence the health of individuals.			
E.	COMMUNICATION SKILLS Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:			
E1.	Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.			
E2.	Demonstrate strategies that can be used to prevent or solve conflicts without harm.			

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E3.	Analyze the possible causes of conflict in schools, families, and communities.		
E4.	Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.		
E5.	Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.		
E6.	Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.		
E7.	Adapt health messages and communication techniques to the characteristics of a particular audience.		
F.	DECISION-MAKING AND GOAL SETTING Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:		
F1.	Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.		
F2.	Analyze health concerns that require collaborative decision making.		
F3.	Predict the immediate and long-term impact of health decisions on the individual, family, and community.		
F4.	Implement a plan and evaluate progress in attaining personal health goals.		

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F5.	Formulate an effective long-range personal health plan.			
PHYSICAL EDUCATION:				
A.	PHYSICAL FITNESS Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:			
A1.	Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training.			
A2.	Participate in a variety of health-enhancing physical activities.			
A3.	Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes.			
A4.	Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness.			
A5.	Analyze and compare physical fitness activities for their health-enhancing potential and benefits.			
B.	MOTOR SKILLS Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:			
B1.	Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance) .			

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B2.	Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level).			
B3.	Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities.			
B4.	Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance).			
B5.	Evaluate risk and safety factors that may affect physical activity preferences.			
B6.	Design appropriate practice sessions to improve performance.			
B7.	Analyze time, cost, and accessibility factors related to regular participation in physical activities.			
C.	PERSONAL & SOCIAL INTERACTIONS The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:			
C1.	Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities.			
C2.	Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success.			
C3.	Initiate independent and responsible personal behavior in physical activity settings.			
C4.	Identify potentially dangerous consequences and outcomes of participation in physical activity.			

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C5.	Identify opportunities to share and learn from others through physical activity.			
C6.	Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.			
C7.	Apply a decision-making process to their safety and that of others in activity settings.			