

HEALTHFUL LIVING

Health and Physical Education K-8

For Emmanuel Lutheran School

Asheville, North Carolina

Philosophy:

I Corinthians 6:19-20 declares: “Do you not know that your body is temple of the Holy Spirit, who is in you, whom you received from God? You are not your own, you were bought at a price. Therefore honor God with you body.” The task of physical and health education is to aid in educating each student in proper use of “God’s temple” throughout life.

The focus of physical and health education standards is on motor proficiency, healthy living, lifetime activities, and demonstration of Christian lifestyle. These standards are designed to allow students to develop the basic motor skills, realizing that every individual has different skills levels and progress from each individual’s ability to lifetime activities, allowing each student the opportunity to find an activity that will help everyone keep his/her “temple” (body) healthy.

Note: All standards and strands are based on North Carolina Course of Study unless identified by IF (Integrating the Faith).

HEALTHFUL LIVING

Health and Physical Education K-8

GRADES K-3 Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in the K-3 healthful living.

HEALTHFUL LIVING – Kindergarten

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Health-Related, Fitness, Appreciation for Diversity/Social Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify specific feelings by name and demonstrate the ability to verbalize feelings in an appropriate manner.
- 1.02 Demonstrate the ability to accept and act on personal responsibilities.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Predict situations that should include hand washing and demonstrate correct hand washing technique.
- 2.02 Demonstrate proper technique for brushing teeth and summarize reasons for not sharing a toothbrush.
- 2.03 Recognize and describe the meanings of traffic signs and signals.
- 2.04 Demonstrate the stop and search technique when entering or crossing a street.
- 2.05 Evaluate the benefits of wearing seat belts and bicycle helmets.
- 2.06 Demonstrate how to get help in an emergency.
- 2.07 Demonstrate appropriate responses to warning signs, sounds, and labels.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Demonstrate the ability to share objects and time.

Focus Areas

- Personal hygiene

- Personal responsibility
 - Personal safety
 - Recognize categories of My Pyramid and identify healthy food and beverage choices
 - Develop emerging skills of catching, kicking, throwing, and striking
 - Heart Rate identification
 - Respectful participation
- 3.02 Conclude and acknowledge that each person is unique and special and a child of God. (IF)
- 3.03 Demonstrate protective behaviors to use when approached by strangers.
- 3.04 Recognize and respond appropriately to bullying, teasing, and aggressive behaviors.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.
- 4.02 Identify foods and beverages that are healthy choices for teeth and bones.
- 4.03 Associate common foods with their origins.
- 4.04 Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.
- 4.05 Generate examples of opportunities to participate in physical activity during non-school hours.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Demonstrate how to recognize and be careful with medicines.
- 5.02 Distinguish between medicinal and non-medicinal drug use.
- 5.03 Identify reliable sources of information regarding medicines and substances.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Demonstrate non-locomotor movements using different parts of the body.
- 6.02 Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.
- 6.03 Develop movement control for safe participation in games and sports.
- 6.04 Demonstrate rolling movements.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

- 7.01 Identify fundamental movement patterns.
- 7.02 Establish a beginning movement vocabulary.
- 7.03 Apply age appropriate concepts to performance.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

- 8.01 Identify likes and dislikes connected with participation in physical activity.
- 8.02 Begin to identify opportunities for increased physical activity (e.g., taking the stairs).

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

- 9.01 Identify physiological signs of moderate physical activity.
- 9.02 Recognize two appropriate sites on the body to monitor the heart rate.
- 9.03 Sustain moderate to vigorous physical activity for short periods of time.
- 9.04 Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

- 10.01 Identify 1-2 reasons why participation in physical activity is important and enjoyable.
- 10.02 Identify 1-2 ways physical activity improves health.
- 10.03 Demonstrate Christian care and respect for self, others, and equipment. (IF)

HEALTHFUL LIVING – Grade 1

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Describe and demonstrate appropriate ways to express and cope with emotions and feelings.
- 1.02 Identify problem-solving strategies and demonstrate the ability to make choices using those strategies.
- 1.03 Identify and demonstrate appropriate methods for coping with disappointment and failure.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Describe and demonstrate measures for preventing the spread of germs.
- 2.02 Predict symptoms of sickness and summarize measures to get well.
- 2.03 Identify safety hazards in the home and injury prevention strategies.
- 2.04 Identify items that can cause burns and describe strategies that prevent burns.
- 2.05 Demonstrate the stop, drop, and roll response to burning clothing.
- 2.06 Summarize the transition process between primary and permanent teeth and demonstrate how to get help with dental problems.
- 2.07 Demonstrate how to make an emergency phone call.

Focus Areas

- Problem solving and decision making
- Personal safety
- Coping skills
- Conflict resolution
- Identify a variety of healthy foods from each food group
- Recognize heart rate
- Demonstration of beginning locomotor, non-locomotor, and manipulative skills
- Work cooperatively with others

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Differentiate between appropriate and inappropriate touch and demonstrate how to seek adult assistance for inappropriate touch.
- 3.02 Demonstrate effective strategies for resolving conflict in a non-violent manner.
- 3.03 Demonstrate respect for the personal space and boundaries of others and explain why this is important.
- 3.04 Conclude that God has created people with different abilities and summarize the benefits of diversity. (IF)
- 3.05 Differentiate between acceptable feelings and acceptable behaviors.
- 3.06 Differentiate between tattling and reporting aggression, bullying, and violence.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Categorize foods into the appropriate groups of My Pyramid.
- 4.02 Identify a variety of foods that are healthy choices in each of the food groups.
- 4.03 Summarize the benefits of eating a variety of whole grains, fruits, and vegetables, and low fat dairy products.
- 4.04 Identify foods and beverages high in added sugar and generate examples of appealing healthy alternatives.
- 4.05 Explore various movement activities and predict the benefits of physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Evaluate the benefits of medicine when used correctly.
- 5.02 Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs.
- 5.03 Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels, and force.
- 6.02 Demonstrate the emerging skills for throwing, catching, striking.
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- 6.03 Demonstrate static and dynamic balances using different body parts.
- 6.04 Demonstrate a variety of movements and pathways.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

- 7.01 Identify personal effort made that vary the quality of movement (speed up, slow down, pacing).
- 7.02 Explain the importance of warm-up and cool down.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

- 8.01 Investigate likes and dislikes connected with participation in physical activity.
- 8.02 Explore activities you like which require physical activity during non-school hours.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

- 9.01 Examine one or two components of a health-related fitness assessment.
- 9.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- 9.03 Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.
- 9.04 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Describe 2-3 reasons why participation in physical activity is important and enjoyable.

10.02 Describe 2-3 ways physical activity improves health.

10.03 Apply safe practices, rules and procedures.

10.04 Works cooperatively with others in a Christian manner. (IF)

HEALTHFUL LIVING – Grade 2

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness,

Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

1.01 Summarize and demonstrate expected standards for Christian behavior such as honesty, trustworthiness, and respect for others. (IF)

1.02 Distinguish between evaluations of performance and self worth.

1.03 Demonstrate how to express emotions and feelings in a positive manner, without hurting oneself or others.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

2.01 Demonstrate the proper technique for tooth brushing and describe the benefits of good dental health.

2.02 Summarize methods for preventing the spread of germs through food, water, air, and touch.

2.03 Summarize appropriate measures to prevent contact with the body fluids of others.

2.04 Advocate to others the dangers associated with excessive sun exposure (e.g. sunburn, damage to the eyes, skin cancer) and identify methods for protecting oneself from the sun.

Focus Areas

- Honesty, trustworthiness and respect
- Effective interpersonal communication skills
- Recognizing bullying behaviors and accessing resources for help
- Healthy eating and physical activity
- Mature form in skipping, hopping, galloping and sliding.
- Developmental movement patterns
- Movement control and balance

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Demonstrate effective interpersonal communication skills.
- 3.02 Recognize and respond appropriately to the feelings of others.
- 3.03 Explain why it is wrong to tease others.
- 3.04 Recognize bullying behaviors and demonstrate steps to take if someone is bullied.
- 3.05 Recognize and treat others as children of God. (IF)

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify the amount of food from each food group of My Pyramid needed each day to achieve and maintain good health.
- 4.02 Summarize the benefits of healthy eating.
- 4.03 Identify the body signals that tell people when they are hungry and when they are full (hunger vs. satiety).
- 4.04 Categorize behaviors that are physically active and physically inactive, and compare and contrast the health effects of these activities.
- 4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Analyze the dangers of using tobacco products.
- 5.02 Explain why one should not use tobacco or look alike products.
- 5.03 Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Demonstrate mature form in skipping, hopping, galloping and sliding.
- 6.02 Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner.
- 6.03 Demonstrate moving to a rhythmic beat while manipulating objects such as jump ropes, scarves and balls.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

- 7.01 Demonstrate space awareness and movement control in different ways in a large

group without bumping into others or falling, such as running, hopping, and skipping.
7.02 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.

7.03 Use feedback to improve performance.

7.04 Explain why everybody should be active at least 60 minutes per day.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify physical activity opportunities in your community.

8.02 Recognize that physical activity is a conscious choice.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

9.01 Examine 2 or 3 components of health-related physical fitness assessment.

9.02 Recognize the physiology indicators that accompany moderate to vigorous physical activity.

9.03 Recognize the relationship between nutrition and physical fitness.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Explain why participation in physical activity is important.

10.02 Explore ways physical activity improves health.

10.03 Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement.

10.04 Works cooperatively with others in a Christian manner. (IF)

HEALTHFUL LIVING – Grade 3

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

1.01 Identify healthy methods of self-control.

1.02 Define stress and demonstrate positive stress management strategies.

1.03 Identify feelings and emotions associated with loss and grief and resources for help.

1.04 Identify characteristics of someone who has self-respect.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Analyze what it means to be healthy.
- 2.02 Demonstrate proper dental flossing technique and describe the benefits of flossing.
- 2.03 Differentiate between communicable and non-communicable diseases.
- 2.04 Conclude that most injuries are preventable and identify methods for preventing common injuries.
- 2.05 Summarize methods for reducing injuries in and around water.
- 2.06 Advocate for the proper usage of various methods of sun protection (e.g. big floppy hats, sunglasses w/ UV protection, proper technique of sunscreen application and reapplication, protective clothing).
- 2.07 Summarize the dangers of weapons and demonstrate how to seek help if a

Focus Areas

- Coping with loss and grief
 - Communicable and non-communicable diseases
 - Injury Prevention
 - Nutrition labels
 - Differentiating between portions and servings
 - Dangers of tobacco and other drugs
 - Catching, throwing, striking, dancing, and basic tumbling
 - Creating movement sequences
 - Develop understanding of the components of fitness and healthy living.
- 2.08 Create a plan to escape fire at home while avoiding smoke inhalation.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Identify qualities and benefits of a healthy relationship.
- 3.02 Compare and contrast behaviors that promote and hinder friendships.
- 3.03 Demonstrate how to effectively and respectfully express opinions that differ from others.
- 3.04 Demonstrate compassion for all living things and respect for other people's property.
- 3.05 Create and follow rules for productive discussion.
- 3.06 Respects abilities of others. (IF)

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Compare and contrast the health effects of nutritious and non-nutritious beverages.
- 4.02 Explain and analyze the nutrient and caloric information found on a Nutrition Facts label.
- 4.03 Identify foods low in sugar and high in calcium and describe the health benefits

of each.

4.04 Demonstrate the ability to select a nutritious breakfast and describe the importance of eating breakfast daily.

4.05 Differentiate between a portion and a serving and explain how to plan meals and snacks using appropriate portion sizes.

4.06 Summarize the components and functions of the muscular skeletal system.

4.07 Create methods for increasing daily physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

5.01 Summarize why household products are harmful if ingested or inhaled.

5.02 Predict the potential risks associated with over-the-counter medicines.

5.03 Predict and summarize the dangers of experimenting with tobacco.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

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6.01 Demonstrate modified, square and line dances.

6.02 Create sequences demonstrating changes of pathways, levels, force and direction with manipulative.

6.03 Create and demonstrate a variety of gymnastic patterns with a rolling focus on inversion and rolling sequences.

6.04 Demonstrate the skills of throwing, catching, striking or trapping in an activity.

6.05 Successfully perform a variety of jump rope skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

7.01 Identify safe practices in physical activity settings.

7.02 Assess the major characteristics of mature walking, running, throwing, catching.

7.03 Identify and apply the critical elements of basic fitness.

7.04 Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Demonstrate positive attitude characteristics toward being physically active.

8.02 Engage in regular physical activity throughout the day.

8.03 Explore family and community opportunities to be active.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

9.01 Recall all of the components of a health-related fitness.

- 9.02 Complete a modified version of a health-enhancing personal fitness assessment and show improvement, including monitoring of the heart.
- 9.03 Demonstrate appropriate warm-up and cool down activities.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

- 10.01 Compare and contrast the value of activity versus inactivity through individual and group settings.
- 10.02 Identify positive Christian behaviors and comments to use during play situations. (IF)
- 10.03 Utilize and demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations.

HEALTHFUL LIVING GRADES 4-5

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health.

HEALTHFUL LIVING – Grade 4

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify personal stressors at home, in school, and with friends.
- 1.02 Predict physical and emotional reactions to stressful situations.
- 1.03 Compare and contrast positive and negative strategies for handling stress.
- 1.04 Identify family, school, and community resources as sources of social support to reduce or prevent stress.
- 1.05 Conclude that people have different body shapes, sizes, and other personal characteristics that make them unique creations. (IF)

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Identify problems associated with and measures to control common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- 2.02 Identify the basic components and functions of the respiratory system.
- 2.03 Identify the basic components and functions of the immune system.
- 2.04 Summarize methods for preventing the spread of germs that cause communicable diseases.
- 2.05 Summarize patterns of normal physical and emotional development during puberty.
- 2.06 Advocate that it is safe to be a friend of someone who has a disease or health condition (e.g. HIV positive, asthma, or epilepsy).

Focus Areas

- Stress management
 - Bullying and violence prevention
 - Short term and long term effects of tobacco and other drugs
 - Health related fitness testing
 - Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements
 - The mechanics of performance
- 2.07 Identify personal protection equipment needed for sports and recreational activities.
 - 2.08 Acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.
 - 2.09 Critique and dispel myths about Sun Protective Factor (SPF) and sunscreen (e.g. Low SPF allows for a “safe” tan; waterproof sunscreen does not have to be reapplied; only individuals with fair complexions need to apply sunscreen, sunscreen is only needed at the beach, you only need a high SPF on an Ozone Alert -code orange day).
 - 2.10 Analyze techniques used in advertising health related products and services.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Infer the effects of facial expressions and body language when communicating with others.
- 3.02 Demonstrate empathy for individuals affected by disease or disability.
- 3.03 Predict situations that might lead to violence.
- 3.04 Demonstrate the ability to seek help or assistance for bullying.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify the major components of the digestive system and summarize the

digestion process.

4.02 Analyze how microorganisms can cause food borne illnesses and demonstrate safe food preparation, handling, cooking, and storing that promotes cleanliness and avoids cross contamination.

4.03 Utilize the basic information on food labels to make decisions about the nutritional value of various foods.

4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.

4.05 Summarize the concept and the benefits of eating in moderation.

4.06 Distinguish between healthy and unhealthy eating patterns.

4.07 Evaluate the benefits of drinking plenty of water, especially before and after physical activity.

4.08 Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.

4.09 Summarize the major components and functions of the cardiovascular system.

4.10 Analyze the relationship between physical activity and nutrition and the cardiovascular system.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

5.01 Predict short and long-term physical effects of using tobacco.

5.02 Summarize dependence and addiction to a drug or substance and identify resources for help.

5.03 Summarize motivations for drug use and create healthy alternatives.

5.04 Create rational counter-arguments for pressure to use drugs, alcohol, or tobacco products.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

6.01 Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.

6.02 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.

6.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.

6.04 Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.

6.05 Explore various movement forms including jump rope routines.

6.06 Develop inverted balances using two or more body parts.

6.07 Create movement sequence routines that contain balance, inversion, weight transfer, and landing.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

- 7.01 Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.
- 7.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment.
- 7.03 Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick.
- 7.04 Summarize safety procedures for riding a bicycle.

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COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

- 8.01 Identify personal activity interests and ability.
- 8.02 Consciously recognize the benefits derived from regular moderate to vigorous physical activity.
- 8.03 Chooses to participate in structured and purposeful activity.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

- 9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
- 9.02 Name the benefits derived from participation in physical activity.
- 9.03 Identify and demonstrate the health related components of fitness.
 - Cardiovascular endurance
 - Muscular strength and endurance
 - Flexibility
 - Body Composition
- 9.04 Recognize the relationship between healthy nutrition and exercise in weight management.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

- 10.01 Identifies positive feelings associated with participation in physical activities.
- 10.02 Chooses to participate cooperatively and productively in-group and individual physical activities.
- 10.03 Selects and practices a skill on which improvement is needed.
- 10.04 Follows directions, activity-specific rules, procedures, and etiquette, with few reminders.
- 10.05 Regularly encourages others and refrains from put-down statements.
- 10.06 Demonstrates Christian conduct. (IF)

HEALTHFUL LIVING -Grade 5

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility.

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Differentiate between positive and negative stress and demonstrate effective ways to cope with each.
- 1.02 Identify feelings of depression and sadness for which someone should seek help.
- 1.03 Demonstrate the ability to access appropriate resources for individuals experiencing feelings of depression and sadness.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Define personal values and predict how values can affect health behavior.
- 2.02 Evaluate the importance of sleep and rest in relationship to proper growth and development.
- 2.03 Summarize the functions of the male and female reproductive systems. Respect their body as a marvelous creation of God. (IF)
- 2.04 Analyze how media images can influence perception of a desirable body size and shape. Respect their body as a marvelous creation of God. (IF)
- 2.05 Evaluate environments (time of day, level of shade/cover, geographic location) and/or activities that might expose someone to harmful rays of the sun and create actions that can be taken or policies that can be written to avoid sun damage.
- 2.06 Evaluate the reliability of health information sources.
- 2.07 Correctly apply basic first aid for common conditions.

Focus Areas

- Media literacy
- Conflict resolution
- Identify feelings of depression and resources for help
- Puberty
- Self protection
- Elements of the FIT principals.
- Assessing personal behaviors and taking responsibility for outcome.
- Manipulative skills that impact the quality of movement patterns.
- 2.08 Create a personal management plan for preventing tooth decay and periodontal disease.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner in a Christian manner.(IF)
- 3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.
- 3.04 Predict the dangers of communicating with individuals you do not know and demonstrate methods for seeking assistance if contacted by a stranger (via internet, telephone, or face to face).

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyramid.
- 4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.
- 4.03 Recognize the social significance of food in families and cultures.
- 4.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
- 4.05 Summarize normal weight gain and body changes during puberty.
- 4.06 Compare and contrast the dangers of dieting with healthy weight management.
- 4.08 Predict the short term and long-term benefits of physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Identify short and long-term effects of alcohol use.
- 5.02 Explain reasons why individuals choose not to use alcohol.
- 5.03 Evaluate the information found on the warning labels of tobacco products and predict the effectiveness of these warnings.
- 5.04 Compare and contrast the factors that influence a person's decision to use or not use tobacco.
- 5.05 Demonstrate effective use of assertive refusal skills when declining alcohol, tobacco, and other drugs.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Demonstrate various aerobic dances.
- 6.02 Demonstrate various popular folk and square dances, and mixer and

couple dances.

6.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.

6.04 Demonstrate forehand and backhand striking skills in dual and individual sports.

6.05 Demonstrate skills necessary for participation in non-traditional games and activities.

6.06 Demonstrate the ability to perform skills of jumping rope with a partner or small group.

6.07 Create a variety of combinations using balance skills and rolling movements.

6.08 Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

7.01 Analyze the variety of sports and movement forms from countries around the world.

7.02 Identify the origins of a variety of sports and movement forms.

7.03 Participate in a variety of physical activities as both leader and follower.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Participates regularly in physical activities for the purpose of improving skill and health.

8.02 Identify opportunities for regular physical activity in school and at home.

8.03 Identify social and psychological benefits from participation in physical activities.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.

Objectives

9.01 Demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels.

9.02 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart

9.03 Utilize safe and appropriate warm-up, pacing and cool down techniques.

9.04 Identify and demonstrate the skill related components of fitness.

- Agility
- Balance
- Coordination
- Power
- Reaction time

- Speed

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Interacts with others by helping with their physical activity challenges.

10.02 Demonstrate behavior that will resolve conflicts in socially appropriate ways.

10.03 Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.

10.04 Demonstrate Christian conduct and responsibility for his/her own behavior problems without blaming others. (IF)

HEALTHFUL LIVING GRADES 6-8

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health.

HEALTHFUL LIVING – Grade 6

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility.

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

1.01 Use a structured thinking process to make decisions and solve problems.

1.02 Identify various types of stressors and analyze the causes and effects of stress.

1.03 Compare and contrast positive and negative methods of dealing with stress.

1.04 Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

2.01 Differentiate between communicable and chronic diseases.

2.02 Identify the modes of transmission and methods for reducing the

transmission of common communicable diseases.

2.03 Advocate for appropriate measures to protect vision and hearing.

2.04 Identify the components and basic functions of the respiratory system.

2.05 Identify and describe the symptoms associated with asthma.

2.06 Summarize methods by which asthma can be controlled.

2.07 Summarize the relationship between conception and the menstrual cycle.

Focus Areas

- Decision making
- Assertive refusal and negotiation skills
- Manipulative skills that impact the quality of movement patterns
- Dietary Guidelines for Americans
- Relationship between food consumption, physical activity levels, and body weight
- Social and physical consequences of alcohol, tobacco, and other drug use
- Appreciation for creative aspects of skilled performance in school, home and community.
- Setting realistic physical activity goals and a plan to obtain them.
- Resolving interpersonal conflicts in a non-combative way.

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2.08 Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.

2.09 Evaluate claims made for health products and services for accuracy and credibility.

2.10 Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.

2.11 Predict how individual behaviors can harm or help the health of the environment.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

3.01 Identify and classify behaviors as either conducive or counterproductive to group functioning.

3.02 Demonstrate effective verbal and non verbal communication skills.

3.03 Demonstrate ways to communicate care, consideration, and respect of self and others.

3.04 Identify transitions and challenges of social relationships during puberty and adolescence.

3.05 Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence.

3.06 Evaluate the importance of understanding the perspectives of others in resolving conflicts.

3.07 Demonstrate effective refusal and negotiation skills.

3.09 Differentiate between positive and negative effects of peer pressure.

3.10 Identify signs of abusive relationships and demonstrate the ability to access resources for help.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Define common terms on food labels and terms used in advertising food.
- 4.02 Evaluate health claims on food labels for accuracy and validity.
- 4.03 Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.
- 4.04 Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.
- 4.05 Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.
- 4.06 Predict the short and long term benefits of healthy eating.
- 4.07 Differentiate between nutritious and non nutritious beverages.
- 4.08 Identify foods high in fiber, including whole grains, fruits, and vegetables.
- 4.09 Analyze the relationships between food consumption, physical activity levels, and body weight.
- 4.10 Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.
- 5.02 Identify short term and long-term benefits of resistance to substance abuse.
- 5.03 Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.
- 5.04 Describe the short and long-term effects of being exposed to others' tobacco use.
- 5.05 Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Demonstrate square, folk, and rhythmic movement skills.
- 6.02 Create short movement compositions.
- 6.03 Create routines that focus on rolling combinations with variations of positions.
- 6.04 Demonstrate beginning strategies through small-sided games for net and invasion games.
- 6.05 Demonstrate increasing competence in more advanced specialized skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

7.01 Use information from a variety of sources to improve performance such as feedback from a peer and published documents.

7.02 Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.

7.03 Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.

7.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyles.

Objectives

8.01 Identify opportunities in the school and community for regular participation in physical activity.

8.02 Participate daily for a minimum of 60 minutes in some form of health enhancing physical activity.

- Journal
- Contract
- Pedometers
- Heart rate monitors

8.03 Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performances.

Objectives

9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart

9.02 Demonstrate proper stretching exercises.

9.03 Demonstrate the ability to perform self-paced aerobic activity.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Appreciates the aesthetic and creative aspects of skilled performance in others and self.

10.02 Make conscious decisions to show Christian sportsmanship about playing within the rules, procedures, and etiquette of a game or activity. (IF)

10.03 Utilize time effectively to complete assigned tasks.

- 10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- 10.05 Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.
-

HEALTHFUL LIVING – Grade 7

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Recognize the signs and symptoms of people who are in danger of hurting themselves or others.
- 1.02 Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.
- 1.03 Distinguish how and explain why emotions can change during adolescence.
- 1.04 Analyze impulsive behaviors and identify strategies for controlling them.
- 1.05 Demonstrate methods for minimizing exposure to stressors and managing stress.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Analyze messages in the media targeting teens.
- 2.02 Define and provide examples of health and medical quackery and explain how to identify this information as quackery.
- 2.03 Predict the health consequences of inadequate rest and sleep.
- 2.04 Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.

Focus Areas

- Stress management
- Media literacy
- Basic First Aid and injury prevention
- Healthy vs. unhealthy relationships
- Weight management
- Social, emotional, physical, and economic consequences of alcohol, tobacco, and other drug use.
- Demonstrate a more advanced level of competency in manipulative skills that impact the quality of movement patterns.
- Utilizes strategy development for improved personal fitness

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- 2.05 Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.

- 2.06 Identify measures to reduce risk of injuries in case of fire.
- 2.07 Identify measures to reduce risk of injuries around water.
- 2.08 Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills and recognize their bodies as a temple of the Holy Spirit. (IF)

Objectives

- 3.01 Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.
- 3.02 Discern the role of bystanders in preventing and stopping bullying and violence.
- 3.03 Identify a variety of non-violent ways to respond when angry or upset.
- 3.04 Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.
- 3.05 Compare and contrast a healthy vs. unhealthy relationship.
- 3.06* Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage.**
- 3.07* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.**
- 3.08* Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.**
- 3.09* Analyze the risks of premarital sexual activity.**
- 3.10* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.**
- 3.11* Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.**

COMPETENCY GOAL 4: The learner will apply knowledge and behavior selfmanagement skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.
- 4.02 Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan.
- 4.03 Summarize the benefits of drinking sufficient amounts of water.
- 4.04 Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.

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- 4.05 Differentiate between positive and negative body image, and describe the importance of a positive body image.
- 4.06 Compare and contrast healthy and risky approaches to weight management.
- 4.07 Summarize the recommended amounts and types of physical activity for adolescents and adults.
- 4.08 Identify ways to increase daily physical activity and decrease inactivity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Explain the variety of health risks associated with injection drug use.
- 5.02 Assess the addictive nature of tobacco, and predict the consequences of prolonged usage, and resources for quitting.
- 5.03 Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.
- 5.04 Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.
- 5.05 Summarize drug dependence and addiction and the dangers associated with each.
- 5.06 Delineate the sequence of substance abuse that can lead to serious health risks.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Demonstrate country western dance and social dance forms.
- 6.02 Create dances that use the various elements of time, space, force, and flow.
- 6.03 Create a short movement sequence routine.
- 6.04 Demonstrate strategies in a variety of games and sports.
- 6.05 Demonstrate competence in skills needed for team sports through small-sided games.
- 6.06 Demonstrate competence in skills needed for individual physical activity.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

- 7.01 Apply advanced movement and game strategies.
 - 7.02 Identify critical elements of advanced movement skills such as “give and go” or “pick and roll.”
 - 7.03 Identify characteristics of skilled performance in a few movement forms.
 - 7.04 Determine the link between physical activity and weight control.
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COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify resources in the community that can be accessed to maintain a physically active lifestyle.

8.02 Regulates physical activity behavior by using personal cues and movement principles.

8.03 Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.

8.04 Demonstrate the importance and value of regular physical activity.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.

9.02 Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.

9.03 Develop a strategy to improve personal level of fitness within each of the five components.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.

10.02 Develop strategies to communicate ideas and feelings.

- body language
- gestures
- body movements

10.03 Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.

10.04 Engage in fair play and show self-control by accepting a controversial decision

10.05 Seeks out participants with and shows respect for a peer with varying skill ability.

10.06 Show Christian sportsmanship. (IF)

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, developed by the school the parents and legal guardians of those students shall be given an opportunity to review the objectives*

and materials. The consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

HEALTHFUL LIVING – Grade 8

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.
- 1.02 Identify the causes, signs, and effects of depression and resources for help.
- 1.03 Identify the warning signs of suicide and develop a plan for seeking help.
- 1.04 Summarize the characteristics of a mentally and emotionally healthy person.
- 1.05 Use a variety of structured thinking processes to solve problems and make decisions.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.
- 2.02 Identify the behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common childhood chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy).

Focus Areas

- Fads affect on health
- Heimlich maneuver and CPR
- Media literacy
- Signs and symptoms of depression
- Balancing caloric intake with expenditure
- Eating disorders
- Performance enhancing drugs
- Effects of drugs and alcohol
- Student's workout at a vigorous exercise rate for 60 minutes daily.
- Utilize technology to research personal wellness.
- Advanced skill in team, individual, or dual activities including dance.
- Knowledge for a safe environment to participate in physical activity.

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- 2.03 Perform the Heimlich maneuver and demonstrate basic CPR techniques and

procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.

2.04 Evaluate the accuracy and significance of media reports on health and medical research.

2.05 Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).

2.06 Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.

2.07 Appraise personal health status.

2.08 Predict the potential personal health consequences of global environmental problems.

2.09 Evaluate how personal behaviors contribute to environmental improvement and destruction.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

3.01 Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.

3.02 Predict how intolerance affects others and demonstrate strategies for promoting tolerance.

3.03 Demonstrate communication skills to build and maintain healthy relationships.

3.04 Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).

3.05 Critique how the behavior of family and peers affects interpersonal communication.

3.06 Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.

3.07* Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.

3.08* Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.

3.09* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify food preparation techniques that add less fat and sugar to foods.
- 4.02 Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.
- 4.03 Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.
- 4.05 Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.
- 4.06 Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition.
- 4.07 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
- 4.08 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.
- 4.09 Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.
- 4.10 Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores.
- 4.11 Analyze and explain the benefits of physical activity (physical, social, and emotional).

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).
 - 5.02 Describe the health risks associated with using performance-enhancing drugs.
 - 5.03 Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).
 - 5.04 Determine positive alternatives to using alcohol and other drugs.
 - 5.05 Describe methods of encouraging others not to use illegal substances.
 - 5.06 Analyze anti-cigarette and anti-spit tobacco advertisements.
 - 5.07 Describe the risks associated with alcohol and other drug use and driving.
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COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.

Objectives

- 6.01 Successfully perform a variety of contemporary and popular dances.
- 6.02 Demonstrate square, folk, and social dance skills.
- 6.03 Create and perform routines that use a variety of biomechanical and motor skill patterns.
- 6.04 Demonstrate competence in advanced skills needed for team or dual games and

sports.

6.05 Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities.

6.06 Create and perform sequential movement routines.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objectives

7.01 Understand and apply offensive and defensive strategies in relation to physical activities.

7.02 Demonstrate knowledge for effective timing and sequencing for skill performance.

7.03 Know and apply rules and safe practices in a variety of physical activities.

7.04 Demonstrate competence in biomechanical concepts and motor skill development.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle.

Objectives

8.01 Evaluate the benefits and value of various physical activities for personal fitness programs.

8.02 Establish and implement personal physical activity goals and evaluate progress toward goals.

8.03 Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance.

Objectives

9.01 Explain the importance and implications of the principles of cardiovascular and strength training.

9.02 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.

9.03 Monitor the physiological effects (e.g. respiratory rate, resting and recovery heart rates) of a variety of activities on the body.

9.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.01 Willingly join others of diverse culture, ethnicity, and gender during physical activity.

10.02 Work cooperatively with peers of differing skill to promote a safe school environment.

10.03 Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting.

- Controversial decisions

- Safe areas of play

10.04 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

10.05 Display empathy to the feelings of others during physical activities.

10.06 Recognize the diversity and/or different cultures differences in participation in physical activity.

10.07 Demonstrates Christian sportsmanship. (IF)