

# Cumberland County Schools **Curriculum Guide** **Healthful Living**



## **High School Level**

# Healthful Living

The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.

## Mental and Emotional Health

### Create positive stress management strategies.

1. Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.
2. Plan effective methods to deal with anxiety.



### Create help-seeking strategies for depression and mental disorders.

1. Identify causes and symptoms of depression and mental disorders.
2. Design useful help-seeking strategies for depression and mental disorders.

## Personal and Consumer Health

Analyze wellness, disease prevention, and recognition of symptoms.

1. Recognize that individuals have some control over risks for communicable and chronic diseases.

2. Summarize the procedures for organ donation, local and state resources, and benefits.

3. Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.

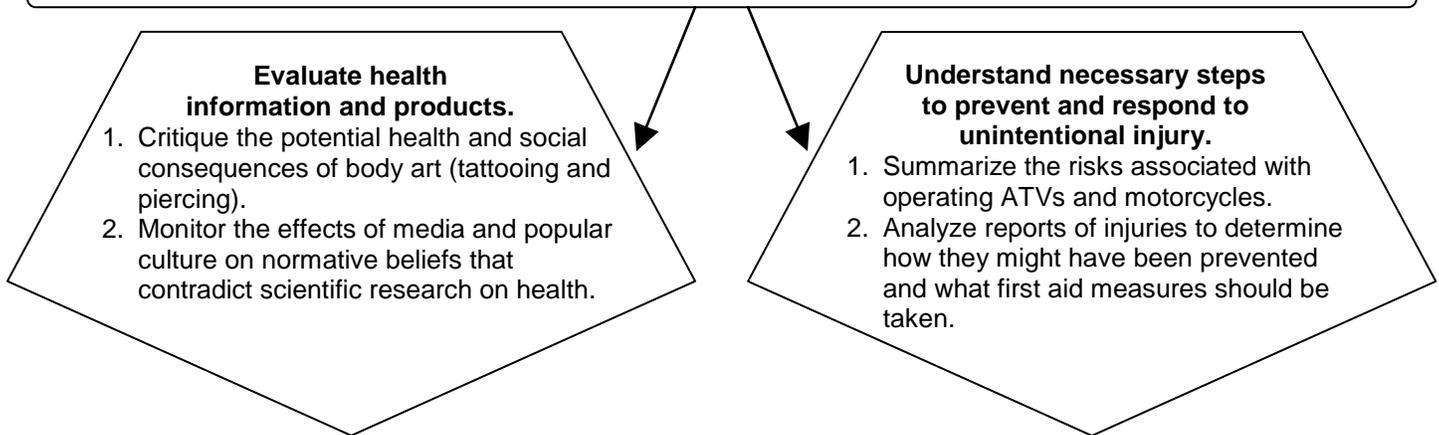
4. Design strategies for reducing risks for chronic diseases.

5. Select measures to get adequate rest and sleep.

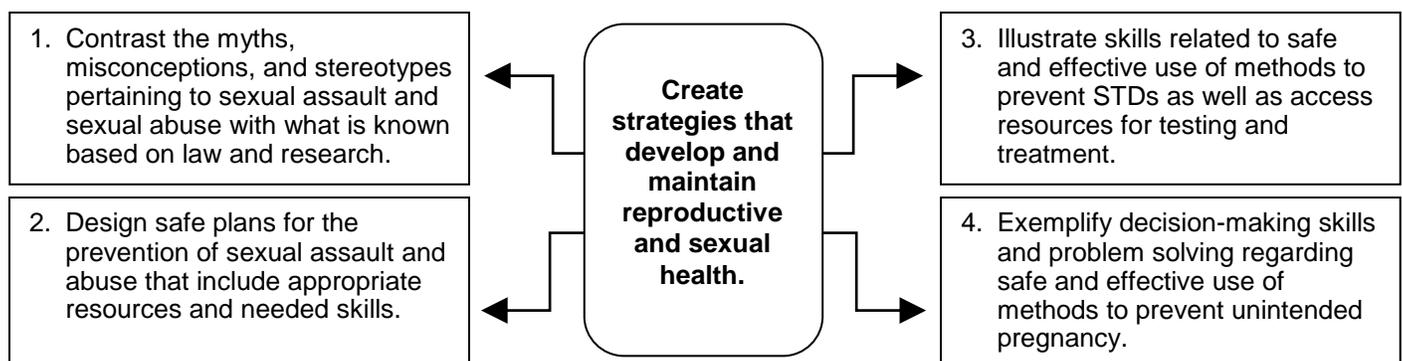
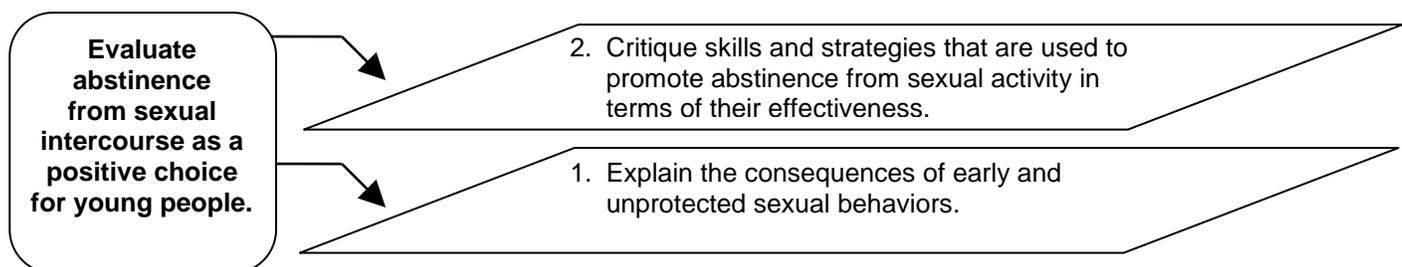
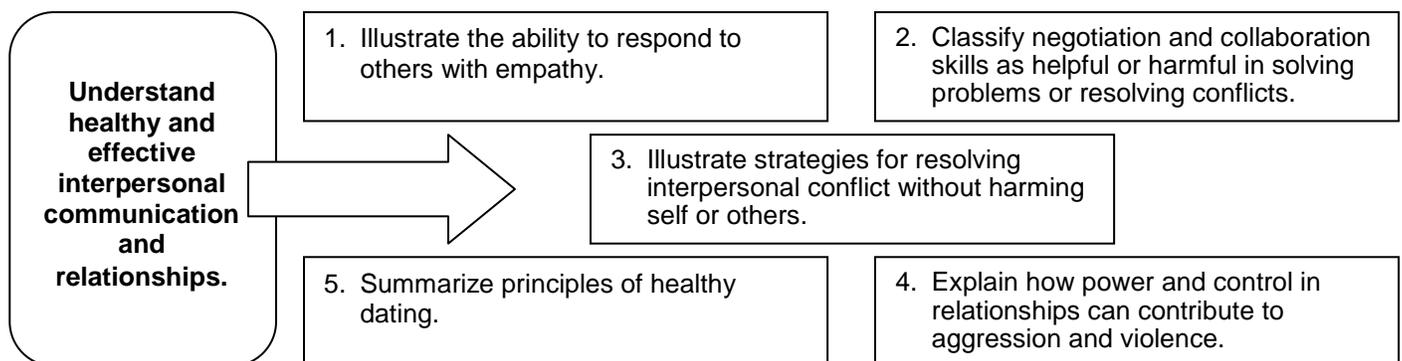
6. Recognize the early warning signs of skin cancer and the importance of early detection.

7. Differentiate between the lifelong effects of positive and negative health behaviors.

## Personal and Consumer Health (Continued)



## Interpersonal Communication and Relationships



# Nutrition and Physical Activity

Analyze strategies using tools (MyPlate, dietary guidelines, food facts label) to plan healthy nutrition and fitness.

1. Attribute the prevention of chronic diseases to healthy nutrition and physical activity.

2. Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics, and those experiencing allergies.

3. Recognize the benefits of folic acid and other vitamins and minerals.

Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.

1. Plan vegetarian diets that are balanced and nutrient dense.

2. Recall the number of servings recommended from each food group and the need for balanced nutrition.

3. Summarize the effects of hydration and dehydration and preventive measures for dehydration.

Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.

1. Differentiate between healthy and unhealthy plans for weight gain, maintenance, and loss.

2. Classify the effects of eating disorders as short-term or long-term.

3. Recall resources for seeking help for people with eating disorders.

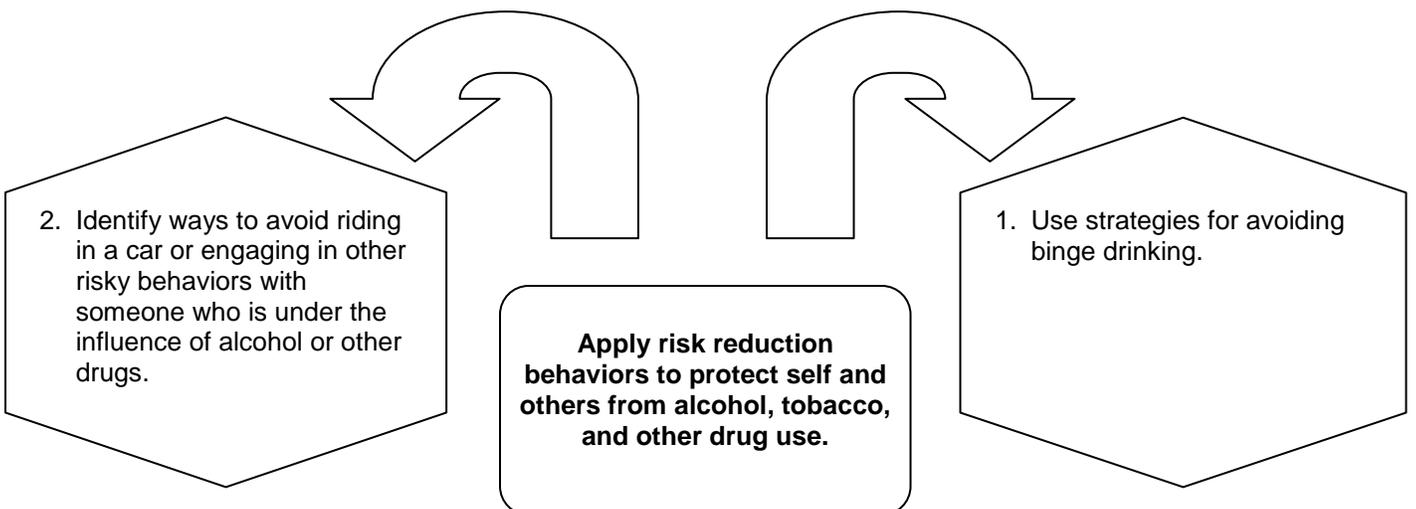
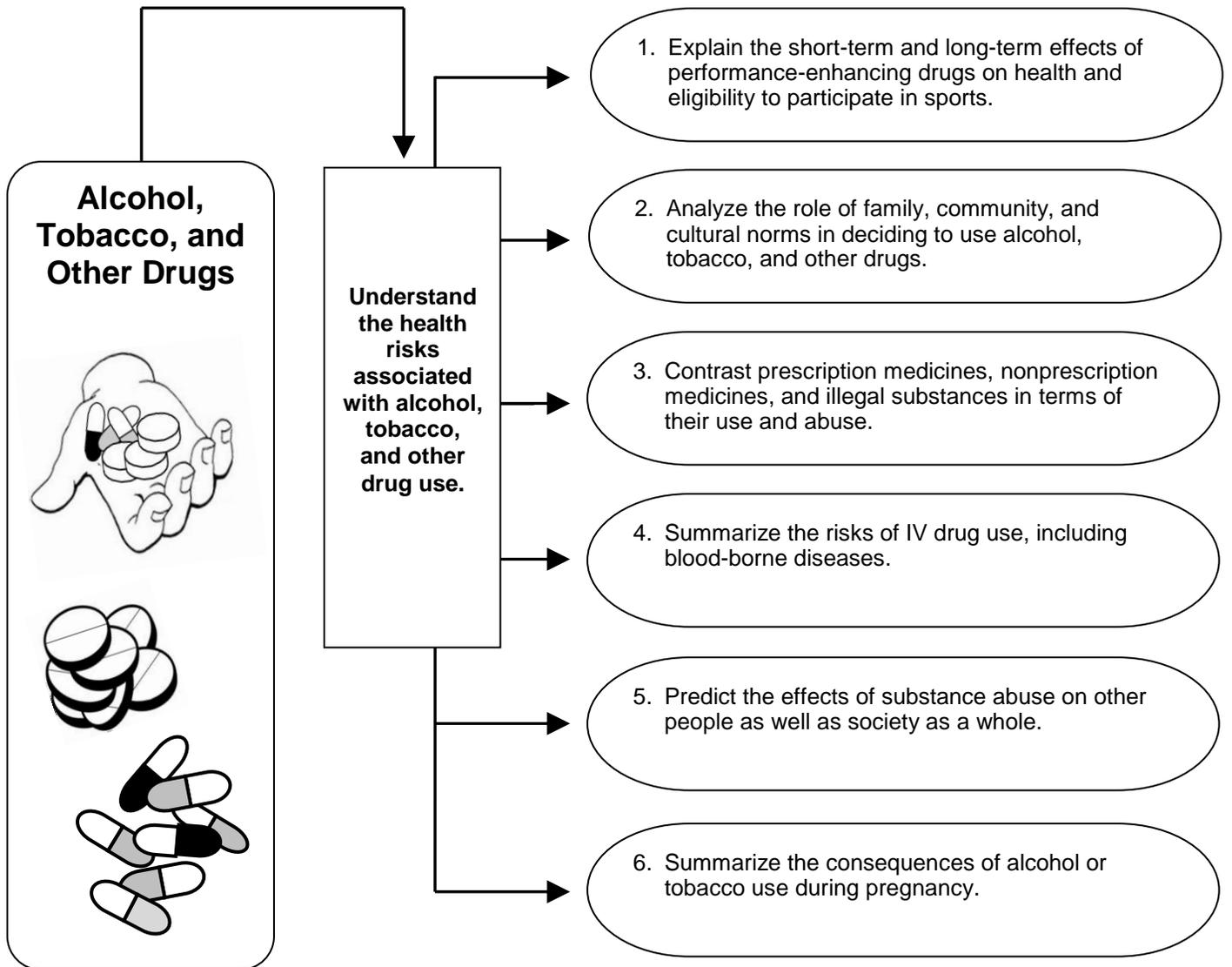
Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.

1. Execute exercise programs with safety and effectiveness.

2. Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity.

3. Implement a personal plan to improve current habits to achieve balanced nutrition and fitness.

# Alcohol, Tobacco, and Other Drugs



# Physical Education

## Motor Skill Development

**Grade 9:**  
Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

1. Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, and gymnastics.
2. Apply fundamental motor skills and complex skills needed to participate successfully in at least three life time activities.
3. Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.
4. Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.

**High School**  
Evaluate competent motor skills and movement patterns needed to perform a variety of physical activities.

1. Evaluate data that lead to improved performance in a variety of physical activity experiences.
2. Generate opportunities for increasing the use of game/sport modification, facilities, and equipment for increasing skill development in your community.
3. Evaluate and compare sport specific skill related components and biomechanical principles used to achieve advanced performance in individual, dual, and team experiences.

## Movement Concepts

**Grade 9**

**Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.**

**High School**

1. Create plans for establishing and maintaining lifelong health enhancing behaviors based on concepts of health, fitness, and nutrition.

2. Use complex movement principles to evaluate and improve performance.

3. Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.

1. Compare trends and behavioral effects between attitudes toward exercise and preferred physical experiences based on age and gender.

2. Design a strategy for setting specific targets to improve performance.

3. Critique training and conditioning practices for the greatest impact on skill acquisition and performance in individual, dual, and team experiences.

# Health-Related Fitness

Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

## Grade 9

1. Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
2. Analyze career and occupational opportunities in terms of the required skills, fitness components, and personal interests.
3. Analyze the relationship between the six sport-related components and the five components of health-related fitness.

## High School

1. Evaluate the necessity for current safety techniques, best practices, and appropriate national fitness and nutrition guidelines for maintaining physical fitness.
2. Analyze physical activities in various occupational environments in terms of their inherent risks.
3. Compare the six skill-related components of fitness between an athlete and a non-athlete to develop a plan for improvement.

# Personal/Social Responsibility

## Grade 9

1. Implement leadership skills to promote responsibility in self and others.
2. Select the most appropriate ways of responding and mediate to settle conflicts.
3. Explain the influence of physical activity on cultural competence and the development of self-awareness.

Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

## High School

1. Generate several hypotheses for strategies that include persons of diverse backgrounds and physical abilities in a variety of physical activity settings.
2. Evaluate the dynamic relationships between sport, physical activity, and society in multicultural environments in terms of character education and sportsmanship.
3. Analyze how participation in physical activity influences social justice issues.