

Course Outline Health and PE 10

The course outline includes all of the modules and all of the topics that are covered in each module. In addition, 2015 Virginia Standards of Learning are indicated in the appropriate column below.

Health and PE 10 Scope and Sequence		
Module and Topic	Name	2015 Virginia Standards of Learning
Developmental Module: <i>The purpose of this module is to review skills that students need in order to be successful in other areas of the course.</i>		
Module 1: The Perfect Machine		
Topic 1	What's Under Your Hood? Eleven Systems, One Body <ul style="list-style-type: none"> • Body systems • Setting goals 	Health: 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.
Topic 2	How the Body Functions When it Is Active Versus Sedentary <ul style="list-style-type: none"> • Being active versus sedentary 	Health: 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. a) Analyze the effects of active and sedentary lifestyles; and i) Identify behaviors that result in intentional and unintentional injury.
Topic 3	Choosing the Right Fuel: Intro to Good Nutrition <ul style="list-style-type: none"> • Nutrition 	Health: 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices. 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life. b) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.
Topic 4	Regular Tune Ups: Reducing Health Risks <ul style="list-style-type: none"> • Reducing health risks • Eating disorders • Fad diets 	Health: 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices; c) Distinguish between facts and myths regarding nutrition practices, products, and physical performance; and i) Identify behaviors that result in intentional and unintentional injury.

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		<p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> b) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity; l) Evaluate the value of exercising self-control; and o) Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life. <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> s) Explain risk factors and influences that may lead to self-harming behaviors.
<p>Topic 5</p>	<p>Getting a Sleek Sports Car: How Fit Are You?</p> <ul style="list-style-type: none"> • Physical fitness components and goals • Fitness plan • Games and sports 	<p>Physical Education:</p> <p>10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <ul style="list-style-type: none"> a) Demonstrate skill attainment in one or more lifetime activities. <p>10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.</p> <ul style="list-style-type: none"> e) Explain why blood pressure is an indicator of personal health. <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <ul style="list-style-type: none"> b) Use a variety of resources, including available technology, to analyze current fitness and activity levels, and improve physical activity and personal fitness; and c) Identify fitness needs to prevent health concerns in the present and into the future. <p>10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.</p> <ul style="list-style-type: none"> a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities; b) Evaluate current activity and intensity levels; d) Evaluate current and future sleep needs; and g) Explain the consequences of over-exercising.

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Topic 6	<p>Choosing the Right Model: Reaching Fitness Goals</p> <ul style="list-style-type: none"> • Caloric intake • Dance 	<p>Physical Education:</p> <p>10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <p style="padding-left: 20px;">a) Demonstrate skill attainment in one or more lifetime activities.</p> <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <p style="padding-left: 20px;">b) Use a variety of resources, including available technology, to analyze current fitness and activity levels, and improve physical activity and personal fitness.</p> <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <p style="padding-left: 20px;">e) Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.</p> <p>10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.</p> <p style="padding-left: 20px;">a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities;</p> <p style="padding-left: 20px;">b) Evaluate current activity and intensity levels;</p> <p style="padding-left: 20px;">c) Evaluate current and future caloric expenditure and intake needs; and</p> <p style="padding-left: 20px;">e) Evaluate the caloric intake needs for before, during, and after a variety of lifetime activities.</p> <p style="padding-left: 20px;">f) Explain energy balance (caloric expenditure vs. caloric intake) in relation to changing needs from adolescence through adulthood.</p>
Module 2: Looking in Your Blind Spot		
Topic 1	<p>Preventing Overheating: Achieving Good Mental and Emotional Health</p> <ul style="list-style-type: none"> • Mental and emotional health and stress 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p style="padding-left: 20px;">q) Explain the importance of emotional health, and identify when and where to seek support for self and others.</p>
Topic 2	<p>Running Smoothly: Developing a Positive Self Image</p> <ul style="list-style-type: none"> • Positive self-esteem and self-image 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health</p>

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		<p>risks and enhance the health and wellness of self and others throughout life.</p> <p>q) Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>j) Analyze the influence of emotions and peer approval on personal decision making; and</p> <p>k) Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.</p>
Topic 3	<p>Knowing When to Accelerate or Brake: Healthy versus Harmful Relationships</p> <ul style="list-style-type: none"> • Healthy versus harmful relationships 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>r) Identify characteristics of healthy peer, family, and dating relationships; and</p> <p>s) Evaluate potentially harmful and abusive relationships, including dangerous dating situations.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>f) Identify family health habits and behaviors as they relate to promotion of health and wellness; and</p> <p>j) Analyze the influence of emotions and peer approval on personal decision making.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>v) Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.</p>
Topic 4	<p>Flashing Your Hazard Lights: Suicide Prevention</p> <ul style="list-style-type: none"> • Suicide prevention 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>n) Calculate the importance of support and encouragement from positive role models; and</p> <p>t) Explain risk factors for and the warning signs of suicide.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>r) Describe when to seek support for self and others, and role-play various help-seeking strategies; and</p> <p>s) Explain risk factors and influences that may lead to self-harming behaviors.</p>
Topic 5	<p>Road Side Assistance: Problem Solving Today and in the Future</p> <ul style="list-style-type: none"> • Communication skills, problem solving, and social interactions 	<p>Physical Education:</p> <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <p>a) Explain the importance of and demonstrate</p>

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	<ul style="list-style-type: none"> • Cultural Diversity • Avoiding dangers • Physical fitness test • Physical fitness components 	<p>communication skills in physical activity settings;</p> <p>b) Explain the importance of critical thinking and problem solving for current and future health and fitness;</p> <p>c) Identify and avoid potentially dangerous situations in physical activity settings;</p> <p>d) Explain the importance of understanding cultural diversity for personal health and fitness; and</p> <p>e) Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance; and</p> <p>h) Explain the importance of conflict resolution for current and future health and fitness.</p>
Topic 6	<p>Gauging Tire Pressure: Strong Mind, Strong Body</p> <ul style="list-style-type: none"> • Mind-body exercises 	<p>Physical Education:</p> <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <p>f) Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress; and</p> <p>g) Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).</p>
Module Assessment	<p>Authentic Assessment</p> <ul style="list-style-type: none"> • Pamphlet development and advocacy for available mental health resources 	<p>Health:</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>q) Advocate for mental health resources in the school and community.</p>
Module 3: High-Performance Machinery		
Topic 1	<p>Designing the Chassis: Bones</p> <ul style="list-style-type: none"> • Bones in the skeletal anatomy 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.</p>
Topic 2	<p>Designing the Chassis: Muscles</p> <ul style="list-style-type: none"> • Muscles in the skeletal anatomy 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.</p> <p>c) Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p>
Topic 3	<p>Fine Tuning Your Car: Sports Conditioning</p> <ul style="list-style-type: none"> • Elite athletes • Nutrition 	<p>Physical Education:</p> <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p>

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		<p>c) Identify fitness needs to prevent health concerns in the present and into the future.</p> <p>10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.</p> <p>a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities; and</p> <p>g) Explain the consequences of over-exercising.</p>
Topic 4	<p>Detailing Your Car: Weight-Training and Your Bones</p> <ul style="list-style-type: none"> • Planes of movement • Strength • Conditioning 	<p>Physical Education:</p> <p>10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <p>c) Identify and demonstrate movement activities in each plane of movement (frontal, sagittal, and transverse) and activities that occur in multiple planes.</p> <p>d) Demonstrate appropriate and proper use of equipment in one or more lifetime activities.</p> <p>10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.</p> <p>c) Identify and explain the relationship of opposing muscle groups (agonist/antagonist); and</p> <p>d) Design and implement a program for strength and conditioning.</p>
Topic 5	<p>Keep Your Machine Rolling: Weight-Training and Your Muscles</p> <ul style="list-style-type: none"> • Energy needs • Movement • Opposing muscle groups • Rate of perceived exertion (RPE) 	<p>Physical Education:</p> <p>10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <p>d) Demonstrate appropriate and proper use of equipment in one or more lifetime activities.</p> <p>10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.</p> <p>a) Explain how the body responds to energy needs for anaerobic and aerobic activities, to include fast and slow-twitch muscle fibers, and anaerobic respiration (ATP-PC and Lactic Acid System) and aerobic respiration;</p> <p>b) Analyze movement activities for component skills</p>

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		and movement patterns for one or more lifetime activities; f) Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.
Module 4: Do Not End Up in the Junkyard: Avoiding Harmful Substances		
Topic 1	Harmful Additives In the Tank: The Effects of Alcohol <ul style="list-style-type: none"> • Alcohol 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community; and</p> <p>h) Evaluate the casual relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>g) Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs; and</p> <p>r) Describe when to seek support for self and others, and role-play with various help-seeking strategies.</p>
Topic 2	Foolishness Behind the Wheel: Drinking and Driving <ul style="list-style-type: none"> • Drinking and driving, laws and avoiding risky situations 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>i) Identify behaviors that result in intentional and unintentional injury.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>i) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.</p> <p>m) Recognize the protective factors of assertiveness.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs;</p> <p>d) Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been</p>

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		<p>using alcohol or other drugs;</p> <p>e) Describe rules and laws intended to prevent intentional and unintentional injuries;</p> <p>f) Demonstrate effective negotiation skills for avoiding dangerous and risky situations;</p> <p>h) Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement; and</p> <p>u) Model effective communication skills for addressing peer pressure.</p>
Topic 3	<p>Smoke and Mirrors: Effects of Tobacco</p> <ul style="list-style-type: none"> • Tobacco 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community; and</p> <p>h) Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>w) Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</p>
Topic 4	<p>Risky Driving: Effects of Drugs</p> <ul style="list-style-type: none"> • Impacts of drugs on performance, categories of drugs, and available help for users 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community;</p> <p>h) Evaluate the casual relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease; and</p> <p>m) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>g) Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can</p>

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		<p>influence that decision;</p> <p>h) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement; and</p> <p>p) Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.</p> <p>q) Explain the importance of emotional health, and identify when and where to seek support for self and others.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs; and</p> <p>r) Describe when to seek support for self and others, and role-play with various help-seeking strategies.</p>
<p>Topic 5</p>	<p>Accelerating Your Vehicle: Movement</p> <ul style="list-style-type: none"> • Aerobic dancing • Movement 	<p>Physical Education:</p> <p>10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <p>a) Demonstrate skill attainment in one or more lifetime activities.</p> <p>b) Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.</p> <p>c) Identify and demonstrate movement activities in each plane of movement (frontal, sagittal, and transverse) and activities that occur in multiple planes.</p>
<p>Module 5: Avoiding The Repair Shop: Risk Management</p>		
<p>Topic 1</p>	<p>Buckle Up: Staying Safe</p> <ul style="list-style-type: none"> • Responsible behaviors and injury prevention 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>d) Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.</p> <p>i) Identify behaviors that result in intentional and unintentional injury;</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>d) Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to</p>

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		avoid riding in a car with someone who has been using alcohol or other drugs.
Topic 2	<p>Road Rage: Reacting to Violence</p> <ul style="list-style-type: none"> • Violence • Gangs • Self-defense 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> i) Identify behaviors that result in intentional and unintentional injury; and j) analyze the consequences of using acts of violence to settle disputes; r) Identify characteristics of healthy peer, family, and dating relationships; and s) Evaluate potentially harmful and abusive relationships, including dangerous dating situations. <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> h) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement; j) Analyze the influence of emotions and peer approval on personal decision making; and q) Explain the importance of emotional healthy, and identify when and where to seek support for self and others. <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> f) Demonstrate effective negotiation skills for avoiding dangerous and risky situations. h) Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement; j) Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression; k) Describe strategies to reduce and prevent violence; r) Describe when to seek support for self and others, and role-play various help-seeking strategies; s) Explain risk factors and influences that may lead to self-harming behaviors; v) Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships; and w) Present strategies to address abusive peer, family, and dating relationships.
Topic 3	<p>Engine Gunk: Communicable Diseases</p> <ul style="list-style-type: none"> • Health-related social issues and communicable diseases 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> m) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious

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		<p>diseases, underage drinking, substance abuse, and violence, and their impact on the community.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> c) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases; and d) Explain the importance of medical screenings and access to health care throughout life. <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> b) Determine personal strategies for improving access to health care and medical services for different stages of life.
Topic 4	<p>Flat Tire: Non-Communicable Diseases</p> <ul style="list-style-type: none"> • Non-communicable diseases 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> e) Identify regular screenings, tests, and other medical examinations and their role in reducing health risks. <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> c) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases. d) Explain the importance of medical screenings and access to health care throughout life. w) Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction.
Topic 5	<p>The Open Road: Recreational Activities</p> <ul style="list-style-type: none"> • Recreational activities 	<p>Physical Education:</p> <p>10.1 the student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <ul style="list-style-type: none"> a) Demonstrate skill attainment in one or more lifetime activities; d) Demonstrate appropriate and proper use of equipment in one or more lifetime activities. <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <ul style="list-style-type: none"> c) Identify fitness needs to prevent health concerns

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		<p>in the present and into the future; and</p> <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <p>c) Identify and avoid potentially dangerous situations in physical activity settings; and</p> <p>e) Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.</p>
Module 6: Roadside Assistance		
Topic 1	<p>Emergency Stop: First-Aid Procedures</p> <ul style="list-style-type: none"> • Primary first-aid procedures • Secondary first-aid procedures • Administration of emergency care 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>v) Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>i) Practice administration of emergency care.</p>
Topic 2	<p>Automobile Insurance: Crisis Management</p> <ul style="list-style-type: none"> • Preventing injuries and crisis management during natural disasters and emergencies 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>i) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>x) Design crisis-management strategies for natural disasters and emergency situations.</p>
Topic 3	<p>Settling a Claim: Conflict Resolution and Mediation</p> <ul style="list-style-type: none"> • Conflicts and conflict resolution 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>j) Analyze the consequences of using acts of violence to settle disputes.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>r) Identify strategies for the peaceful resolution of conflicts; and</p> <p>s) Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>k) Describe strategies to reduce and prevent violence; and</p> <p>t) Practice procedures for peaceful resolution of</p>

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		conflicts.
Topic 4	<p>Staying Alert: Mind, Body, and Spirit</p> <ul style="list-style-type: none"> • Yoga 	<p>Physical Education:</p> <p>10.1 the student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <p>b) Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities; and</p> <p>c) Identify and demonstrate movement activities in each plane of movement (frontal, sagittal, and transverse) and activities that occur in multiple planes.</p> <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <p>c) Identify fitness needs to prevent health concerns in the present and into the future.</p> <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <p>f) Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p> <p>g) Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).</p> <p>10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.</p> <p>b) Evaluate current activity and intensity levels.</p>
Module 7: Share the Road - Peer Relationships		
Topic 1	<p>Navigating the Streets: Emotions, Peers, and Decision Making</p> <ul style="list-style-type: none"> • Emotions and peer influence 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>j) analyze the influence of emotions and peer approval on personal decision making.</p>
Topic 2	<p>Taking the Wheel: Exercising Self-Control</p> <ul style="list-style-type: none"> • Self-control 	<p>Health:</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>a) Compare physical activity, sleep, and personal hygiene practices with research-based guidelines;</p> <p>b) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity;</p> <p>l) Evaluate the value of exercising self-control.</p>

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Topic 3	<p>Sharing the Road: Physical Activities for Two</p> <ul style="list-style-type: none"> • Partner sports and recreational activities for two people 	<p>Physical Education:</p> <p>10.1 the student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.</p> <ul style="list-style-type: none"> a) Demonstrate skill attainment in one or more lifetime activities; and b) Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities. <p>10.4 The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.</p> <ul style="list-style-type: none"> e) Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance.
Module 8: A Drive Through the Community		
Topic 1	<p>Carpooling: Becoming a Productive Citizen</p> <ul style="list-style-type: none"> • Health-related careers and employment • Health-literacy • Education and training in healthcare • Certificate and diploma programs 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> l) Analyze how health literacy and health-science skills prepare one to become a productive citizen; n) Identify health and medical science career opportunities that promote personal, community, and global health and wellness; and o) Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career. p) Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide). <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> o) Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life; and <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> o) Create an educational career plan to become a health professional; and p) Identify high school courses that lead to health and medical science industry certifications.

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Topic 2	<p>Emission Control: Influence of the Environment On the Individual</p> <ul style="list-style-type: none"> • Health and the environment 	<p>Health: 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> c) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases; u) Investigate the influence of the environment on the individual; w) Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction; and x) Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns. <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> y) Establish goals for improving environmental health.
Topic 3	<p>State Inspection: Community Health and Wellness</p> <ul style="list-style-type: none"> • Healthcare and public health • Health-related social issues • Volunteerism 	<p>Health: 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community; h) Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease; and m) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community. <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> p) Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse; and <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> b) Determine personal strategies for improving access to health care and medical services for different stages of life; m) Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences; and n) Identify and create a plan to address a community health-related social issue such as organ donation,

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		homelessness, underage drinking, or substance abuse.
Topic 4	<p>Reaching Your Destination: Healthy Choices in College and Career</p> <ul style="list-style-type: none"> • Current fitness plans • Healthy choices in college and careers • Impacts of physical activity on emotional and social well-being 	<p>Physical Education:</p> <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <ul style="list-style-type: none"> b) Use a variety of resources, including available technology, to analyze current fitness and activity levels, and to improve physical activity and personal fitness; d) Identify the impact of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings; e) Describe components of health-related fitness in relation to one career goal; and f) Explain the impact of physical activity on emotional and social well-being for the present and into the future.
Module Assessment	<p>Authentic Assessment</p> <ul style="list-style-type: none"> • T-Shirt campaign on risky behaviors in the community 	<p>Health:</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> g) Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
Module 9: Vehicle Information Center		
Topic 1	<p>Features and Accessories: Using Technology Tools for Health</p> <ul style="list-style-type: none"> • Technology and health 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <ul style="list-style-type: none"> f) Research technologies used to assess, monitor, improve, and maintain health. <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <ul style="list-style-type: none"> e) Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health. <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <ul style="list-style-type: none"> l) Plan health-promoting strategies for managing personal technology use.
Topic 2	<p>Specifications and Maintenance: Internet Safety</p> <ul style="list-style-type: none"> • Internet safety • Cyberbullying 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p>

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	<ul style="list-style-type: none"> • Online predators • Sexting 	<p>k) List examples and describe the risks of having personal information accessible to others online.</p>
Topic 3	<p>Road Trip: Family Health Habits</p> <ul style="list-style-type: none"> • Health and support from family and role models 	<p>Health:</p> <p>10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.</p> <p>d) Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.</p> <p>10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.</p> <p>a) Compare physical activity, sleep, and personal hygiene practices with research-based guidelines; b) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity; f) Identify family health habits and behaviors as they relate to promotion of health and wellness; n) Calculate the importance of support and encouragement from positive role models.</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>a) Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.</p>
Topic 4	<p>Your Luxury Vehicle</p> <ul style="list-style-type: none"> • Pilates 	<p>Physical Education:</p> <p>10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.</p> <p>b) Analyze movement activities for component skills and movement patterns for one or more lifetime activities. c) Identify and explain the relationship of opposing muscle groups (agonist/antagonist); and d) Design and implement a program for strength and conditioning.</p>
Module 10: For the Long Haul		
Modular	<p>Culminating Activity</p>	<p>Health:</p> <p>10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.</p> <p>a) Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.</p> <p>Physical Education:</p> <p>10.3 The student will demonstrate the ability to apply basic principles of training and scientific concepts and</p>

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		<p>principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.</p> <ul style="list-style-type: none">a) Create a fitness and activity plan for the present and a potential plan for the future (postsecondary education, college/career) to address the health-related components of fitness; andc) Identify fitness needs to prevent health concerns in the present and into the future. <p>10.5 The student will explain the importance of energy balance and evaluate current caloric intake and caloric expenditure to maintain optimal health and prevent chronic disease for the present and into adulthood.</p> <ul style="list-style-type: none">a) Analyze the relationship among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in lifetime activities;b) Evaluate current activity intensity levels; andc) Evaluate current and future caloric expenditure and intake needs.
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