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ABSTRACT

This guide presents the Utah elementary and secondary school program of studies and high school graduation requirements. A description is given of the responsible healthy lifestyles curriculum which is designed to integrate into a meaningful whole, medical, scientific, behavioral, and ethical knowledge, values, and practices which enhance a healthy life. For the secondary-level areas of health education and movement/fitness, core standards are provided along with objectives for achieving each standard. Core standards for health education focus on life skills; growth, development, and maturation; positive healthy lifestyles; high-risk lifestyles and disease prevention; and emergency procedures and first-aid care. The movement and fitness core standards deal with development of motor and health-related fitness; skill development in team sports and individual sports and games; dance skills; leadership and fairness; knowledge of cardiovascular fitness, strength, flexibility, endurance, weight control, nutrition, and stress management as necessary components of a healthy lifestyle; and maintenance of an acceptable level of fitness. (JDD)

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# **SECONDARY CORE CURRICULUM STANDARDS**

**UTAH STATE BOARD OF EDUCATION**

**Levels 7-12**

## **RESPONSIBLE HEALTHY LIFESTYLES**

**NOTE: THE RESPONSIBLE HEALTHY LIFESTYLES  
CORE CURRICULUM STANDARD AND OBJECTIVES  
FOR PERSONAL HEALTH 7100-02 AND  
CONSUMER HEALTH 7150-02 HAVE BEEN REVISED**

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Utah State Office of Education  
Curriculum Section  
250 East 500 South  
Salt Lake City, Utah 84111

## INTRODUCTION

Action by the State Board of Education in January 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

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# THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

## STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking; scientific understanding; mathematics; historical perception; aesthetic appreciation; social interaction; movement, fitness, and health; and career competencies.

## ELEMENTARY EDUCATION

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

## SECONDARY EDUCATION

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

**R300-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.**

**R300-700-1. Definitions.**

- A. "Board" means the Utah State Board of Education.
- B. "IEP" means individual education program.
- C. "Special assignment teacher" means a teacher assigned to:
  - (1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;
  - (2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or
  - (3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

**R300-700-2. Authority and Purpose.**

- A. This rule is authorized under Article X, Section 3, of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1) (b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

**R300-700-3. General Requirements - Course Standards.**

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

**R300-700-4. General Requirements - Teacher Qualifications.**

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

**R300-700-5. General Requirements - Special Assignment Teachers.**

- A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.
- B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college course work in the field, or have been

declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

**R300-700-6. General Requirements - Unit of Credit.**

- A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.
- B. Credit may be earned in any of the following ways:
- (1) successful completion of a course;
  - (2) demonstrated proficiency, via pre-assessment;
  - (3) demonstrated mastery of approved courses outside of the school day or year;
  - (4) concurrent enrollment in approved post-secondary training institutions;
  - (5) demonstrated mastery of approved correspondence or extension courses; or
  - (6) upon application, demonstrated mastery in special experimental programs.

**R300-700-7. General Requirements - Instructional Time.**

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

**R300-700-8. General Requirements - Student Education Plan.**

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

**R300-700-9. General Requirements - Diploma.**

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

**R300-700-10. Requirements for Elementary Education.**

- A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.



B. Required Elementary Core Curriculum:

<b>REQUIRED ELEMENTARY CORE CURRICULUM GRADES K-6</b>	
<p><b><u>GENERAL CORE</u></b>                      Language Arts                          Reading                          Writing                          Speaking                          Listening                      Mathematics                      Science                      Social Studies                          Introductory Citizenship                          Principles and Practices                      The Arts                      Responsible Healthy Lifestyles                      Information Technology</p>	<p><b><u>OPTIONS</u></b>                      Foreign Language</p>

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

**R300-700-11. Middle and High School Requirements.**

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may required additional unit: of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Required Middle Education Core Curriculum:

<b>MIDDLE SCHOOL CORE CURRICULUM GRADES 7-8</b>	
<b>GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES - 1.5</b>	
<b><u>SUBJECT AREAS</u></b>	<b><u>REQUIREMENTS</u></b>
Language Arts	2.0 Local District Option
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Responsible Healthy Lifestyles	1.5
Information Technology	Credit Optional
Applied Technology Education	1.0

C. Required High School Core Curriculum:

<b>HIGH SCHOOL CORE CURRICULUM</b>	
<b>GRADES 9-12 -- 24 UNITS OF CREDIT REQUIRED</b>	
<b>GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES - 9.5</b>	
<u>SUBJECT AREAS</u>	<u>REQUIREMENTS</u>
Language Arts	3.0
Mathematics	2.0
Science	2.0
1 Biological	
1 Physical	
Social Studies	3.0
The Arts	1.5
Responsible Healthy Lifestyles	2.0
Information Technology	Credit Optional
Applied Technology Education	1.0
Occupational Preparation	
Selected Electives	9.5

- (2) Any state-approved applied technology course, or the applied technology core course fulfills the applied technology education requirement.
- (3) Selected electives units of credit provide a means for specialization related to student interest and post-secondary goals.

(a) College Entry Cluster:

Foreign Language	2.0 units of credit
Mathematics	1.0 unit of credit
Science	1.0 unit of credit
Electives	4.5 units of credit

(b) Applied Technology Job Entry Clusters: (Select one)

Technical Emphasis	4.0 units of credit
Applied Technology Emphasis	5.0 units of credit
Computer Science	.5 unit of credit

(c) Electives: 4.0 - 5.0 units of credit

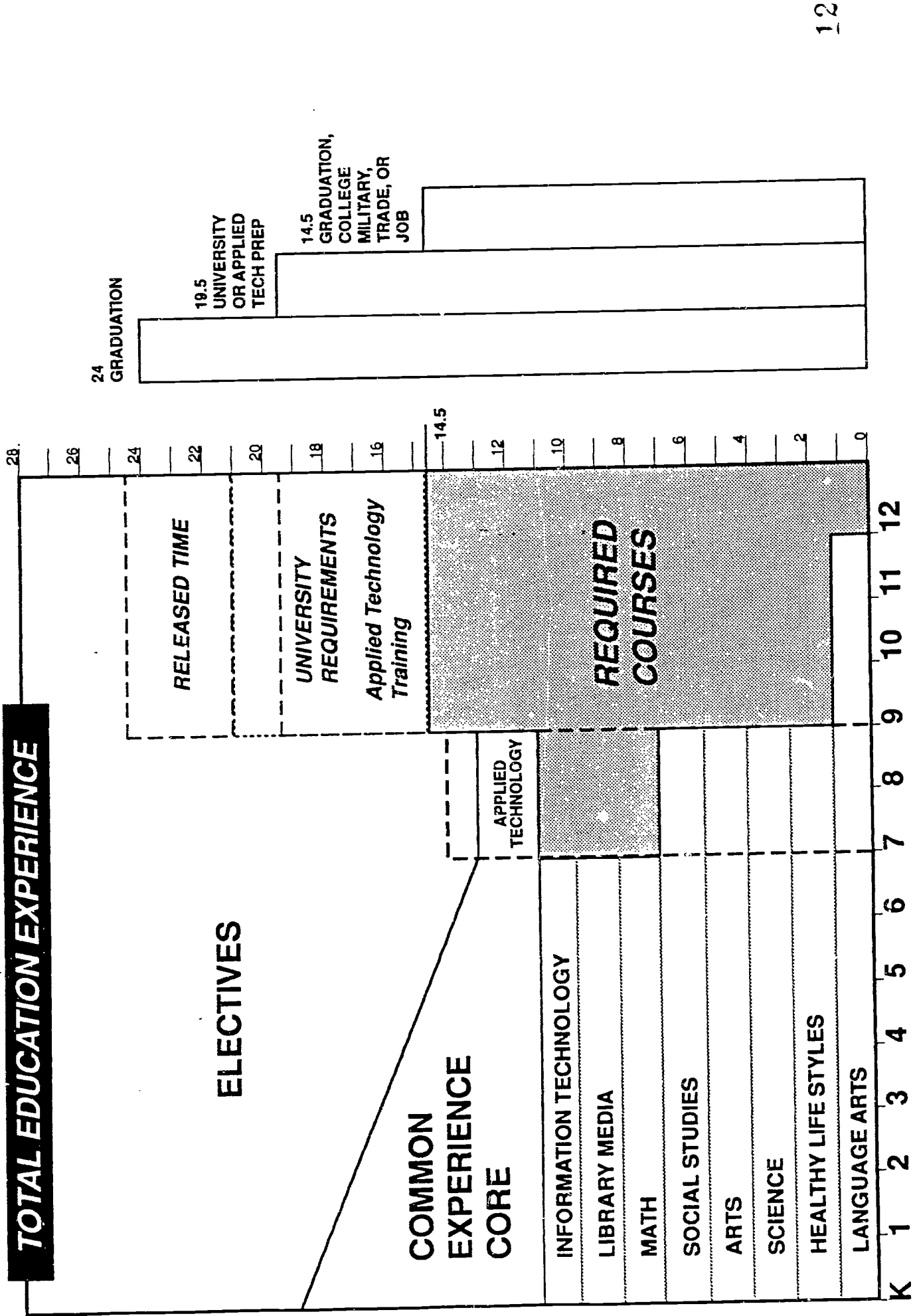
D. Information Technology standards in the middle education and high school core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 unit of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the middle education and high school general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: Curricula  
1987

Art X Sec. 3  
53A-1-402(1)(b)  
53A-1-401(3)

**TOTAL EDUCATION EXPERIENCE**



## RESPONSIBLE HEALTHY LIFESTYLES

The responsible healthy lifestyles curriculum integrates into a meaningful whole, medical, scientific, behavioral and ethical knowledge, values, and practices which enhance a healthy life. It deals with issues and concerns of the whole person -- intellectual, social, emotional, physical, ethical -- and integrates findings from medicine, space exploration, science, social science, etc.

A tremendous number of each person's daily decisions directly or indirectly influence the quality and health of one's life. From growth and development to substance abuse, from micro-organism caused illness to positive healthy lifestyles, from childhood through adolescence, responsible healthy lifestyles education focuses on positive healthy lifestyle choices.

Personal decisions about one's health and the quality of one's life are inescapable. Such decisions must be made every day. They affect the individual, the family, the community, the state, the nation, and the world. Helping children and youth to make wise and wholesome decisions about a wide variety of personal, family, and societal health issues is of paramount importance.

Many decisions made in childhood and youth make a tremendous difference in one's emotional health: selection of foods; respect for the body; respect for birth and the miracle of life; involvement or non-involvement in the use of alcohol, tobacco, and drugs; decisions regarding prevention of diseases; utilization of safety and survival skills; in one's role as a consumer of goods, services, and information; perception of and involvement in community health issues; and in one's maintenance of physical fitness. The school can and should play a significant role in helping students prepare to make such decisions.

The human body was made to move. The technological age of labor-saving devices and sedentary living often detracts from the biological necessity for movement. Many degenerative diseases plaguing Americans have a portion of their roots in sedentary, inactive lifestyles. The vegetative, physically bland life leaves both the young and old susceptible to heart disease, obesity, muscular atrophy, and decreased life expectancy. Thus, living a physically active lifestyle is important to health and wellness.

A school's responsible healthy lifestyles program can and should help students be involved in and adopt a personal lifestyle of regular physical activity. This, along with other positive health practices, contributes to the quality of life, not only as a student but also as a future adult.

# RESPONSIBLE HEALTHY LIFESTYLES

## HEALTH EDUCATION LEVEL 7-8

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Personal Health	0.5	Mastery of Health Education through Level 6
<b>PERSONAL HEA</b>		

SIS COURSE NUMBER: 7100  
SIS CODE: HE

### COURSE DESCRIPTION

**NOTE: CORE CURRICULUM STANDARD 7100-02 AND OBJECTIVES HAVE BEEN REVISED**

Many lifelong practices and habits are learned and acquired during childhood and youth. These growing and developing years are extremely important to the establishment of sound health practices.

This one-semester course develops the skills needed to improve the quality of life by helping students to cope with and solve problems and make better decisions. The students will further explore the five strands as identified in Levels K-6: life skills; growth, development, and maturation; positive healthy lifestyles; high-risk lifestyles and disease prevention; and emergency procedures and first aid care.

**NOTE: To comply with state school law, teachers are encouraged to use the teaching resource files for the Alcohol and Drug Prevention Education Program to help students achieve these standards.**

### CORE STANDARDS OF THE COURSE

<b>STANDARD 7100-01</b>	<b>The students will continue to recognize, develop, and practice life skills that are associated with improved personal health and quality of life.</b>
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### OBJECTIVES

- 7100-0101. Demonstrate goal setting and the decision-making process relative to good health choices and life situations.
- 7100-0102. Identify verbal and nonverbal communication skills in building healthy relationships.
- 7100-0103. Recognize, identify, and discuss positive, neutral, and negative health practices that are directly affected by a variety of persuasive sources; e.g., peers, media, and advertising.

- 7100-0104. Discuss the relationship between positive and negative stress.
- 7100-0105. Identify positive coping behaviors in dealing with life situations; e.g., divorce, death, rape, incest, abuse, suicide.
- 7100-0106. Discuss the interrelationship of physical, social, and mental health (health triangle).
- 7100-0107. Explain how emotions affect behavior.
- 7100-0108. Identify factors that influence and improve self-image.
- 7100-0109. Describe several resistance techniques as they relate to peer persuasion.
- 7100-0110. Discuss ways of developing and maintaining friendships.
- 7100-0111. Describe the stages (infancy, childhood, adolescence, adulthood) of human development and the unique contribution healthy living makes to each stage.
- 7100-0112. Discuss how responsible behavior during adolescence and youth impacts health during middle and old age.

**STANDARD  
7100-02**

**The students will demonstrate an understanding of human sexuality, its psychological, social, emotional, and physical implications of developing and maintaining a responsible healthy lifestyle, e.**

**OBJECTIVES**

- 7100-0201. Discuss responsible sexual behavior stressing the short- and long-term benefits of strong families, abstinence, and fidelity.
- 7100-0202. Recognize the impact of sexual behavior on one's goals and self-esteem.
- 7100-0203. Develop the mindset and skills that promote responsible, principle-centered decision making when responding to peer, media, societal, and negative family influences that encourage high-risk behaviors.
- 7100-0204. Discuss the physical and emotional aspects of relationships and the impact they have on dating, the family, marriage, love, and infatuation.
- 7100-0205. Discuss maturation and the stages of sexual development throughout the life cycle.
- 7100-0206. Discuss the anatomy and physiology of the male and female reproductive systems.

- 7100-0207. Discuss conception, fetal development, birth defects, the risk factors involved in pregnancy, and the birth process.
- 7100-0208. Recognize the impact teen pregnancies have on quality of life, incidence of child abuse, and changes of lifestyle.
- 7100-0209. Discuss the legal, social, and emotional implications associated with pornography, prostitution, sexual abuse, incest, and rape persuasion.

<b>STANDARD 7100-03</b>	<b>The students will continue to recognize, develop, and practice positive healthy lifestyles that are associated with improved physical health and quality of life.</b>
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**OBJECTIVES**

- 7100-0301. Explain how good nutrition is associated with feeling good and performing well.
- 7100-0302. Explain the concept of caloric input and expenditure as it relates to maintaining desired body weight.
- 7100-0303. Explain the benefits of exercise, sleep, and relaxation on overall health.
- 7100-0304. Explain why specific health practices (cleanliness and grooming) are especially important to the social, physical, and emotional health of middle school students.
- 7100-0305. Discuss eating disorders and the consequences of improper nutritional diets; e.g., bulimia, anorexia.
- 7100-0306. Recognize and discuss positive and negative health practices that are affected by a variety of persuasive sources; e.g., peers, media, quackery.

<b>STANDARD 7100-04</b>	<b>The students will understand factors that lead to high-risk lifestyles, including disease prevention.</b>
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**OBJECTIVES**

- 7100-0401. Identify methods of preventing communicable and chronic diseases including sexually transmitted diseases.
- 7100-0402. Identify and discuss the immediate and long-term (physical, mental, social) effects that may result from the use of drugs, alcohol, and tobacco products.
- 7100-0403. Discuss ways of preventing substance use and abuse by teenagers.



- 7100-0404. Identify positive alternatives to the use of tobacco, alcohol, and other drugs.
- 7100-0405. Identify and discuss common myths about the use of alcoholic beverages.
- 7100-0406. Describe the physiology of the disease AIDS.
- 7100-0407. Identify the modes of HIV transmission.
- 7100-0408. Discuss ways in which HIV infection and AIDS can be prevented.
- 7100-0409. Discuss the most recent means of treating HIV infection and AIDS.
- 7100-0410. Recognize the social implications HIV/AIDS has in our society.
- 7100-0411. Describe strategies for HIV/AIDS prevention such as decision-making skills and refusal skills in responding to negative pressure from peers.

<b>STANDARD</b> 7100-0 <u>5</u>	<b>The students will demonstrate emergency procedures to include basic first aid.</b>
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### **OBJECTIVES**

- 7100-0501. Identify the emergency telephone numbers in your area and necessary information to be given.
- 7100-0502. Identify and describe the immediate first aid procedure for the following:
- |                           |                                    |
|---------------------------|------------------------------------|
| a. shock                  | e. severe bleeding                 |
| b. heart attack or stroke | f. fractures                       |
| c. choking                | g. heat exhaustion and heat stroke |
| d. cessation of breathing |                                    |
- 7100-0503. Demonstrate the emergency procedure for treatment of minor cuts and abrasions, nosebleeds, pulled muscles, and sprains.
- 7100-0504. Explain accident prevention measures for seasonal activities; e.g., swimming, boating, cycling, camping, backpacking, hunting, skiing, snowmobiling, tubing.
- 7100-0505. Discuss how to protect one's self from natural disasters; e.g., wind-storms, floods, earthquakes.
- 7100-0506. Review accident prevention measures for home and school.



# RESPONSIBLE HEALTHY LIFESTYLES

## HEALTH EDUCATION LEVEL 9-12

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Consumer Health	0.5	Personal Health

**CONSUMER HEA**

SIS COURSE NUMBER: 7150  
SIS CODE: HE

### COURSE DESCRIPTION

**NOTE: CORE CURRICULUM STANDARD 7150-02  
AND OBJECTIVES HAVE BEEN REVISED**

This one-semester course assists students in the continual development of skills needed to improve the quality of life. The course emphasizes the physical, social, and mental dimensions of people so that the students become better informed consumers of health information. It offers students an opportunity to evaluate health practices, products, and services.

**NOTE: To comply with state school law, teachers are encouraged to use the teaching resource files for the Alcohol and Drug Prevention Education Program to help students achieve these standards.**

### CORE STANDARDS OF THE COURSE

<b>STANDARD 7150-01</b>	<b>The students will recognize, develop, and practice skills that are associated with improved mental health and quality of life.</b>
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### OBJECTIVES

- 7150-0101. Discuss skills used to resist persuasion; e.g., mass media, peers, adult models, and music that influence health choices.
- 7150-0102. Identify positive mental health traits that enable a person to be comfortable with self and others.
- 7150-0103. Describe acceptable ways to cope with periods of depression.
- 7150-0104. Identify ways to cope with or reduce stress.
- 7150-0105. Describe the common mental disorders and their impacts; e.g., depression, neurosis, psychosis, and psychosomatic illnesses.

- 7150-0106. Recognize suicidal behaviors.
- 7150-0107. Identify personal strengths, skills, and interests.
- 7150-0108. Describe the problems and positive aspects of aging.
- 7150-0109. Identify skills used in coping with death.

**STANDARD  
7150-02**

**The students will demonstrate an understanding of human sexuality, its psychological, social, emotional, and physical implications of developing and maintaining a responsible healthy lifestyle.**

**OBJECTIVES**

- 7150-0201. Discuss responsible sexual behavior stressing the short- and long-term benefits of strong families, abstinence, and fidelity.
- 7150-0202. Recognize the impact of sexual behavior on one's goals and self-esteem.
- 7150-0203. Develop the mindset and skills that promote responsible, principle-centered decision making when responding to peer, media, societal, and negative family influences that encourage high-risk behaviors.
- 7150-0204. Discuss the physical and emotional aspects of relationships and the impact they have on dating, the family, marriage, love, and infatuation.
- 7150-0205. Discuss maturation and the stages of sexual development throughout the life cycle.
- 7150-0206. Discuss the anatomy and physiology of the male and female reproductive systems.
- 7150-0207. Discuss conception, fetal development, birth defects, the risk factors involved in pregnancy, and the birth process.
- 7150-0208. Recognize the impact teen pregnancies have on quality of life, incidence of child abuse, and changes of lifestyle.
- 7150-0209. Discuss the legal, social, and emotional implications associated with pornography, prostitution, sexual abuse, incest, and rape.

**STANDARD**  
**7150-03**

The students will understand the benefits of choosing to live a healthy lifestyle and becoming better informed health consumers.

**OBJECTIVES**

- 7150-0301. Recognize and list personal values, attitudes, and feelings relative to making consumer choices about health issues.
- 7150-0302. Distinguish between different types of health care facilities and identify the services they perform.
- 7150-0303. Describe possible harmful effects of unproven medical practices (quackery).
- 7150-0304. Discuss problems and choices that relate to the misuse of over-the-counter and prescription drugs.
- 7150-0305. Contrast sleep, rest, and relaxation and explain the importance of each in living a healthy lifestyle.
- 7150-0306. Discuss potentially harmful substances and additives found in our modern food supply; e.g., salt, sugar, preservatives, and food coloring.
- 7150-0307. Describe the long-term negative health effects of poor nutritional choices.
- 7150-0308. Describe the health dangers involved in extremely faulty weight loss diets.
- 7150-0309. Identify common eating disorders and their causes.
- 7150-0310. Summarize and explain health practices associated with less illness and longer life expectancy.
- 7150-0311. Describe the positive long-term effects of a program of regular physical exercise.

**STANDARD**  
**7150-04**

The students will understand current practices associated with high-risk lifestyles and the control of disease.

**OBJECTIVES**

- 7150-0401. Recognize the symptoms, prevention, and treatment of sexually transmitted diseases.
- 7150-0402. Define chronic diseases and disorders associated with lifestyle choices.
- 7150-0403. Describe the physiology of the disease AIDS.

- 7150-0404. Identify the modes of HIV transmission.
- 7150-0405. Discuss ways in which HIV infection and AIDS can be prevented.
- 7150-0406. Discuss the most recent means of treating HIV infection and AIDS.
- 7150-0407. Recognize the social implications HIV/AIDS has in our society.
- 7150-0408. Describe strategies for HIV/AIDS prevention such as decision-making skills and refusal skills in responding to negative pressure from peers.
- 7150-0409. Describe the major causes of and treatments for diseases such as cancer, heart and lung diseases, arthritis, etc.
- 7150-0410. Explain and discuss the harmful effects of alcohol, drugs, and tobacco products.
- 7150-0411. Distinguish between use, misuse, and abuse of legal and illegal substances.
- 7150-0412. Evaluate the risks of substance abuse and identify positive alternatives.
- 7150-0413. Compare the concepts of self and public health care and discuss the appropriate use of each.
- 7150-0414. Explain Utah laws regarding the unlawful use of chemical substances.

<b>STANDARD</b> <b>7150-05</b>	<b>The students will demonstrate emergency life support and survival skills.</b>
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### OBJECTIVES

- 7150-0501. Discuss and demonstrate proper emergency medical skills for Cardiopulmonary Resuscitation (CPR), Heimlich maneuver, mouth-to-mouth resuscitation, control of bleeding, shock, poisoning, hypothermia, and care of fractured bones.
- 7150-0502. Discuss and demonstrate basic survival skills for natural and man-made disasters; e.g., earthquakes, nuclear contamination, floods, weather.

**MOVEMENT AND FITNESS**

**LEVELS 7-12**

# RESPONSIBLE HEALTHY LIFESTYLES

## MOVEMENT AND FITNESS LEVEL 7

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Beginning Fitness Team Sport Skills, Dance	0.5	Mastery of Movement and Fitness Level 6

### **B E G F I T 7**

SIS COURSE NUMBER: 7600

SIS CODE: HC

### **COURSE DESCRIPTION**

Students in Levels 7-8 will develop lifetime attitudes regarding physical activity and healthy lifestyles during this time. The movement and fitness curriculum is based upon the assumptions that (1) skill development is on-going and progressive, (2) lifetime activity attitudes are best internalized by continued practice, (3) students need to incorporate principles of fitness into their daily lives.

The program is a sequence of experiences in a number of activities that challenge all ability levels. It focuses on social interaction and cognitive learning, as well as skill development, with progressive levels of difficulty. A definite scope and sequence should be used in order to motivate students to higher levels of achievement.

### **CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> 7600-01	The students will develop motor and health related fitness.
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### **OBJECTIVES**

- 7600-0101. Participate in a minimum of three 15-minute aerobic workouts per week.
- 7600-0102. Perform conditioning exercises for flexibility, strength, agility, balance, speed/reaction time, and endurance. Emphasis will be placed on the following major muscle groups:
- a. arm and shoulder
  - b. abdomen
  - c. back
  - d. legs
- 7600-0103. Understand the basic principles of heart-lung fitness, particularly heart rate and training zone.

- 7600-0104. Define muscular endurance, flexibility, heart-lung endurance, strength, aerobic, anaerobic, isotonic, and isometric.
- 7600-0105. Demonstrate the principles of warm-up and cool-down.
- 7600-0106. Participate in a standardized test to assess level of fitness; i.e., AAHPERD Youth Fitness Test, or AAHPERD Health Related Test. The competency level for each test is the 50th percentile.

<b>STANDARD</b> <b>7600-02</b>	<b>The students will develop skill in a variety of core team sports.</b>
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### **OBJECTIVES**

- 7600-0201. Acquire the basic skills and knowledge of rules and strategies needed to participate in the basic core team sports.

#### **A. VOLLEYBALL**

1. Overhand Serve: Correctly serve the ball over the net and in bounds at least 5 out of 10 trials.
2. Forearm Bump Pass: Stand 4 feet from a wall, self-toss the ball and execute the forearm bump pass to a target on the wall at least 5 consecutive times. The target area is between a line 6 feet and 10 feet high.
3. Set/Volley/Overhead Pass: Stand 4 feet from the wall, overhead pass and set the ball above an 8-foot line with control on 6 consecutive hits.
4. Spike: Using an open hand, spike a stationary ball at least 2 out of 5 times into the court.

#### **B. BASKETBALL**

1. Passing: Stand 6 feet from the wall and chest pass the ball to a 3-foot square target on the wall 6 consecutive times.
2. Dribbling: Using correct dribbling techniques, weave through, without error, 4 obstacles placed 3 feet apart.
3. Set Shot: Using the correct one-hand set shot technique, make at least 2 out of 5 shots from at least 10 feet from the basket.
4. Lay Up: Dribble from a 45 degree angle and correctly shoot a lay-up shot making at least 2 out of 5 shots.

### C. SOCCER

1. Dribble: Weave in and out 2 consecutive times without error through a course of 5 cones 3 yards apart.
2. Passing: Four performers form a 10-yard square. The passer must pass the ball to each of the other 3 performers using correct passing techniques.
3. Shooting: The shooter stands on the 12-yard penalty line. The feeder faces the shooter and as the shooter moves right, the feeder pushes the ball to the shooter. The shooter runs to the ball and shoots into the goal. The drill continues alternating left and right until 6 balls are shot. The shooter must score at least 3 out of 6 goals.
4. Goalie Punt: Using correct goalie punting technique, punt at least 20 yards on at least 2 out of 5 trials.
5. Using correct trapping techniques, trap a ball rolled from 10 yards away 3 out of 5 times.

### D. FLAG FOOTBALL

1. Passing: Within a 10-yard area, pass successfully 3 out of 5 times to a receiver running a down-and-out pattern.
2. Receiving: Within a 10-yard area, receive a pass successfully, 3 out of 5 times after executing a down-and-out pattern.
3. Kicking: Kick the ball from a kicking tee, a minimum of 25 yards, 3 out of 5 times.
4. Punting: Punt the ball using correct form, a minimum of 25 yards, 3 out of 5 times.

7600-0202. Identify, use, and care properly for equipment used in various sports and recreational activities.

7600-0203. Avoid unsafe playing conditions and conduct.

<b>STANDARD</b> <b>7600-03</b>	<b>The students will expand their knowledge and understanding of cognitive, affective, and psychomotor dance skills.</b>
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### OBJECTIVES

7600-0301. Demonstrate a knowledge of appropriate conditioning and preparation for dance. Emphasis should be on strength, flexibility, endurance, and control as integrated into dance vocabulary and aesthetic movement. Fitness principles and maintenance should be emphasized.



- 7600-0302. Demonstrate competency in the five basic locomotor steps (walk, run, leap, jump, hop) using a variety of simple locomotor combinations.
- 7600-0303. Demonstrate knowledge of spacial elements by learning, creating, and performing axial and locomotor patterns, varying spacial area, floor patterns, direction and levels in space. (Folk dances could be integrated within this objective.)
- 7600-0304. Demonstrate axial and locomotor patterns in four qualities of energy: sustained, percussive, vibratory, swing.
- 7600-0305. Demonstrate proficiency in basic steps of one social dance with an emphasis on courtesy, etiquette, and social skills.

<b>STANDARD</b> <b>7600-04</b>	<b>The students will develop leadership, fairness, and social skills.</b>
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### OBJECTIVES

- 7600-0401. Develop leadership skills by serving in one or more positions as a leader, team captain, referee, equipment manager, intramural official, timer, scorekeeper, or student aide.
- 7600-0402. Practice fairness and courtesy.

# RESPONSIBLE HEALTHY LIFESTYLES

## MOVEMENT AND FITNESS LEVEL 8

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Intermediate Fitness, Team Sport Skills, and Dance	0.5	Beginning Fitness, Team Sport Skills, and Dance

### **INTERFIT 8**

SIS COURSE NUMBER: 7650  
SIS CODE: HC

### **COURSE DESCRIPTION**

Students in Levels 7-8 will develop lifetime attitudes regarding physical activity and healthy lifestyles during this time. The movement and fitness curriculum is based upon the assumptions that (1) skill development is on-going and progressive, (2) lifetime activity attitudes are best internalized by continued practice, (3) students need to incorporate principles of fitness into their daily lives.

The program is a sequence of experiences in a number of activities that challenge all ability levels. It focuses on social interaction and cognitive learning, as well as skill development, with progressive levels of difficulty. A definite scope and sequence should be used in order to motivate students to higher levels of achievement.

### **CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> 7650-01	<b>The students will continue to develop motor and health related fitness.</b>
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### **OBJECTIVES**

- 7650-0101. Participate in a minimum of three 15-minute aerobic workouts per week.
- 7650-0102. Perform conditioning exercises for flexibility, strength, agility, balance, speed/reaction time, and endurance. Emphasis will be placed on the following major muscle groups:
- a. arm and shoulder
  - b. abdomen
  - c. back
  - d. legs
- 7650-0103. Understand the basic principles of heart-lung fitness, particularly heart rate and training zone.
- 7650-0104. Define muscular endurance, flexibility, heart-lung endurance, strength, aerobic, anaerobic, isotonic, and isometric.

- 7650-0105. Demonstrate the principles of warm-up and cool-down.
- 7650-0106. Participate in a standardized test to assess level of fitness; i.e., AAHPERD Youth Fitness Test, or AAHPERD Health Related Test. The competency level for each test is the 60th percentile.

<b>STANDARD 7650-02</b>	<b>The students will continue to develop skill in a variety of core team sports.</b>
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### **OBJECTIVES**

- 7650-0201. Acquire the skills and knowledge of rules and strategies needed to participate in the basic core team sports.

#### **A. VOLLEYBALL**

1. Overhand Serve: Correctly serve the ball over the net and in bounds at least 7 out of 10 trials.
2. Forearm Bump Pass: Stand 4 feet from a wall, self-toss the ball and execute the forearm bump pass to a target on the wall at least 7 consecutive times. The target area is between a line 6 feet and 10 feet high.
3. Set/Volley/Overhead Pass: Stand 4 feet from the wall, overhead pass and set the ball above an 8 foot line with control on 10 consecutive hits.
4. Spike: Using an open hand, spike a stationary ball at least 3 out of 5 times into the court.

#### **B. BASKETBALL**

1. Passing: Stand 6 feet from the wall and chest pass the ball to a 3-foot square target on the wall 10 consecutive times.
2. Dribbling: Using correct dribbling techniques, weave through, without error, 5 obstacles placed 3 feet apart.
3. Set Shot: Using the correct one-hand set shot technique, make at least 3 out of 5 shots from at least 10 feet from the basket.
4. Lay Up: Dribble from a 45 degree angle and correctly shoot a lay-up shot making at least 3 of 5 shots.

#### **C. SOCCER**

1. Dribble: Weave in and out 3 consecutive times without error through a course of 5 cones 3 yards apart.

2. Passing: Four performers form a 12-yard square. The passer must pass the ball to each of the other three performers using correct passing techniques.
3. Shooting: The shooter stands on the 12-yard penalty line. The feeder faces the shooter and as the shooter moves right, the feeder pushes the ball to the shooter. The shooter runs to the ball and shoots into the goal. The drill continues alternating left and right until 6 balls are shot. The shooter must score at least 4 out of 6 goals.
4. Goalie Punt: Using correct goalie punting technique, punt a minimum of 25 yards on at least 3 out of 5 trials.
5. Using correct trapping techniques, trap a ball rolled from 15 yards away 3 out of 5 times.

#### D. FLAG FOOTBALL

1. Passing: Within a 15-yard area, pass successfully 3 out of 5 times to a receiver running a down-and-out pattern.
2. Receiving: Within a 10-yard area, receive a pass successfully 4 out of 5 times after executing a down-and-out pattern.
3. Kicking: Kick the ball from a kicking tee a minimum of 30 yards 3 out of 5 times.
4. Punting: Punt the ball, using correct form, a minimum of 30 yards 3 out of 5 times.

7650-0202. Identify, use, and care properly for equipment used in various sports and recreational activities.

7650-0203. Avoid unsafe playing conditions and conduct.

<b>STANDARD</b> <b>7650-03</b>	<b>The students will continue to expand their knowledge and understanding of cognitive, affective, and psychomotor dance skills.</b>
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#### OBJECTIVES

7650-0301. Demonstrate a knowledge of appropriate conditioning and preparation for dance. Emphasis should be on strength, flexibility, endurance, and control as integrated into dance vocabulary and aesthetic movement. Fitness principles and maintenance should be emphasized.

7650-0302. Demonstrate competency in the five basic locomotor steps (walk, run, leap, jump, hop) using a variety of simple locomotor combinations.

- 7650-0303. Demonstrate a variety of movement combos performed within a rhythmic structure correctly identifying meter, accents, tempo, and duration (cultural dances could be learned and analyzed as a part of this objective).
- 7650-0304. Demonstrate knowledge of spacial elements by learning, creating, and performing axial and locomotor patterns, varying spacial area, floor patterns, direction, and levels in space. (Folk dances could be integrated within this objective.)
- 7650-0305. Create and demonstrate, in a small group, an aerobic dance/exercise routine to music that includes at least three contrasting kinds of energy.
- 7650-0306. Demonstrate proficiency in basic steps of two social dances and one folk dance with an emphasis on courtesy, etiquette, and social skills.

<b>STANDARD</b> 7650-04	The students will continue to develop leadership, fairness, courtesy, and social skills.
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#### **OBJECTIVES**

- 7650-0401. Develop leadership skills by serving in two or more positions as a leader, team captain, referee, equipment manager, intramural official, timer, scorekeeper, or student aide.
- 7650-0402. Practice fairness and courtesy.

**RESPONSIBLE HEALTHY LIFESTYLES**  
**MOVEMENT AND FITNESS LEVEL 9-12**

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Participation Skills and Techniques	0.5	Mastery of Movement and Fitness through Level 8

**SKILLS & TEC**

SIS COURSE NUMBER: 7700  
 SIS CODE: HC

**COURSE DESCRIPTION**

This one-semester course will develop participation skills and techniques in a variety of individual sports, games, and dance activities with emphasis on leadership, courtesy, respect, and fairness (sportsmanship). This course also provides instruction aimed at improving and maintaining physical fitness and continuing team sports participation.

The following activities will not fulfill the Responsible Healthy Lifestyles -- Movement and Fitness core course requirements for graduation but may be used for an elective credit at the discretion of the school/district: (1) Pep Club, (2) Cheerleaders, (3) Songleaders, (4) ROTC, (5) Marching Bands, (6) Flag Corps, and (7) Rodeo.

**CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> 7700-01	The students will develop skills in and knowledge of individual sports, games, and activities.
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**OBJECTIVES**

- 7700-0101. Acquire the basic skills and knowledge of rules, safety, and etiquette to participate in one racquet sport.
- 7700-0102. Demonstrate correctly the following skills in one of these racquet sports:

**TENNIS**

- Grip
- Ready Position
- Forehand Groundstroke
- Backhand Groundstroke
- Overhead Serve

**BADMINTON**

- Grip
- Ready Position
- Short Serve
- Forehand Clear
- Forehand Drop
- Backhand Clear
- Backhand Drop

**RACQUETBALL**

- Grip
- Ready Position
- Serve
- Forehand
- Backhand

7700-0103. Acquire the basic skills, knowledge of rules, safety, and etiquette to participate in either golf or bowling.

7700-0104. Demonstrate correctly the following skills in one of these sports:

**GOLF**

Grip  
Addressing the ball  
Stance  
Swing  
Putting

**BOWLING**

Grip  
Four step approach  
Release  
Follow through

7700-0105. Acquire the basic skills and knowledge necessary to participate in at least two other lifetime sports, games, or activities such as:

Aerobic	Cross Country Skiing	Ice Skating
Bowling	Downhill Skiing	Badminton
Dance	Recreational Games	Cycling
Handball	Self-Defense	Golf
Racquetball	Tumbling/Gymnastics	Jogging
Tennis	Rope Jumping	Swimming
Archery	Weight Training	
Wrestling	Roller Skating	

<b>STANDARD</b> <b>7700-02</b>	<b>The students will continue to develop skills in and knowledge of team sports.</b>
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**OBJECTIVES**

7700-0201. Demonstrate increased skill competency in two team sports.

7700-0202. Demonstrate game strategies for two team sports.

<b>STANDARD</b> <b>7700-03</b>	<b>The students will maintain an acceptable level of physical fitness.</b>
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**OBJECTIVE**

7700-0301. Demonstrate motor fitness; i.e., speed, reaction time, agility, balance, and coordination.

7700-0302.

Demonstrate a level of fitness in each of the following health related areas as prescribed:

HEALTH RELATED

	<u>GIRLS</u>	<u>BOYS</u>
a. Cardio-vascular	1-1/2 mile run 15 min. or 12 min. walk/run 2100 yards or 3 mile walk test under 41 min.	1-1/2 mile run 11 min. 15 sec. or 12 min. walk/run 2650 yards or 3 mile walk test under 39 min.
b. Arm and shoulder strength	Flexed arm hang 8 sec.	Pull-ups 5
c. Abdominal strength/ endurance	Flexed leg sit-ups 38	Flexed leg sit-ups 45
d. Flexibility	Sit - Reach 35	Sit - Reach 29
e. Recommended that percent body fat be	18-22%	15-17%
Sum of tricep and subscapular skinfold	16-29 mm	13-17 mm

**NOTE: Levels determined from AAHPERD Youth Fitness Test and Kenneth Cooper Norms.**



**RESPONSIBLE HEALTHY LIFESTYLES**  
**MOVEMENT AND FITNESS LEVEL 9-12**

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Fitness For Life	0.5	Participation Skills and Techniques
<b>FIT FOR LIFE</b>		

SIS COURSE NUMBER: 7710  
 SIS CODE: HC

**COURSE DESCRIPTION**

This one-semester course helps each student adopt a personal lifestyle that will achieve physical fitness. Specifically, students will identify and understand all of the components of fitness, such as cardio-vascular fitness, strength, flexibility, endurance, weight control, nutrition, and stress management.

The following activities will not fulfill the Responsible Healthy Lifestyles--Movement and Fitness core course requirements for graduation but may be used for an elective credit at the discretion of the school/district: (1) Pep Club, (2) Cheerleaders, (3) Songleaders, (4) ROTC, (5) Marching Bands, (6) Flag Corps, and (7) Rodeo.

**CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> 7710-01	The students will know that cardio-vascular fitness, strength, flexibility, endurance, weight control, nutrition, and stress management are necessary for a healthy lifestyle.
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**OBJECTIVES**

- 7710-0101. Demonstrate the principle of cardio-vascular fitness; i.e., (a) pulse rate, (b) aerobic exercises, (c) training zone, (d) intensity, (e) duration, (f) overloading, (g) frequency, (h) safety.
- 7710-0102. Identify blood pressure and blood cholesterol as they relate to principles of cardio-vascular fitness.
- 7710-0103. Demonstrate the principle of strength fitness; i.e., (a) intensity, (b) duration, (c) overload, (d) progression, (e) frequency, (f) safety.
- 7710-0104. Demonstrate the principle of flexibility; i.e., (a) warm-up, (b) range of motion, (c) intensity--static vs. ballistic, (d) frequency, (e) duration.

- 7710-0105. Demonstrate the principle of muscle endurance; i.e., (a) intensity, (b) difference between muscle strength and muscular endurance, (c) duration, (d) progression, (e) frequency.
- 7710-0106. Demonstrate the principles of weight control and nutrition; i.e., (a) percent of body fat, (b) effects of high and low cholesterol diets on nutrition and weight control, (c) effects of exercise on weight control.
- 7710-0107. Demonstrate principles of stress management including Type A and Type B behavior; i.e., (a) symptoms, (b) causes, (c) potential results, (d) coping skills/reducing risks.
- 7710-0108. Demonstrate principles of healthy lifestyles that will improve quality and longevity of life including relaxation techniques.

<b>STANDARD</b> <b>7710-02</b>	<b>The students will develop, follow, and evaluate their own personal fitness plan.</b>
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**OBJECTIVES**

- 7710-0201. Submit a written personal fitness plan.
- 7710-0202. Follow their personal fitness plan.
- 7710-0203. Evaluate their personal fitness plan.

**STANDARD  
7710-03**

**The students will achieve a high level of physical fitness.**

**OBJECTIVES**

7710-0301. Demonstrate a level of fitness in each of the following categories as prescribed:

	<u>GIRLS</u>	<u>BOYS</u>
a. Arm and shoulder strength	Flexed arm hang 14 sec.	Pull-ups 9
b. Abdominal strength/endurance	Flexed leg sit-ups 39	Flexed leg sit-ups 48
c. Cardio-vascular	1-1/2 mile run 14 min. or 12 min. walk/run 2232 yards or 3 mile walk test 38 min.	1-1/2 mile run 10 min. 48 sec. or 12 min. walk/run 2819 yards or 3 mile walk test 35 min.
d. Flexibility	Sit - Reach 35 cm	Sit - Reach 30 cm
e. Body weight is within the recommended Metropolitan Life Insurance Life weight tables for sex, age, height, and bone structure (frame), or within the recommended percent body fat (Boys--15 to 17 percent, Girls--18 to 22 percent).		
Sum of triceps and subscapular skinfold	16-29 mm	13-17 mm

**NOTE: Levels determined from AAHPERD Youth Fitness Test and Kenneth Cooper Norms.**

**RESPONSIBLE HEALTHY LIFESTYLES**  
**MOVEMENT AND FITNESS LEVEL 9-12**

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Individualized Lifetime Activities	0.5	Participation Skills and Techniques Fitness For Life

**LIFETIME ACT**

SIS COURSE NUMBER: 7720  
 SIS CODE: HO

**COURSE DESCRIPTION**

Students in this one-semester course will acquire skills in a variety of lifetime activities that contribute to sustained fitness and well-being. These skills and activities offer positive ways to cope with stress and contribute to the quality of life, not only as a student, but as a future adult.

The following activities will not fulfill the Responsible Healthy Lifestyles -- Movement and Fitness core course requirements for graduation but may be used for an elective credit at the discretion of the school/district: (1) Pep Club, (2) Cheerleaders, (3) Songleaders, (4) ROTC, (5) Marching Bands, (6) Flag Corps, and (7) Rodeo.

**CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> <b>7720-01</b>	The students will develop skills in a variety of lifetime activities, including dance.
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**OBJECTIVE**

7720-0101. Demonstrate three advanced skill competencies in a minimum of three individual lifetime activities.

<b>STANDARD</b> <b>7720-02</b>	The students will develop strategies, techniques, and a knowledge of rules in a variety of lifetime activities, including dance.
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**OBJECTIVES**

7720-0201. Demonstrate strategies and techniques of three individual lifetime activities.

7720-0202. Demonstrate a knowledge of the rules of three individual lifetime activities.

**STANDARD  
7720-03**

**The student will maintain an acceptable level of health related fitness.**

**OBJECTIVES**

7720-0301. Demonstrate a level of fitness in each of the categories as prescribed:

	<u>GIRLS</u>	<u>BOYS</u>
a. Cardio vascular	1-1/2 mile run 14 min. 30 sec. or 12 min. walk/run 2160 yards or 3 mile walk under 40 min.	1-1/2 mile run 11 min. or 12 min. walk/run 2700 yards or 3 mile walk under 37 min.
b. Arm and shoulder strength	Flexed arm hang 10 sec.	Pull-ups 8
c. Abdominal strength/ endurance	Flexed leg sit-ups 38	Flexed leg sit-ups 47
d. Flexibility	Sit - Reach 35 cm	Sit - Reach 30 cm
e. Recommended that percent body fat be	18-22%	15-17%
Sum of tricep and subscapular skinfold	16-29 mm	13-17 mm

**NOTE: Levels determined from AAHPERD Youth Fitness Test and Kenneth Cooper Norms.**

# RESPONSIBLE HEALTHY LIFESTYLES

## MOVEMENT AND FITNESS LEVEL 9-12

<u>COURSE TITLE</u>	<u>UNIT OF CREDIT</u>	<u>PREREQUISITE</u>
Advanced Individualized Lifetime Activities Specialization	0.5	Participation Skills and Techniques Fitness for Life

### **L I F E   A C T   S P E**

SIS COURSE NUMBER: 7730

SIS CODE: HO

### **COURSE DESCRIPTION**

As a means of coping with stress and contributing to the fitness and well-being of the individual throughout life, the students in this one-semester course will select one or two lifetime activities in which they will specialize.

Schools may offer a .5 credit course in Dance, Aerobics, Cycling, Tennis, Weight Training, etc., or a combination of any two, as long as the course includes the core standards.

Successful completion of two seasons of competitive sports participation, or drill team may also satisfy the course requirements.

The following activities will not fulfill the Responsible Healthy Lifestyles--Movement and Fitness core course requirements for graduation but may be used for an elective credit at the discretion of the school/district: (1) Pep Club, (2) Cheerleaders, (3) Songleaders, (4) ROTC, (5) Marching Bands, (6) Flag Corps, and (7) Rodeo.

### **CORE STANDARDS OF THE COURSE**

<b>STANDARD</b> <b>7730-01</b>	The students will continue to develop skills in their selected lifetime activity.
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### **OBJECTIVE**

7730-0101. Demonstrate six skills at a high level in at least one individual lifetime activity.

**STANDARD** The students will develop and refine strategies, techniques, and a knowledge of the rules in their selected lifetime activity.  
**7730-02**

**OBJECTIVE**

7730-0201. Demonstrate advanced strategies and techniques for at least one individual lifetime activity.

**STANDARD** The students will maintain an acceptable level of health related fitness.  
**7730-03**