

# Health & Physical Education

## Enduring Understandings

### Health Education

A health literate individual will...

- understand concepts related to promoting a healthy lifestyle and disease prevention.
- analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- access accurate information, products, and services to enhance health.
- use interpersonal communication skills to enhance health and avoid or reduce health risks.
- use decision-making and goal-setting skills to enhance health.
- practice health-enhancing behaviors and avoid or reduce health risks.
- model the ability to advocate for personal, family, and community health.

*(Adapted from The National Health Education Standards)*

Individuals who are health literate have the skills to gather, understand, and act upon information and knowledge to improve their health and well-being.

### Physical Education

A physically literate individual...

- uses a variety of skills to participate in physical activities.
- knows how to move and use strategies when they play games.
- knows and practices the skills that help them maintain a healthy lifestyle.
- acts fairly, responsibly, and respectfully when they participate in activities.
- knows why it is important to be physically active.

*(Adapted from SHAPE America's student-friendly national standards for physical education)*

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments (land, water, air, snow, and ice) that benefit the healthy development of the whole person. *(PHE Canada)*

### Graduation Requirement

1 Credit of Physical Education

1/2 Credit of Health

## Health & Physical Education Sequence

### 9th Grade

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**Fit for Life**

(Physical Education) +  
1/4 Credit

**Choosing Wellness**

(Health) +  
1/4 Credit

### 10th Grade

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**Lifetime Fitness**

(Physical Education)  
1/4 Credit

**Healthy Decisions**

(Health) +  
1/4 Credit

### 11th & 12th Grade

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**Lifetime Sports**

(Physical Education)  
1/4 Credit

**Lifetime Recreation**

(Physical Education)  
1/4 Credit

**Strength & Endurance**

(Physical Education)  
1/4 Credit

**Independent Study: Personal Fitness**

(Physical Education) ^  
1/4 Credit  
Meets with teacher every other week

**Greyhound Fitness**

(Physical Education) ^  
1/4 Credit  
0 Hour Meets 7:23-8:10am (A day/ B day)

### 9-12th Grade

**Physical Education**

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**Lifetime Fitness Partnerships**

(Physical Education) ^  
1/4 Credit  
Counselor/Department recommendation, consent from administration, case manager

<p>+ Course can only be taken once ^ Department approval required</p>
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## **Health Mission Statement**

The mission of the Clayton High School Health Education Program is to build comprehensive health knowledge and skills in developmentally appropriate ways in grades 9-10, in an effort to prepare and empower students to value and engage in lifelong healthy lifestyles which will allow them to reach their fullest potential and assure that they become productive, responsible citizens.

The learning standards for this curriculum are based on the SHAPE America Standards for Health and Physical Education and allow students to have multiple opportunities to learn through a planned and sequential instructional program. The Health Program is viewed as an integral part of a student's academic learning and is a valuable component of a well-rounded education.

Our goal is to reduce risk behaviors and increase healthy habits which will promote strong bonds between students and their families, schools, and community. This will be achieved through the students' increased health literacy, the development of healthy self-management skills, and through the advocacy of their healthy behaviors and practices. The acquisition of these will be undertaken in active, student-centered, non-threatening environments in which students are challenged to do their best in developing the foundation of healthy, life-long habits.

## **Physical Education Mission Statement**

The mission of the Clayton High School Physical Education Program is to educate all students to their highest level of academic and wellness potential and to teach them the skills and knowledge necessary to lead a physically active lifestyle.

Physical Education is an integral part of the total educational process. It gives students the opportunity to develop physically, mentally and social-emotionally through the use of physical activity. Physical Education helps students achieve the skills, physical fitness, knowledge, social qualities and attitudes that will allow them to develop an optimal quality of life and wellbeing.

Physical Education supports the broad goals of education by encouraging students to participate in lifelong activities and by giving them the personal living skills that make this possible. This is achieved through the pursuits of skills and knowledge in movement understanding the effects of physical activity upon the body, feelings of adequacy and mastery and the development of a personal value system regarding physical activity.

## **CHOOSING WELLNESS**

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9th Grade +  
Credit – 1/4 Health Credit  
Semester 1 or 2

This ninth grade required course provides students with the information and skills necessary for making good wellness choices and achieving optimal health. The areas of consumer health, body systems, first aid, nutrition, and mental health, including stress, are explored. Active teaching methods are used throughout the class, including research, group discussion and presentations, case studies, role-plays, demonstrations, expert guest speakers, and educational games. Analysis, self-evaluation, and goal setting are emphasized as students make wellness decisions to meet their individual needs. **(This course does not qualify for NCAA eligibility.)**

## **HEALTHY DECISIONS**

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10th Grade +  
Credit – 1/4 Health Credit  
Semester 1 or 2

This tenth grade required course provides students with information, appropriate prevention strategies, and coping skills necessary to analyze and address health information and issues, particularly the numerous health issues that face teenagers and young adults. Units studied include violence prevention; mental health; consumer health; tobacco, alcohol, and other drug prevention; healthy and unhealthy relationships and sexual health. Active learning methods are used throughout the class including research, group discussion and presentations, case studies, role-plays, demonstrations, expert guest speakers, and educational games. Analysis, self-evaluation, and goal setting are emphasized. **(This course does not qualify for NCAA eligibility.)**

## **FIT FOR LIFE**

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9th Grade +  
Credit – 1/4 Physical Education Credit  
Semester 1 or 2

Students who pass a basic swimming test and Physical Fitness test will take this required course. This class will focus on the fitness principles and will involve anaerobic, aerobic and strength-building activities each class period. Within the semester, students will be given some choice as to the activities they want to do to increase their fitness and will become familiar with several activity options to stay fit throughout their life. Fitness testing is required by the State of Missouri and will occur at the beginning and end of the semester. **(This course does not qualify for NCAA eligibility.)**

## **LIFETIME FITNESS**

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10th - 12th Grade  
Credit – 1/4 Physical Education Credit  
Semester 1 or 2

Lifetime Fitness is a high school course for students who wish to participate in physical activities that can generally be pursued throughout one's lifetime. Students will learn rules and fundamental techniques for a variety of fitness activities. In addition, students will learn basic techniques and safety guidelines that should be followed when exercising. Emphasis in this class will be more on development of a spirit of cooperation and good sportsmanship than on a fostering sense of competition. Students will master a series of skills tests to help develop an appreciation and understanding of the fitness activity. It is important that students develop an understanding of the rules and fundamental techniques for games that can be played throughout one's lifetime. Having basic knowledge of a variety of activities will increase the likelihood that students will become lifetime participants in physical activity. **(This course does not qualify for NCAA eligibility.)**

## **LIFETIME SPORTS**

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10th - 12th Grade

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **10th grade requires department approval**

Students are provided the opportunity to interact in cooperative learning situations and to develop socialization skills. A variety of activities are offered to expose students to different skills related to the sport. Team sports also give some of our students a chance to participate in a sport activity they normally would not. We begin each day by jogging and stretching to properly warm up before the activity starts. The activities chosen may include, but are not limited to, soccer, volleyball, floor hockey and basketball, badminton, Ultimate Frisbee, pickleball, bowling and table tennis. The students will master a series of skills tests to help develop an appreciation and understanding of the games. This class is designed to help improve students' skills and knowledge to play these sports for a lifetime of pleasure. **(This course does not qualify for NCAA eligibility.)**

## **STRENGTH AND ENDURANCE**

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10th - 12th Grade

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **(10th grade requires department approval)**

This course focuses on understanding exercise and its effect on the body. Cardiovascular endurance, muscular strength, endurance and flexibility are improved through a variety of conditioning activities. The methods of training will consist of anaerobic and aerobic conditioning, and plyometric and strength training to enhance health and skill-related fitness. Instructions on proper weight training and conditioning techniques are stressed. An emphasis is placed on muscular strength and endurance. **(This course does not qualify for NCAA eligibility.)**

## **LIFETIME RECREATION**

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10th – 12th Grade

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **(10th grade requires department approval)**

This course offers students the opportunity to participate in a variety of different recreational activities. Team building, beginning indoor climbing, orienteering, archery and Frisbee golf are just a sampling of activities that will be taught during the semester. Students will learn the skills and techniques, and in developing the knowledge needed for safety and enjoyment of each activity. **(This course does not qualify for NCAA eligibility.)**

## **GREYHOUND FITNESS (0 hour)**

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10th - 12th Grade ^

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **Department Approval Required**

This course has been carefully planned and constructed for the student-athlete who is interested in participating in a rigorous conditioning program that is based on health and skill-related fitness principles. The Greyhound Fitness class will focus on injury prevention, sports nutrition, and skills specifically for the student-athlete and their fitness goals. Students will be documenting their progress over the semester while creating their own personal fitness program. The class meets during 0 hour, A day or B day, from 7:23- 8:10am. Students are required to secure instructor's approval for enrollment. **(This course does not qualify for NCAA eligibility.)**

## **INDEPENDENT STUDY - PERSONAL FITNESS**

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11th - 12th Grade ^

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **Department Approval Required**

Personal Fitness is designed to allow students the opportunity to improve their health and skill-related fitness while participating in activities they enjoy and can do for a lifetime. Students will access Google Classroom and document fitness needs by completing a series of tests that determine their cardiovascular fitness, strength, endurance, flexibility, and body composition. Students will establish goals, prepare a personal fitness plan for the future, and keep performance records in a fitness log. This will provide students with the data needed to complete focus-session reflection papers, health-related article papers, and reflection papers describing the personal fitness activities that they engaged in throughout the semester. Student/teacher conferences are designed to be flexible and designed to meet any student's schedule. Students are required to complete 50 workouts for a minimum of 50 minutes. **(This course does not qualify for NCAA eligibility.)**

## **LIFETIME FITNESS PARTNERSHIPS**

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9th - 12th Grade ^

Credit – 1/4 Physical Education Credit

Semester 1 or 2

### **Department Approval Required**

The intent of this program is to provide a unique opportunity to enhance the quality of life for the student with different abilities through physical, emotional, social and intellectual growth. A comprehensive program designed to meet the individual needs, abilities, and developmental stages through participation in lifetime, recreational and fitness activities accomplish this process. This will include team and individual sports, as well as different fitness workouts. A self-actualization value orientation curriculum will be implemented to focus on the individual learner's growth in self-direction and development of self-management abilities. The purpose of the class is placed on cultivating lifetime/recreational activities as well as health and wellness that will nurture students in such a way as to build self-esteem and self-confidence in a school as well as community setting. **(This course does not qualify for NCAA eligibility.)**