

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
HEALTH AND PHYSICAL EDUCATION**

**HEALTH AND PHYSICAL EDUCATION – Courses 054 & 055**

These courses address Student Learning Expectations 1, 2, 3, 4, 5, and 6. They are required courses for graduation.

Good physical, social and emotional health is linked with better school performance, cognitive development, attendance rates, higher graduation rates and a general improvement in the life of the student, the family and the community. The guiding principles of the required health and physical education courses are centered in teaching fundamental health concepts, practicing skills and promoting habits that enhance health and fitness. Healthy students help build healthy families, relationships, schools and communities.

**HEALTH: Descriptive Overview**

Comprehensive health education addresses the knowledge and skills for both reducing risk behaviors and increasing actions and habits that increase wellness. These courses were designed with the guidance of the Massachusetts Comprehensive Health Curriculum Frameworks and the National Health Education Standards. **Health education is one-third of the physical education requirement at grades 9 and 10.** Counseling department seminars are held during the first three sessions of the health course each year.

**HEALTH: Goals**

The development and nurturing of lifetime healthy habits and strategies in our students remains the ultimate goal of the department. Students are introduced to health concepts through various methodologies including class lectures and discussions, current events, skills practice and independent writing prompts. Learners are expected to participate actively, to think critically and demonstrate social skills. The health portion of these courses emphasizes that student recognize the importance of personal health and learn to make choices that improve physical, emotional and social health. Students will be able to identify health care services necessary to maintain good health, and to find and analyze information on various health topics.

**PHYSICAL EDUCATION: Descriptive Overview**

Physical education at the secondary level is designed to meet the individual needs of students through a variety of prescribed and selected activities. Students are introduced to essential skills and knowledge which enable them to experience a broad spectrum of physical activity for present and lifetime use. Students are given an understanding of physiological and health awareness as it relates to their body. These courses were designed with the guidance of the Massachusetts Comprehensive Health Curriculum Frameworks and the National Association for Sport and Physical Education.

**PHYSICAL EDUCATION: Goals**

It is our goal to ensure that through both informational settings and experiential classes in physical education we support our students' crucial need to establish patterns of behavior that reflect a respect and understanding of themselves and others. The total development of a student — physically, socially, emotionally, and intellectually— is an important aspect of our physical education program.

**HEALTH/PHYSICAL EDUCATION: Objectives**

**Read purposefully:**

- Read one or more sources to complete projects

**Write effectively:**

- Complete reflective writing assignments and fitness fundamentals project

**Communicate effectively:**

- Participate in small group and classroom discussions pertaining to health topics.
- Practice the use of strategy in game situations.

**Identify, analyze and solve problems:**

- Use technology to assess personal diet and exercise habits and draw conclusions based on data
- Use various fitness equipment and tools to assess health and fitness parameters.
- Demonstrate use of rules and strategy in game play; skills practice in first aid and CPR.

**Demonstrate self-respect and respect for others:**

- Participate with appropriate conduct and sportsmanship.
- Work in cooperative groups to complete classroom goals.

**Work both independently and cooperatively by:**

- Participate as part of a team, and in class discussions.
- Completion of both group and individual assignments.

## HEALTH: Topics/Activities

<b>Grade 9 Health</b>	<b>Grade 10 Health</b>
Themes: Risk assessment, health promotion, healthy self-management	Themes: Communication, decision-making healthy self-management
1. Nutrition & Fitness <ul style="list-style-type: none"> <li>• Diet-health link</li> <li>• Nutritional assessment</li> <li>• Obesity risk and impact</li> <li>• Weight management</li> <li>• Eating disorders review</li> </ul> 3. First Aid <ul style="list-style-type: none"> <li>• Sudden Illness</li> <li>• Bone &amp; joint injuries</li> <li>• Bleeding wounds</li> <li>• Shock &amp; rescue</li> </ul> 4. Healthy Lifestyle Habits <ul style="list-style-type: none"> <li>• Stress</li> <li>• Sunscreen</li> <li>• Interpretation of common health screenings</li> </ul> 5. Bullying: <ul style="list-style-type: none"> <li>• Recognizing behavior</li> <li>• Strategies and resources</li> </ul> 6. Other topics of timely interest may be included	1. Building Healthy Relationships <ul style="list-style-type: none"> <li>• Communication</li> <li>• Healthy vs. unhealthy</li> <li>• Relationship violence/abuse</li> <li>• Sexual harassment</li> </ul> 2. Reproductive Health <ul style="list-style-type: none"> <li>• Anatomy &amp; physiology</li> <li>• STD's: types, short and long-term consequences</li> <li>• Protection Methods: types, efficacy</li> </ul> 3. Drugs & Alcohol <ul style="list-style-type: none"> <li>• teen driving laws, substance abuse and violence related laws; HPS handbook review of penalties for violation.</li> </ul> 4. CPR <ul style="list-style-type: none"> <li>• Certification requirement fulfilled for CPR and choking</li> </ul> 5. Bullying: <ul style="list-style-type: none"> <li>• Cyber bullying</li> <li>• Laws/reporting procedures (HPD).</li> </ul> 6. Other topics of timely interest may be included

### PHYSICAL EDUCATION ACTIVITIES: Students can elect from following activities:

Floor Hockey	Touch Football	Fitness Fundamentals (grade 9 only)
Pickleball	Badminton	Strength Training Principles (grade 10 only)
Lifetime activities	Ultimate Frisbee	Aerobics
Basketball	Power Walking	Golf
Softball	Volleyball (indoor/outdoor)	Tennis
Frisbee Golf	Team Handball	Lacrosse
Miscellaneous games	Dance Dance Revolution	Soccer & Indoor Soccer
Mountain biking	Field Hockey (indoor)	RAD Self Defense (Grade 10 females only)

### INSTRUCTIONAL MODEL

The method of instruction includes various techniques including demonstrations, lecture, cooperative group, guest speakers and independent research. Students are expected to learn through active participation as well as personal reflection. An environment of personal discovery is promoted to encourage students to begin the process of independently caring for their physical, social and emotional health.

### ASSESSMENT

Teachers assess student progress through a variety of strategies selected to determine a students' knowledge, skills and growth. These assessments include but are not limited to classroom participation, individual projects, group discussions, quizzes, and skill demonstration.

### RESOURCES

The American Heart Association: *Heartsaver CPR in Schools*