



and high-risk behaviors are all topics addressed and developed in the sophomore program. Students employ technologically based fitness instruments to assess their own health/fitness levels and learn how to design their own personal fitness plan. The program includes classroom activities as well as traditional physical activity and varies by season and facility availability throughout the school year.

### **JUNIOR/SENIOR PHYSICAL DEVELOPMENT PROGRAM (I)**

Grades: 11, 12 Multiple Semesters

The Junior/Senior Physical Education Program offers elective choices for students in a variety of areas. The primary goal remains “fit for life,” but the manner in which students maintain that level of fitness becomes a choice. In addition, all students participate in the Responding to Emergencies course that provides life-saving instruction in first aid and CPR. The junior/senior years also offer the opportunity to expand into certain health topics that are more age-appropriate including prom safety, drunk driving, sexually transmitted diseases, cancer screening information, and personal safety. These topics are offered in special programs offered throughout the school year within the physical education courses, regardless of the elective in which the student is enrolled.

### **ADAPTIVE PHYSICAL EDUCATION**

Grades: 10, 11, 12 Multiple Semesters

**Prerequisite: Students unable to participate in a regular Physical Education program because of short or long-term convalescence, physical injury, or permanent (non-corrective) disability.**

Adaptive Physical Education is designed to provide a variety of activities and teaching procedures that are adapted to the specific physical limitations of individual students.

### **AEROBIC AND DANCE ACTIVITIES (I)**

Grades: 11, 12 Multiple Semesters

In Aerobic and Dance Activities, students will participate in group-fitness exercise workouts that will improve their personal fitness levels in flexibility, muscle fitness, and cardio-respiratory health. Workouts will include: yoga, Pilates, step aerobics, cardio kick boxing, cardio resistance training, basic core training, and dance instruction. Students will also be

involved in the participation and tracking of weekly fitness-training programming.

### **COMPETITIVE TEAM SPORTS (I)**

Grades: 11, 12 Multiple Semesters

Designed for the competitive student, Competitive Team Sports engages participants in rigorous athletic team activities and competitions. Students are expected to compete on a daily basis in seasonal team sports that may include flag football, soccer, basketball, floor hockey, and softball. Students must be familiar with the rules of the games, and they should have mastered fundamental skills and strategies of the identified sports. Students will also work in exercise sessions for muscle fitness, cardio-respiratory fitness, and personal wellness.

### **DRIVER EDUCATION (I)**

Grades: 10, 11, 12 One Semester

**Prerequisite: Sixteen (16) years of age before or during the course. A Social Security number must be secured before beginning this course.**

Driver Education is a three-phase correlated program that fulfills the state requirement for obtaining a driver's license before a student's 18<sup>th</sup> birthday. The classroom phase emphasizes the theory of good driving practice and safety precautions. The development of good attitudes toward driving will be stressed. The simulator phase introduces the student to proper driving techniques, giving exposure to a variety of simulated driving conditions. The car phase permits practice and perfection in the skill of driving.

A laboratory fee will be required.

### **NOTE:**

House Bill #418 (Public Act 88-188) dictates that in order for a public or private school student to be eligible for enrollment in Driver Education, he/she must have received a passing grade in at least eight (8) courses during the previous two (2) semesters. The change also applies to commercial driving schools, which must verify through a written confirmation form with the high school that the student has met this requirement before enrolling him/her in their commercial school. The Act gives the local superintendent of schools (with respect to a student attending public high school in the district) or chief school administrator (with

respect to a student attending a non-public high school in the district) the authority to waive this requirement if he/she deems it to be in the best interest of the student.

### **HEALTH EDUCATION (I, R)**

Grades: 10, 11, 12                      One Semester  
This is a required course for graduation.

The health course is a district requirement for graduation usually completed during the sophomore year. Topics divide into six general units of study that include health and personal wellness, health and body care, drugs and substance abuse issues, diseases and disorders, adolescent health and development, and human reproduction. Each unit includes assigned readings, classroom lecture and discussion, and regular homework assignments. The course challenges students to think critically, to develop problem solving skills, and to generate positive personal choices concerning health issues.

### **INTERMEDIATE TEAM SPORTS (I)**

Grades: 11, 12                      Multiple Semesters

Intermediate Team Sports offers an introductory experience to popular team sports. Topics and activities include history of sport, basic rules, equipment requirements, and basic skills and strategies. Students participate in team competition in seasonal sports including flag football, soccer, basketball, volleyball, tennis, badminton, and softball.

### **LIFETIME ACTIVITIES (I)**

Grades: 11, 12                      Multiple Semesters

Lifetime health and fitness is achieved through a combination of lifestyle choices, nutrition, and physical activity. The Lifetime Activities course introduces students to those physical activities that can provide life-long participation. Units include cardiovascular fitness, strength training, flexibility development, and methods for maintaining physical fitness through recreation and sport. Included are opportunities for instruction in bowling, cross-country skiing, walking, running, weight training, golf, and aerobics.

### **PERSONALIZED FITNESS AND NUTRITION (I)**

Grades: 11, 12                      One Semester  
**Prerequisite: One semester of Physical Fitness Training (PFT)**

Personalized Fitness develops exercise programs based on the fitness and nutritional evaluation of each student. Students will develop a portfolio containing personal fitness assessments, exercise prescriptions, weight control management strategies, and individual nutritional analysis. Students will develop personal wellness strategies by using the technology laboratories in family and consumer sciences and physical education fitness room.

### **PHYSICAL FITNESS TRAINING (I)**

Grades: 11, 12                      Multiple Semesters

The Physical Fitness Training course includes a background of knowledge necessary to provide each student with a comprehensive, personal fitness-training program. Basic concepts relating to exercise physiology, anatomy, and kinesiology will provide the student with the framework necessary to understand general fitness training concepts. Personal assessments, goal sets, and program design will allow students to monitor their progress. The instructor for all students, along with the individual program design, will plan specific exercise prescriptions. Students will keep a folder including daily-logged workouts, goal sets, and assessments.

### **RESPONDING TO EMERGENCIES/DESIGNER FITNESS PLAN (I, R)**

Grades: 11, 12                      One Semester

Responding to Emergencies is designed to provide students with the most up-to-date knowledge and skills training to respond effectively to emergencies. In addition to the learning of emergency care, Responding to Emergencies emphasizes the value of a safe and healthy life-style in preventing injury and illness. This course will focus on lecture, discussion, and training simulations of emergency situations. Responding to Emergencies is a practical approach to CPR/First Aid instruction.

The second half of the semester is devoted to Designer Fitness Plan, which includes a background of knowledge necessary to provide each student with a comprehensive, personal fitness-training program. Basic concepts relating to exercise physiology, anatomy, and kinesiology will provide the student with the framework necessary to understand general fitness training concepts. Personal assessments, goal sets, and program design will allow students to monitor their progress. The instructor for all students, along with the individual program design, will plan specific exercise prescriptions. Students will keep a folder including daily-logged workouts, goal sets, and assessments.

### **SELF-DEFENSE (I)**

Grades: 11, 12

Multiple Semesters

The purpose of Self-Defense is to help students develop greater awareness of their surroundings, learn preventative and precautionary measures to avoid becoming a possible victim of crime, and acquire basic knowledge in self-defense tactics to use if preventative measures fail. Cardiovascular conditioning, flexibility, and muscular strength training will be conducted twice weekly to fulfill a complete self-defense program.