

FITNESS GOAL SETTING

Students have an understanding of functional fitness movements.

- Explain why functional fitness movements are vital and can perform correctly.
- Explain the six essential nutrients and why it is important to ensure they are part of the students' nutrition profile.
- Create SMART goals and create a personal fitness plan to achieve these goals. We use pre- and post-tests to measure progress.

EXERCISE RECOMMENDATIONS

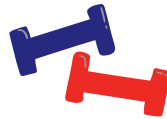


Aerobic

- Most of the 60 minutes or more per day should be moderate or vigorous-intensity aerobic physical activity and include vigorous-intensity physical activity for at least three days a week.

Muscle Strengthening

- As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity at least three days a week.



Bone Strengthening

- As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity at least three days a week.



Natick Public Schools

Physical Education, Health & Wellness

Robert Anniballi, Director of Wellness

Phone: 508-647-6621

Email: ranniballi@natickps.org

Physical education's goal is to encourage students to develop an individual optimum level of physical fitness, acquire knowledge of health-related fitness concepts, and understand the significance of lifestyle choices on one's health and fitness. Through multiple fitness experiences, students will become more responsible for and develop an appreciation of lifelong fitness strategies. The health education program takes a proactive approach to learning some of the most controversial and difficult topics in modern society.

Exercise recommendations provided by the US Department of Health and Human Services; Physical Activity Guidelines for Americans, 2nd edition. Washington, DC; 2018.



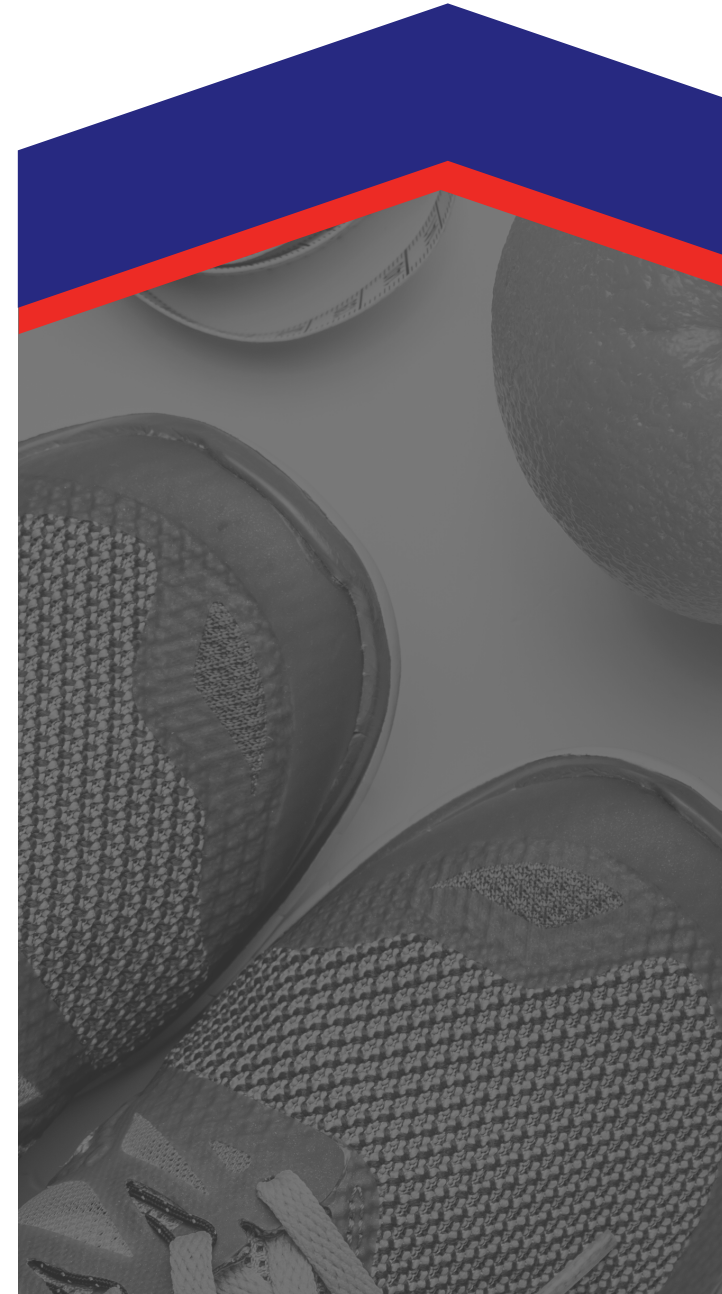
Natick High School

15 West Street
Natick, MA 01760
NHS.NatickPS.org



TENTH-GRADE WELLNESS PROFILE

NATICK HIGH SCHOOL



TENTH GRADE HEALTH EDUCATION

Comprehending Concepts

Students *build* on the idea that knowledge is power by helping to comprehend key concepts related to health promotion and disease prevention. Lessons focus on those concepts essential to the practice of healthy behaviors; including sexually transmitted disease (STD) prevention, addiction prevention, mental and emotional health awareness, and the importance of healthy relationships and violence prevention.

Analyzing Influences

Students *analyze* the influence of family, peers, culture, media, technology, and other factors on health behaviors such as substance use and abuse, relationships and sexual health, and mental and emotional health.

Accessing Resources

Within the different content areas (substance abuse, healthy relationships and human reproduction, mental and emotional health), students research, gather and assess health information and apply it to their personal lives.



Interpersonal Communication

The *curriculum* offers numerous opportunities for students to learn and practice interpersonal communication skills to enhance health and avoid or reduce risk behaviors. Activities are designed to strengthen the social and communication skills research has shown to be effective in negotiating personal health. Students learn to communicate effectively with family and peers, resolve conflicts, resist pressure to participate in risky behaviors, and ask for help when they need it.

Decision Making

Students explore lessons that empower them to make healthy choices. Decision-making is taught using developmentally appropriate models. Activities help students understand the decision-making process and how it can be applied to enhance health and safety. They gain practice in applying decision-making steps to relevant sample situations and their own lives.



Practicing Health-Enhancing Behaviors

Students apply the knowledge and skills they are learning and take action to establish healthy behaviors. They are empowered to take responsibility for their health choices and develop and implement plans for maintaining or improving their health. They monitor their actions, make adjustments and get help when needed to maintain their healthy behaviors.

Advocacy

Students have many opportunities to advocate for personal, family, and community health. Activities in which students share the knowledge and skills they've gained to help promote the health of their peers, families, and communities are a primary focus of the curriculum. Students demonstrate the learned advocacy skills through project-based learning.

