

**PHYSICAL EDUCATION/HEALTH CURRICULUM**  
**OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16**  
*EARLY HIGH SCHOOL*

**STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Learning Standard 19.A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

<b>Benchmarks</b>	
<b>19.A.4</b> Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	<p>Student will be able to:</p> <p>Demonstrate skill competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns, and work-related activities.</p> <p>Choose proper application of skill during game play.</p>

**Learning Standard 1.B: Analyze various movement concepts and applications.**

<b>19.B.4</b> Analyze various movement concepts and applications.	<p>Student will be able to:</p> <p>Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) of a variety of manipulative skills within a game or performance setting.</p>
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**Learning Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity.**

<p><b>19.C.4a</b> Develop rules and safety procedures for physical activities.</p>	<p>Student will be able to:</p> <p>Apply safe practices, rules, and procedures in all physical activity settings.</p> <p>List rules and procedures to enhance safety.</p> <p>Apply rules during activities, games, or sports.</p> <p>Demonstrate good sportsmanship.</p>
<p><b>19.C.4b</b> Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.</p>	<p>Apply offensive, defensive, and cooperative strategies during activities, games, or sports.</p>

**STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Learning Standard 20.A: Know and apply the principles and components of health-related fitness.**

Benchmarks	
<b>20.A.4a</b> Interpret the effects of exercise/physical activity on the level of health-related fitness.	The student will be able to:  Explain the effects of various exercises and physical activities on the components of health-related fitness.  Describe the limitations and benefits of various fitness-training programs.
<b>20.A.4b</b> Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	Participate in health-enhancing levels of physical activity on a daily basis.  Participate in a progression of activities that will maintain or improve personal fitness levels.  Participate in various fitness training programs.

**Learning Standard 20.B: Assess individual fitness levels.**

<b>20.B.4a</b> Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	The student will be able to:  Assess personal fitness levels
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<p><b>20.B.4b</b> Prepare an individual health-related fitness profile and evaluate fitness level on each component.</p>	<p>The student will be able to:</p> <p>Create a profile to track heart rate and fitness levels over an extended period of time.</p>
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**Learning Standard 20.C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.**

<p><b>20.C.4a</b> Set realistic, short-term, health-related fitness goals based on individual profiles.</p>	<p>The student will be able to:</p> <p>Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.</p> <p>Design a personal fitness program that incorporates all health-related fitness components and principles.</p>
<p><b>20.C.4b</b> Evaluate physical fitness services, products and advertising.</p>	<p>Evaluate opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs).</p> <p>Evaluate facilities with the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts).</p>
<p><b>20.C.4c</b> Design and implement a personal fitness program.</p>	<p>Design a personal fitness program that incorporates all health-related fitness components and principles.</p>

**STATE GOAL 21: Develop team-building skills by working with others through physical activity.**

**Learning Standard 21.A: Demonstrate individual responsibility during group physical activities.**

<b>Benchmarks</b>	
<b>21.A.4a</b> Demonstrate decision-making skills both independently and with others during physical activities.	The student will be able to:  Practice decision-making skills both independently and with others when participating in physical activity
<b>21.A.4b</b> Apply identified procedures and safe practices to all group physical activity settings.	Apply all safety rules and procedures when participating in physical activity.  Establish safety limitations for a group physical activity.
<b>21.A.4c</b> Complete a given task on time.	

**Learning Standard 21.B: Demonstrate cooperative skills during structured group physical activity.**

<b>Benchmarks</b>	
<b>21.B.4</b> Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	The student will be able to:  Support others, both physically and emotionally, during structured group physical activity.  Resolve interpersonal conflicts with others during structured group physical activity.  Respect the contribution of others during structured group physical activity.  Respect the performance of others during structured group physical activity.

**STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

***Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention and safety.***

Benchmarks	
<p><b>22.A.4a</b> Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).</p>	<p>The student will be able to:</p> <p>Recognize the differences between communicable and non-communicable diseases.</p> <p>Define the terms 'chronic' and 'acute'.</p> <p>Describe the differences among chronic and acute diseases.</p> <p>Know the differences among diseases that are communicable, non-communicable, acute, chronic, and degenerative.</p> <p>Determine the signs and symptoms of the top three chronic diseases (cancer, heart disease, and diabetes).</p> <p>Identify organisms that cause STDs.</p>
<p><b>22.A.4b</b> Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).</p>	<p>Discuss the role that the media has had and should have in the dissemination of health information and in the promotion of health-related products.</p> <p>Investigate the socio-economic effects of health-related issues (prevention, productivity, insurance, health care).</p> <p>Explain the need for appropriate health care throughout life for the prevention and maintenance of health.</p>

<p><b>22.A.4c</b> Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).</p>	<p>Apply basic first aid procedures (e.g., CPR, Heimlich maneuver).</p>
<p><b>22.A.4d</b> Research and report about a career involved in health promotion, health care and injury prevention.</p>	<p>Write a research paper about a health career, health promotion or injury prevention.</p>

**Learning Standard 22.B: Describe and explain the factors that influence health among individuals, groups and communities.**

<p><b>22.B.4</b> Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Identify the steps to follow to become an informed and intelligent health consumer</li> <li>Explain the need for appropriate health care throughout life for the prevention and maintenance of health</li> </ul>
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**Learning Standard 22.C: Explain how the environment can affect health.**

<p><b>22.C.4</b> Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Discover ways that an individual can reduce the risks of being afflicted with a food borne illness.</li> <li>Recognize the relationship between the environment, disease, and health (e.g., genetic altering of food supply, use of pesticides).</li> </ul>
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**STATE GOAL 23. Understand human body systems and factors that influence growth and development.**

**Learning Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.**

<b>Benchmarks</b>	
<b>23.A.4</b> Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).	The student will be able to:  Recognize that all of the body's systems interrelate and impact each other.  Describe the effects of nutrition, stress, substances, and disease on the body's systems.  Analyze the effects of different forms of exercise on the body's systems.  Investigate ways and behaviors that can improve or maintain the functioning of the body's systems.  Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems.

**Learning Standard 23.B: Explain the effects of health-related actions on the body systems.**

<p><b>23.B.4</b> Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"><li>Analyze the effects of drug use on vehicle operation.</li><li>Analyze how behaviors can impact the maintenance of health and/or the prevention of disease.</li><li>Discuss the effects of sleep deprivation on the body.</li><li>Describe the short-term and long-term effects of stress on the body.</li><li>Know the effects that disease can have on the body's systems (e.g., diabetes, cancer).</li><li>Compare nutritional value of supplements and additives.</li><li>Evaluate a diet in terms of sugar, sodium, fats, and fiber.</li><li>List choices that have a positive influence on health.</li><li>List choices that have a negative influence on health.</li></ul>
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**Learning Standard 23.C: Describe factors that affect growth and development.**

**23.C.4** Describe changes in physical health and body functions at various stages of the life cycle.

The student will be able to:

Identify the responsibilities and consequences in relationships.

Demonstrate stress management techniques.

Explain the long-term effects of stress on physical, mental, emotional, and social health.

List interventions and strategies that can be utilized in a variety of health-related situations.

Discuss the characteristics and development needs related to the stages of the life cycle.

Identify the different stages of the life cycle.

Explain the relationship between conception and the fertility cycle.

Apply the principles of energy balance, calorie intake, and expenditure to plan a diet and activity routine that will result in healthy body weight and composition.

Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities.

Analyze food choices and activity practices used to maintain weight and body composition.

Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the

**STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

**Learning Standard 24.A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.**

<b>Benchmarks</b>	
<b>24.A.4a</b> Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.	The student will be able to:  Describe the effect of conflict and violence upon the health of the individual.  Describe the effect of conflict and violence upon the health of a family.  Describe the effect of conflict and violence upon the health of the community and school.
<b>24.A.4b</b> Formulate strategies to prevent conflict and resolve differences.	Practice negotiation, mediation, and conflict resolution skills.  Analyze good communication skills in relationships.  Analyze causes and effects of violence

**Learning Standard 24.B: Apply decision-making skills related to the protection and promotion of individual health.**

<p><b>24.B.4</b> Explain how decision making affects the achievement of individual health goals.</p>	<p>The student will be able to:</p> <p>Explain how adolescent health problems can affect others.</p> <p>Explain the value of identifying options to solve a health-related problem.</p> <p>Analyze the options to solve a health-related problem.</p> <p>Determine which option best solves the health-related problem.</p> <p>Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision.</p>
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**Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

**24.C.4** Formulate a plan to achieve individual health goals.

The student will be able to:

Identify short-term personal life goals.

Identify long-term personal life goals.

Monitor achievement and revise short-term personal life goals.

Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness).

Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke).

Identify barriers that could limit achievement of personal health goals.