

PHYSICAL EDUCATION/HEALTH CURRICULUM
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16
LATE 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.

Benchmarks	
19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.	<p>The student will be able to:</p> <ul style="list-style-type: none"> Apply basic skills inherent to any activity with consistent positive results. Analyze personal performance for effective movement. Apply results of self-analysis for personal improvement.

Learning Standard 19.B: Analyze various movement concepts and applications.

19.B.5 Apply the principles of efficient movement to evaluate personal performance.	<p>The student will be able to:</p> <ul style="list-style-type: none"> Identify the effect of fitness levels on the performance of a variety of skills (movement efficiency). Identify the effect of fitness levels on the performance of games and dance (movement efficiency).
--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Standard 19.C: Analyze various movement concepts and applications.

<p>19.C.5a Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.</p>	<p>The student will be able to:</p> <p>Create an activity using rules, strategies, and safe methods in which classmates can participate.</p>
<p>19.C.5b Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.</p>	<p>Take part in activities in a safe and appropriate manner.</p> <p>Apply cooperative strategies during activities, games, or sports.</p> <p>Select appropriate strategies to offset the opponent's strategies.</p> <p>Apply rules during self-officiated 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	High School
20.A.5 Implement an individualized health-related fitness plan which includes the principles of training.	The student will be able to: Participate regularly in health-enhancing fitness in and out of school. Participate in health-enhancing levels of physical activity on a daily basis.

Learning Standard 20.B: Assess individual fitness levels.

<p>20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.</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> <p>Measure health/fitness levels in body composition, muscular strength, muscular endurance, flexibility, and cardiovascular endurance.</p> <p>Use multiple assessments to determine current levels of fitness within each component.</p> <p>Match health-related fitness components to a valid assessment of each component.</p> <p>Interpret health-related fitness data collected over a period of time, with and without the use of technology, to assess all components of health-related fitness: body composition, muscular strength, muscular endurance, flexibility, and cardiovascular fitness before, during, and after engaging in an exercise program.</p> <p>Assess improvements in a fitness profile and set new goals.</p>
<p>20.B.5b Evaluate the effects of fitness choices and heredity on wellness.</p>	<p>Evaluate behavioral choices and their impact on fitness level.</p> <p>Evaluate the possible effects of heredity on physical wellness.</p> <p>Evaluate the effects of fitness choices on physical wellness.</p>

Learning Standard 20.C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

<p>20.C.5a Set realistic, long-term, health-related fitness goals based on an individual profile.</p>	<p>The student will be able to:</p> <p>Write health-related fitness goals that reflect current fitness level, length of available time, equipment and facilities, and realistic goals.</p>
<p>20.C.5b Understand how aging, illness and injury affect physical activity.</p>	<p>Revise a fitness program to reflect changes in age and/or possible changes in health status (e.g., illness or injury).</p>
<p>20.C.5c Use profile data to monitor an individual wellness/fitness plan.</p>	<p>Keep a personal fitness log that includes warm-up activities, complete descriptions of conditioning exercises and activities, workout hours and minutes, intensity, repetitions, sets, frequency, and cool down activities.</p> <p>Evaluate the contents of a personal exercise log.</p> <p>Evaluate behavioral choices and their impact on personal fitness levels</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.

Benchmarks	
21.A.5 Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	The student will be able to: Demonstrate problem-solving skills and strategies when participating in physical activity. Coach/facilitate a group of peers when participating in a physical activity. Compare safety procedures used in a variety of physical activities and explain why they are important. Self-officiate games and/or activities when participating in a physical activity.

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

<p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> Share leadership and supportive roles during structured group physical activity. Support group decisions when participating in structured group physical activities. Compromise/Adapt to group needs during physical activity. Resolve interpersonal conflicts with others during structured group physical activity. Encourage others to respond positively to challenges, successes, and failures in structured group physical activities. Assess the group's ability to perform at higher levels of team-building in competitive and non-competitive settings during structured group physical activity. Plan a strategy to reach an agreed upon goal 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.

The following benchmarks are met in the Health curriculum.

Benchmarks	
<p>22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> Describe strategies used to manage communicable diseases. Identify strategies that can be used to manage chronic and degenerative diseases. Analyze personal health strategies that can be followed to maintain and/or improve health.

<p>22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).</p>	<p>Compare and contrast chronic and communicable diseases.</p> <p>Evaluate the effectiveness of health prevention and illness prevention methods and/or programs.</p> <p>Discover long-term consequences of STDs</p>
<p>22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management).</p>	<p>Chronicle past, present and future technologies that impact health and safety.</p> <p>Cite specific examples of how the media has impacted views and/or responses to health or safety issues.</p>

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

22.B.5 Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).	The student will be able to: Analyze laws that govern the production and dissemination of health information and products. Demonstrate the ability to find reliable health information.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Standard 22.C: Explain how the environment can affect health.

22.C.5 Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).	The student will be able to: Summarize ways that individuals can impact environmental issues at home, at school, in their community, and in the global community
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

Benchmarks	
[blank]	

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

23.B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	The student will be able to; Explain how the use of drugs, alcohol, and tobacco can affect a fetus/infant. Design and construct a diet based on the Dietary Guidelines for Americans and the USDA Food Pyramid. Analyze how health-related choices made today can affect a person's health in the future. Explain how choices made by a pregnant woman can affect the health status and development of a fetus. List choices that have a positive influence on health. List choices that have a negative influence on health
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Standard 5.C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

<p>23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system).</p>	<p>The student will be able to:</p> <p>Evaluate dietary options, supplements, and additives as they might affect health.</p> <p>Analyze marketing/media influences on health choices.</p> <p>Analyze how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future.</p>
-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.

Benchmarks	
<p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences.</p>	<p>The student will be able to:</p> <p>Express acceptable methods of asserting yourself in peer group situations.</p> <p>Discuss how emotions may be communicated in different situations.</p>

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

<p>24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community.</p>	<p>The student will be able to:</p> <p>Give examples of how community actions affect health (e.g. laws pertaining to seat belts, helmets, non-smoking areas).</p> <p>Identify community actions that may impact your health.</p> <p>Explain the immediate and long-term impacts of individual decisions concerning health issues.</p>
---------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

<p>24.C.5 Evaluate progress toward the attainment of a health goal.</p>	<p>The student will be able to:</p> <p>Predict barriers to achieving short and long-term personal goals.</p> <p>Design a plan to achieve personal health goals.</p> <p>Formulate a plan to overcome barriers that could limit achievement of personal health goals.</p>
--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------