

PHYSICAL EDUCATION/HEALTH CURRICULUM
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16
MIDDLE-JUNIOR HIGH SCHOOL 7-8

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	Seventh Grade	Eighth Grade
19.A.3 Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	Students will be able to: Demonstrate effective skill performance in selected activities, games, or sport.	Students will be able to: Demonstrate effective skill performance in selected activities, games, or sport. Identify personal performance factors that impact the outcome of activities, games, or sport.

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

19.B.3 Compare and contrast efficient and inefficient movement patterns.	Students will be able to: Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills.	Students will be able to: Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills.
---	---	---

Learning Standard 19.C: Demonstrate knowledge of rules, safety and strategies during physical activity.

19.C.3a Apply rules and safety procedures in physical activities.	Students will be able to: Apply rules during physical activity Demonstrate good sportsmanship	Students will be able to: Apply rules during physical activity Demonstrate good sportsmanship
--	---	---

	Engage in safe practices before, during, and after activities, games, or sports.	Engage in safe practices before, during, and after activities, games, or sports.
19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.	Apply offensive, defensive, and cooperative strategies used during activities, games, or sports.	Apply offensive, defensive, and cooperative strategies used during activities, games, or sports.

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	Seventh Grade	Eighth Grade
20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).	Students will be able to: Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity	Students will be able to: Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity
20.A.3b Identify and participate in activities associated with the components of health-related fitness.	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.	Demonstrate muscular strength while engaged in physical activity. Demonstrate muscular endurance while engaged in physical activity. Demonstrate flexibility while engaged in physical activity. Demonstrate cardiovascular fitness while engaged in physical activity.

Learning Standard 20.B: Assess individual fitness levels.

20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.	Students will be able to: Report the perceived level of exertion during an activity Demonstrate effective use of heart rate monitor during physical activity	Students will be able to: Report the perceived level of exertion during an activity Demonstrate effective use of heart rate monitor during physical activity
20.B.3b Evaluate the strengths and weaknesses of	Identify and monitor heart rate during activity	Use frequency, intensity, time, and type (FITT) when

<p>a personal fitness profile.</p>	<p>(recommended use of a heart rate monitor).</p> <p>Describe what happens to heart rate as intensity levels increase.</p> <p>Interpret fitness test data.</p>	<p>writing a plan to meet your fitness goal.</p>
------------------------------------	--	--

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

<p>20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.</p>	<p>Students will be able to;</p> <p>Develop short-term and long-term goals as related to fitness.</p>	<p>Students will be able to:</p> <p>Develop short-term and long-term goals as related to fitness</p>
<p>20.C.3b Identify opportunities within the community for regular participation in physical activities.</p>	<p>Identify facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts</p>	<p>Identify facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts</p>
<p>20.C.3c Apply the principles of training to the health-related fitness goals.</p>	<p>Use frequency, intensity, time, and type (FITT) when writing a plan to meet your fitness goal).</p>	<p>Use frequency, intensity, time, and type (FITT) when writing a plan to meet your fitness goal).</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	Seventh Grade	Eighth Grade
21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	Students will be able to: Demonstrate individual responsibility during group physical activity.	Students will be able to: Demonstrate individual responsibility during group physical activity.
21.A.3b Participate in establishing procedures for group physical activities.	Engage in physical activity when under the direction of a leader.	Engage in physical activity when under the direction of a leader
21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	Remain on task when participating in group physical activity until a task is completed	Remain on task when participating in group physical activity until a task is completed

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

Benchmarks	Seventh Grade	Eighth Grade
21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	Students will be able to: Respect the contribution of others when participating in structured group physical activity.	Students will be able to: Respect the contribution of others when participating in 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	Seventh Grade	Eighth Grade
22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	<p>Students will be able to:</p> <p>Indicate behaviors/choices that may increase risks to one's health.</p> <p>Compare and contrast personal health-related behaviors/choices made now and in the past.</p> <p>Demonstrate behaviors/choices that reduce health risks.</p>	<p>Students will be able to:</p> <p>Apply basic first aid procedures</p>
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	<p>Understand how proper diet and exercise reduce health risks</p>	<p>Understand the importance of diet and exercise in reducing health risks.</p>
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	<p>Explain various safety precautions for various situations</p>	<p>Recognize and understand situations that present a risk and safety precautions.</p>
22.A.3d Identify various careers involved in health promotion, health care and injury prevention.	<p>Identify health related careers</p>	<p>Identify health related careers, especially those related to medical response teams</p>

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

Benchmarks	Seventh Grade	Eighth Grade
22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).	<p>Students will be able to:</p> <p>Describe the importance of donating blood, volunteering services, preparing for a disaster and how to prevent the spread of disease.</p>	<p>Students will be able to:</p> <p>Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning).</p> <p>Demonstrate the emergency action principles</p>

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

Benchmarks	Seventh Grade	Eighth Grade
22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).	<p>Students will be able to:</p> <p>Identify conditions in the environment that may affect the health of the community</p>	<p>Students will be able to:</p> <p>Identify potential hazardous situations in the community and or workplace that could affect the health of the community or workplace</p>
22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.	<p>Develop solutions to the environmental conditions that may affect the health of the community</p>	<p>Describe solutions to the potentially hazardous situations in the community and or the workplace</p>

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	Seventh Grade	Eighth Grade
23.A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).	<p>Students will be able to:</p> <p>Describe how the circulatory and respiratory systems work together</p> <p>Discuss ways that systems impact one another either in a positive or negative way.</p>	<p>Students will be able to:</p> <p>Describe how CPR is a technique that helps both the circulatory and respiratory systems function</p>

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

Benchmarks	Seventh Grade	Eighth Grade
23.B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).	<p>Students will be able to:</p> <p>Analyze the effects of drug use, misuse, and abuse on health status.</p> <p>Identify factors affecting basic nutrient and energy requirements.</p> <p>Describe the long-term effects of tobacco, alcohol and drug abuse on the body's systems</p> <p>Identify factors affecting basic nutrient and energy requirements.</p>	<p>Students will be able to:</p> <p>Explain how various health related actions and CPR are related and how they effect the systems of the body</p>

Learning Standard 23.C: Describe factors that affect growth and development.

Benchmarks	Seventh Grade	Eighth Grade
C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	Students will be able to: Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and Social growth and development in the future. Discuss how making healthy choices and knowing family health history can help a person live a more healthy life.	Students will be able to: Explain how healthy behaviors affect ones life. (stress, performance, mental awareness, nutrition, etc.)

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	Seventh Grade	Eighth Grade
24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.	Students will be able to: Elaborate on how positive communication can help build and maintain a healthy relationship. Demonstrate conflict mediation and conflict resolution skills.	Students will be able to: Develop communication skill in emergency situations
24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	Apply acceptable methods of asserting yourself in peer group situations	Develop methods of being assertive in emergency situations
24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Identify passive, aggressive, passive-aggressive, and assertive forms of communication	Develop communication skills in emergency situations

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

Benchmarks	Seventh Grade	Eighth Grade
24.B.3 Apply a decision-making process to an individual health concern.	Students will be able to: Explain how choices one makes now can affect one's health in the future.	Students will be able to: Apply decision making skills in emergency situations

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

Benchmarks	Seventh Grade	Eighth Grade
24.C.3 Apply refusal and negotiation skills to potentially harmful situations.	Students will be able to; Predict the outcomes of being in dangerous situations. Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations.	Students will be able to: Evaluate dangerous situations