



West Linn-Wilsonville Schools

Health / Physical Education Program K-12

July 1, 2002 through June 30, 2008

Recommendation to School Board for Adoption
Summer 2002

West Linn-Wilsonville School District
P.O. Box 35 · West Linn, OR 97068 · 503-673-7000

To: Board of Directors
From: Jane Stickney
Subject: Health/Physical Education Adoption K-12
Date: July 23, 2002

At the board meeting on August 12, 2002, we will be asking you to approve the recommendation for adoption of an instructional program for health and physical education learning K-12 as presented in June and completed in this document. The complete documents are included here.

Analysis: The curriculum study groups for science, health and physical education have been meeting over the past two years to understand the strengths and weaknesses of the current program, to align the curriculum with state standards, to align science and health studies, and to design appropriate updates and changes to the program for 2002-2008.

The weaknesses found in the current program and addressed in these recommendations are:

- Alignment of studies K-5
- Alignment of science and health content 6-8 and school to school
- Alignment of science and health content 6-8 with state standards
- Instructional strategies for health 6-8
- Update of content to reflect new learning in health 6-12
- Update technology tools for learning health and science

In summary, this Health curriculum renewal provides

- A curriculum designed to develop Health Literacy for all students
- Agreements about best practices in instruction K-12 and school to school
- Instructional tools for health instruction
- Staff development to assure continuous improvement in instruction
- Technologies to increase student learning

Several sections in this document highlight the important policy questions posed by the school board at previous meetings.

In the section on Care for Sensitive Issues the long standing district position taken on the abstinence and safe sex discussion is described. The West Linn-Wilsonville School District stands with the Oregon Department of Education by encouraging the promotion of abstinence for all school age youth and monogamous relationships for adults.

In the section on Character Education in the Health and Physical Education Classroom the important links between the district endorsed character values and the health curriculum are described.

We are asking the board to consider adoption of the Health and Physical Education Program K-12 on August 12, 2002.

This adoption is a checkpoint in the process for continuous improvement to these programs. It represents the fine work of many professionals in collaboration within our schools.

**Health and Physical Education Program
Proposed for Board Adoption
Summer 2002**

Health and Physical Education Planning Team

Theoretical Background

Character Education in the Health and Physical Education Program

A Part of a Comprehensive School Health Program

Care with Sensitive Issues

District Statements on Specific Health Units

Health Curriculum Sensitivity Statement Teaching Procedures

National Standards *

State Standards *

District Program

- Primary Program
 - Curriculum Framework *
- Middle School Program
 - Curriculum Framework *
 - Two Formats
- High School Program
 - Curriculum Framework *
 - Planned Course Statements *
 - District Physical Education CIM Proposal

Adaptive Physical Education

Resources

* Information/documents not included here – now available on webpage:

<http://www.wlww.k12.or.us/districtdepts/currinstr/HealthPhysicalEd.asp>

**Health and Physical Education Curriculum Renewal and Adoption
Adoption Period 7/01/02 – 6/30/08
Planning Team**

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Health and Physical Education Program Theoretical Background

Health and Physical Education contribute significantly to the comprehensive education of the whole child.

Exercise and recreation are as necessary as reading. I will rather say more necessary, because health is worth more than learning.
Thomas Jefferson

Health and Learning

Thomas Jefferson's comment highlights the strong value for health in our community. Parents and educators in West Linn - Wilsonville Schools are committed to improving both learning outcomes and health outcomes for all children.

There is strong connection between successful learning and child health. Healthier children are happier and more successful learners. Healthier children face fewer impediments to learning and overcome challenges to learn more easily. Health and Physical Education does not teach children to read but health is a necessary complement to strong successful learning for each child. Parents and educators widely recognize this strong link of interdependence between child health and productive learning.

Health-Literate Children

Dispensing health information is not health education. The focus instead is on helping children gather and use credible health information. Children need to be able to use health information to make decisions about their own health, their families' health, and the health of their communities. Successful teachers engage children in hands-on, minds-on and relevant instructional activities about health topics and issues. Successful health teachers design lessons that are more dynamic than traditional lectures. Successful health teachers design lessons where learning and application of concepts is more effective.

The National School Health Education Standards are crafted to develop four main abilities:

- Critical thinking and problem solving
- Responsible, productive citizenship
- Self-directed learning
- Effective communication

Active learning is as important to health education as it is in biology or social studies. Teaching that depends on "telling" leaves children with only fragile knowledge. Learners in every subject keep the knowledge they are able to use, apply and connect to personal meaning.

We can not teach health from the front of the room. Children quickly move beyond the awareness level. They need opportunities to use accurate knowledge to critically examine attitudes, to strengthen social norms, and to enhance skills for healthy living.

Kids are vulnerable and, if not educated, take lots of risks.

Robin Fleming, School Health Nurse

Adolescence is a time when students are forming health habits that will not only have a lifelong effect on them, but will influence the health agenda of the rest of society. Equipping young people with meaningful health decision-making skills is a vital part of the school curriculum. Curriculum Update, ASCD. 2000)

Parent Partnership

New research reaffirms the importance of supporting the role of parents. Children of all ages are most likely to listen to their parents and follow their parents' life model, particularly around sensitive issues of choice. Parents hold significant power to influence student choices about potentially risky behaviors.

The Failures of the Recent Past

For years, schools and community groups have sponsored tobacco, alcohol, drug, sex, and violence prevention programs in the good faith hope that information would lead to less risk-taking behavior in children. It is clear now that the just-say-no style prevention programs designed to dispense information and extract pledges and promises of abstinence from children are ineffective and perhaps even dangerous. Older children report that those programs lead to an increased lack of trust for people in authority, because it was teachers and police officers who presented the choices as simplistic. Older children see the issues as the complex moral dilemmas that they are and they want to examine the issues in that way. Parents of children in trouble report that the presence of such programs desensitized them to their responsibility to be continually engaged in authentic work with their children.

Further research indicates that parents with support from other parents and educators can do many things to influence the environment for their children, the attitudes their children develop, and the social norms in the school and community.

Parents want to know when the children are studying these sensitive issues so they can discuss them with the children. Parents want to contribute to community parent agreements about supportive social norms for protection of children.

Examples of productive social norms:

- In this community responsible parents do not give children alcohol at parties.
- In this community responsible parents always supervise parties.
- In this community responsible parents help each other provide safe environments for children

Active Participation

Appropriate Physical Education can help students lead healthier lives. Regular physical activity provides numerous health benefits. There is compelling reason to believe that

helping children learn to be active early in their lives will provide a foundation for lifetime physical activity. The aim of our physical education program is to help students gain the knowledge and abilities they need to lead an active life now and in the future.

In the physical education program emphasis is increasingly placed on individual and dual activities, recreational, outdoor, and physical fitness activities appropriate for lifetime activities. Class time maximizes activity for all children by organizing activity for full participation. Lessons are designed to increase life skills, physical skills, and group participation skills.

Character Education In the Health and Physical Education Program

In West Linn-Wilsonville Schools, character education holds equal value with academic learning. In the Physical Education and Health classroom, issues of ethical decision-making are evident on the court and playfield and in the study of health issues. The values of honesty, integrity, respect and responsibility, kindness, compassion, and courage should be modeled and taught in the classroom and on the playing field.

The district framework for social-emotional learning should be used by physical education and health teachers to guide student learning.

As students study sensitive issues, successful teachers engage children with a powerful set of questions with which to develop skills, examine information, and form the basis for personal meaning. Questions like these are used to support authentic responsible inquiry:

1. A concern for evidence
 - How do you know?
 - What is the evidence?

2. A concern for point of view and bias
 - Who said it?
 - Why would they say that?
 - What is the point of view?

3. Consideration for cause and effect
 - What led to this?
 - What was happening at the time?
 - What else happened?
 - What are the other influences?

4. Hypothesizing
 - What if it had been different?
 - Suppose that...?
 - What if ... had been happening then?
 - Which might you have chosen... this way or that?

5. Consideration of importance and impact
 - Who cares?
 - So, what?
 - Does it make a difference?
 - How is life different because of this?

**West-Linn Wilsonville School District, 2000
Becoming a Community with Character**

“...Clearly, the most basic graduation requirement is that our students leave school imbued with the qualities and the capacities of insatiable, lifelong learners, capable of framing questions, marshaling resources, and pursuing learning with dedication, independence, skill, imagination, and courage.”

Roland Barth, “The Leader as Learner”, Education Week

“We educate individuals – in community.”

Karen Miller

A Comprehensive School Health Program

The following components are part of a recognized Comprehensive School Health program and part of the program in the West Linn-Wilsonville School District.

1. A Healthy Environment
 - attention to healthy facilities
2. Comprehensive Health Education
 - K-12 health program
3. Character Education
 - K-12 character education
4. Physical Education
 - K-12 physical education program
 - athletics and activities programs
5. Health Nurse Services
 - district health nurses
6. Counseling, Psychological and Social Services
 - counselors
 - psychologists
 - partnership with social service agencies
7. Nutrition
 - school lunch programs
8. Family and Community Involvement
 - parent partnerships
 - community and city partnerships

Care with Sensitive Issues

The Health Curriculum includes some units that are sensitive to particular students and families. As a district, our success in the teaching and learning of these units is a result of acknowledging this fact and responding with purposeful and professional Teacher Responsibility, Communication, Access to Curriculum and openness to Community Response.

Teacher Responsibility

As teachers seek to educate students in a democratic society, to foster recognition of individual freedom and responsibility, they will encourage students to offer their understanding and engage in responsible inquiry on such issues and subjects. Such an atmosphere of responsibility and freedom produces a classroom conducive to the study, investigation, presentation, and interpretation of facts. Teachers will show objectivity so that various sides of an issue are presented. Teachers will exercise professional judgment as to age-appropriateness of the issues to be discussed.

Communication

We know that good communication between home and school always supports good learning. Being mindful of this and the sensitive nature of some of these Health Units, appropriate and timely communication between students, parents and administration prior to the units of study will occur.

In our Primary Schools, letters will be sent home prior to the unit on Growth and Development which includes topics on puberty and personal health. Parents will be informed when Personal Safety units are being taught.

In our Middle and High Schools, an overview of each health unit course curriculum will be given at the beginning of each course of study.

Access to Curriculum

As is standard policy in West-Linn Wilsonville School District, parents are welcome to preview any materials that will be used in the classroom including all health units. This can be done through the teacher and/or building administration.

Response to Parent Concern

Should questions or concerns arise, students and parents are encouraged to discuss these with the teacher, school counselor and/or administration. Teachers are mindful and sensitive to the variety of views and values in our community, nevertheless a parent may request that his/her child be excused from that portion of the instructional program and given an appropriate alternative.

District Statements on Specific Health Units

Growth and Development, Family Living, Human Sexuality Units

In the units on Growth and Development, Family Living, and Human Sexuality, we acknowledge that there are a variety of views and values among our community. Parents will be encouraged to discuss these topics with their children at the time of the study. Students will be encouraged to discuss these with their families as these units are taught in school. The Oregon Department of Education and West-Linn Wilsonville School District encourage the promotion of abstinence for school-age youth and mutually-monogamous relationships for adults as the safest and most responsible sexual behaviors.

Teachers are mindful and sensitive to the diversity in our community during the instruction of these units, nevertheless a parent may request that his/her child be excused from that portion of the instructional program and given an appropriate alternative.

Substance Abuse Prevention and Drug Awareness Education Units

In the units on substance abuse and drug awareness that begin in our primary schools and continue on through high school, careful selection of curriculum and instruction is given. No program that undermines or demeans families or a student's relationship with their family is taught in our district.

The West-Linn Wilsonville School District and Oregon State Department agree that school and communities should create safe and drug free environments for children. Both recognize that school-based prevention programs are not sufficient without strong parent guidance and a supportive context of community norms.

Communicable Diseases Units

In the units on communicable diseases that begin in our primary schools and continue on through high school, careful selection of curriculum and instruction is given. No program that undermines or demeans families or a student's relationship with their family is taught in our district.

West Linn-Wilsonville School District, in compliance with the Oregon Department of Education, incorporates an age-appropriate plan of instruction about infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), and Hepatitis B and C.

Teachers are mindful and sensitive to the diversity in our community during the instruction of these units, nevertheless a parent may request that his/her child be excused from that portion of the instructional program and given an appropriate alternative.

Personal Safety Units

In the Primary Schools, units on personal safety include such topics as dealing with strangers, safe and unsafe touches, and general safety issues. Teachers are mindful of the sensitive nature of these lessons and the need for parental engagement with children about these questions. Parents will be informed about the content and timing of these lessons. Parents may choose to excuse their children from these lessons.

Health Curriculum Sensitivity Statement Teaching Procedures

Communication

Level	To Do List	Calendar/Date to be Done
Primary Level	Send letters to parents/guardians before the unit is to start and give parents enough lead-time to preview teaching materials.	
Secondary Level	An overview or syllabus is to be given to students and parents at the beginning of each course of study.	

Curriculum Access

All Levels	It is standard practice that parents are welcome to preview all materials. Be prepared with time and place scheduling, in order for parents to previewed/reviewed teaching materials.	
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Response

All Levels	Be sensitive to the various views and values of our community. Have form requests available for parents who would like their child to not be a participant in this unit of study.	
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West Linn-Wilsonville Schools Middle School Program Formats

In the West Linn-Wilsonville School District Middle Schools, two instructional formats are being used. Each is used to deliver the full middle school Health and Physical Education curriculum.

The Integrated Format

In this format the content of the health and physical education class is integrated. The teacher will combine health lessons with physical education lessons over the course of one period and across the weeks of the term.

The Alternating Format

In this format the content of health is taught over several weeks and the physical education is taught on alternate weeks of the term. In this format the children take several weeks of health and then several weeks of physical education alternately.

**West Linn-Wilsonville Schools
High School Program
District Physical Education CIM Proposal**

Proposal for Setting District Performance Standards in Physical Education
Begin implementation 2003-2004 school year with grade 10
Proposed board discussion, August 2002

Opportunity to Learn

Oregon school districts are required to provide students with the opportunity to learn in Physical Education. The school program must provide students with the opportunity to meet the state content standards in Physical Education at a proficiency standard established by the district. West Linn - Wilsonville Schools offer a rich and varied educational program in physical education, providing multiple opportunities for children to meet those standards. In addition, West Linn-Wilsonville children are engaged in physical activities and athletics through the school athletic program, after-school enrichment programs, community-based athletic programs, and private clubs and lessons.

Setting District Performance Standards

Oregon schools districts must set a performance standard and the levels of proficiency that meet or exceed standards in the arts. Students must meet or exceed this standard in the arts to achieve a CIM upon graduation beginning with the class of 2005.

To Meet CIM Standard

- Option 1: Student will complete two semester courses with a grade of C or better, generally Wellness I and Wellness II. Health/Physical Education courses offered in WLWS will include the opportunity for the student to demonstrate proficiency with the state performance standards. Planned Course Statements will be modified to include the district performance standards in Physical Education.
- Option 2: Student may provide evidence of performance in school athletics, community athletics or private fitness program.

To Exceed CIM Standard

- Option 1: Student will complete three courses in Health/Physical Education with a grade of C or better.
- Option 2: Student may provide evidence of performance in school athletics, community athletics or private fitness program.

Adaptive Physical Education

The West Linn - Wilsonville School District provides Adaptive Physical Education as required by law and defined in the individual student IEP of students who require such service.

Adaptive Physical Education is usually delivered within the regular PE classroom by regular Physical Education teachers. The service takes the form of an adaptation to the regular activities of the classroom. In some few cases, a special adaptive PE class is needed and then that class is designed for the child or a small group of children.

Teachers are given training each year to assure that they have skills to assess, identify, plan and deliver adapted physical education to children who qualify for those services.

Resources

Subject / Category: Health / 1
Grade Level(s): Grades 6-8
Title: Teen Health
Publisher: Glencoe/McGraw Hill
Copyright: 1999

Subject / Category: Health / 2
Grade Level(s): Grades 9-10
Title: Glencoe Health: A Guide to Wellness
Publisher: Glencoe/McGraw Hill
Copyright: 1999