

**West Linn–Wilsonville School District**  
**Health & Physical Education Department – Course Statement**

<b><u>Course Title: Proficiency Based Credit (PBC) Personal Wellness</u></b>	
<b>Length of Course:</b>	Semester
<b>Number of Credits:</b>	1
<b>Grade Level:</b>	9-12
<b>Prerequisites:</b>	None
<b>CIM Work Samples</b>	
<b>Offered in Course:</b>	1 informative speaking work sample
<b>Date of Description/Revision:</b> August 2006	
<b>Course Description</b>	
<p>This is a student individualized wellness course focused on the positive mental, physical, and social health factors which directly impact lifelong personal wellness. Students will develop and execute a plan of study addressing three course components: a physically active lifestyle, personal nutrition and dietary practices, and a health topic research project. Student attendance is required at a small number of seminar/meeting sessions. Successful completion of this proficiency based credit course will earn a half (.5) semester Health credit and a half (.5) semester Physical Education credit. These credits may be used for required graduation credits in these subject areas.</p>	
<b>Proficiency Statements</b>	
<p>Course goals and objectives, as well as content and proficiency standards, are similar to Wellness I and II courses, including:</p> <ul style="list-style-type: none"> <li>• Demonstration of a physically active lifestyle through participation in one or more sports or activities for a total of 35-45 hours during the semester; student must participate in 4-7 sessions per week, each lasting 45 minutes or more and requiring moderate to vigorous levels of exertion</li> <li>• Study and understanding of nutrition and dietary practices and their relationship to physical fitness/training; demonstration of learning through practical application by student and/or effective written or oral communication with others</li> <li>• Thorough study of one or more important health topics; demonstration of learning through effective written and oral communication with others with focus on relevance to student and a healthy lifestyle</li> </ul>	
<b>Learning Activities</b>	
<p>A. Student will develop a timeline and plan of study within a semester framework. Evidence of learning in some instances may be defined by course teacher. Timeline, plan of study, and type and format of evidence of learning will be approved by course teacher.</p> <p>B. Student will develop physical fitness plan, keep a journal/log of all physical activity with signature from coach/trainer/parent documenting participation, and produce evidence of learning. Experiences could include:</p> <ul style="list-style-type: none"> <li>○ School team participation</li> <li>○ Club sport participation</li> <li>○ Individual fitness activity (fitness club, fitness classes, other outside athletic pursuits)</li> </ul>	

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- Combination of above
- C. Student will track and analyze an individual's nutrition and dietary practices (case study). Evidence of learning will be demonstrated following study and understanding, with student-recommended changes for improved nutritional wellness (for case study) as well as identification and application of changes for own nutrition and dietary practices. Experiences could include:
  - Work with personal trainer/nutritionist
  - Food pyramid study/work
  - Athletic team health program
  - Club nutrition program
- D. Student will select a health topic of interest (approved by course teacher/coordinator), complete research and study, and produce evidence of learning (written and oral presentation approved by course teacher/coordinator). Chosen health topic will not duplicate a previously researched/studied topic. Learning experiences could include:
  - Reading, writing, and online experiences
  - Attendance of outside workshops and/or presentations
  - Involvement with outside health-related organizations (volunteering, internship, etc.)Selected health topic should be socially and/or personally relevant to the student (for this period of their life) with focus on mental/emotional/social/physical implications. Potential topic areas could be:
  - Family medical history/predispositions
  - Tobacco, drugs, and alcohol
  - Communicable/non-communicable diseases
  - Healthy relationships
  - Heart health
  - Personal safety
  - Body shaping

<b>Support, Mentorship, &amp; Resources</b>	
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| <ul style="list-style-type: none"><li>● High School Teacher: assigned by school<ul style="list-style-type: none"><li>○ Conducts student meetings</li><li>○ Approves student developed timelines and plans</li><li>○ Provides academic support as needed</li><li>○ Provides evaluation of student evidence of learning</li></ul></li><li>● Trainer/Coach/Health Professional/Parent: selected by student<ul style="list-style-type: none"><li>○ Provides information, encouragement, and academic support</li><li>○ Certifies physical activity</li></ul></li></ul> |  |
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<b>Checkpoints &amp; Timelines</b>	
	<ul style="list-style-type: none"><li>• Three <b>group</b> seminars/meetings (all students and course teacher) will be conducted during the semester: beginning of the semester, mid-semester, and end of the semester. Student attendance is required.<ul style="list-style-type: none"><li>○ The beginning of semester seminar/meeting will review course expectations, activities, and schedule.</li><li>○ The mid-semester seminar/meeting will be group discussion and reflection of learning relative to a physically active lifestyle and personal nutrition and dietary practices.</li><li>○ The end of semester seminar/meeting will provide the forum for student health topic research presentations (if not accomplished elsewhere) and summary evaluation of personal and course goals</li></ul></li><li>• Student will deliver evidence of learning as defined in developed/approved plans per agreed to timelines. Periodically during the semester, student will attend individual checkpoint meetings with the course teacher to review progress against developed plans. The checkpoint meetings schedule and their specific purposes will be defined by the course teacher. Teacher may chose to waive any student checkpoint meeting depending upon the known status/progress of the student’s work and ongoing teacher/student communication.</li></ul>
<b>Presentation of Learning</b>	
	<ul style="list-style-type: none"><li>• Physically Active Lifestyle: Review of activity journal by course teacher/coordinator and evidence of learning demonstrated as outlined in plan</li><li>• Personal Nutrition &amp; Dietary Practices: Evidence of learning demonstrated as outlined in plan</li><li>• Health Topic Research: Evidence of learning demonstrated as outlined in plan</li><li>• Summary Reflection on Personal and Course Goals: incorporated into health topic research presentation at end of semester seminar/meeting (see below)</li></ul>
<b>Evaluation of Learning</b>	
	<p>At the end of the semester:</p> <ul style="list-style-type: none"><li>• Student will complete <b>PBC Learning – Student Feedback &amp; Evaluation</b> form and return to the course teacher prior to the end of semester seminar/meeting.</li><li>• Student will participate in the third group seminar/meeting with other students and an evaluation committee (course teacher, curriculum administrator(s), and possibly others). Student’s health topic research presentation will incorporate responses to assigned prompts directed towards summary reflection, assessment, and evaluation of personal and course goals. Student will also respond to any questions from the audience.</li><li>• Grading for course is PASS/NO PASS. Curriculum administrator has final approval on credit award.</li></ul>