



West Linn-Wilsonville Schools

EDUCATIONAL PROGRAM

**Skills, Concepts and Processes
for
Learning**

**PHYSICAL EDUCATION
and HEALTH
Grades K-12**

July 2002

Physical Education and Health

••• Kindergarten and Grade 1 •••

Health and Safety Studies

Children begin to make healthy choices that will become habits. As consumers and citizens, **kindergarten and first grade** children:

- explore the five senses
- identify safe and healthy choices
- demonstrate fire, earthquake, bus, and pedestrian safety
- deal safely with germs, injuries and body fluids

Physical Education

Children engage in activities that contribute to intellectual, social, emotional, and physical development and that enhance and enrich understanding of other curricular areas. In working toward lifelong habits of health and fitness, **kindergarten and first grade** children:

- participate in active leisure activities (loco-motor skills and movement)
- demonstrate cooperation
- use eye-hand/foot coordination
- demonstrate balance
- coordinate large muscle movement
- demonstrate basic loco-motor skills
- participate safely in group setting with respect for the space, needs, and characteristics of others
- identify the physical effects of moderate to vigorous exercise on their own body

Physical Education and Health

●● Grades 2 and 3 ●●

Health and Safety Studies Grades 2 and 3

Children begin to make healthy choices that will become habits. As consumers and citizens, **second and third grade** children:

- examine ways for staying well
- understand bones and muscles as the human body support system
- identify safe and healthy choices
- demonstrate fire, earthquake, bus and pedestrian safety
- deal safely with germs, injuries, and body fluids
- use knowledge of nutrition to make wise food choices
- use strategies to deal with peer influence
- know how to get help for personal safety

Physical Education Grade 2

Children engage in activities that contribute to intellectual, social, emotional, and physical development and that enhance and enrich understanding of other curricular areas. In working toward lifelong habits of health and fitness, **second grade** children:

- participate in leisure time activities (loco-motor skills and movement)
- demonstrate cooperation
- use eye-hand/foot coordination in games and accuracy drills
- demonstrate balance in activities
- demonstrate basic understanding of rules and strategies for a variety of individual and group activities
- participate safely in group settings with respect for space, needs, and personal characteristics of others
- identify the physical effects of moderate to vigorous exercise on their own body

Physical Education Grade 3

Children engage in activities that contribute to intellectual, social, emotional, and physical development and that enhance and enrich understanding of other curricular areas. In working toward lifelong habits of health and fitness, **third grade** children:

- participate in sports and leisure time activities
- demonstrate cooperation
- use eye-hand/foot coordination in games and accuracy drills
- demonstrate balance in activities
- demonstrate basic understanding of rules and strategies for a variety of group activities
- participate safely in group settings with respect for the space, needs, and personal characteristics of others
- integrate movement and manipulative skills
- identify and monitor the physical effects of moderate to vigorous exercise on their own body

Physical Education and Health

••• Grades 4 and 5 •••

Health and Safety Studies Grades 4 and 5

Children begin to make healthy choices that will become habits. As consumers and citizens, **fourth and fifth grade** children:

- understand brains and nerves as the human body control system
- understand digestive, respiratory, and circulatory systems
- identify safe and healthy choices
- demonstrate fire, earthquake, bus and pedestrian safety
- deal safely with germs, injuries, and body fluids
- use knowledge or nutrition to make wise food choices
- develop positive decision-making strategies to ensure one's health and safety

Physical Education Grade 4

Children engage in activities that contribute to intellectual, social, emotional, and physical development and that enhance and enrich understanding of other curricular areas. In working toward lifelong habits of health and fitness, **fourth grade** children:

- participate in active leisure activities
- demonstrate cooperation
- use eye-hand coordination in games and accuracy drills
- demonstrate balance in activities
- demonstrate basic understanding of rules and strategies for a variety of individual and group activities
- identify and monitor the physical effects of moderate to vigorous exercise on their own body
- integrate movement and manipulative skills
- interact in ways that are personally and socially responsible using problem solving, conflict resolution, and keeping the importance of winning and losing in perspective
- participate safely in group settings with respect for the space, needs, and personal characteristics of others

Physical Education Grade 5

Children engage in activities that contribute to intellectual, social, emotional, and physical development and that enhance and enrich understanding of other curricular areas. In working toward lifelong habits of health and fitness, **fifth grade** children:

- participate in active leisure activities
- demonstrate cooperation
- use eye-hand/foot coordination in games and accuracy drills
- demonstrate balance in activities
- demonstrate basic understanding of rules for a variety of games and sports
- appreciate and use strategies for games and sports
- participate safely in group settings with respect for the space, needs, and personal characteristics of others
- identify and monitor the physical effects of moderate to vigorous exercise on their own body
- integrate movement and manipulative skills
- demonstrate competent understanding of rules and strategies for a variety of individual and group activities
- interact in ways that are personally and socially responsible using problem solving, conflict resolution, and keeping the importance of winning and losing in perspective

Physical Education and Health

●●● Grades 6 and 7 ●●●

Children engage in activities that contribute to intellectual, social, emotional, and physical development. In working toward lifelong habits of health and fitness, **sixth and seventh grade** students:

- participate in active lifetime activities including individual and team activities
- demonstrate competent understanding of rules and strategies for a variety of individual and group activities
- identify, monitor and apply the knowledge of the physiological effects on moderate to vigorous exercise on their own body (target heart rate)
- engage in physical activities that result in a personal challenge and accomplishment
- develop realistic personal goals for improving fitness skills, nutrition and general health
- participate safely in group settings with respect for the space, needs, and personal characteristics of others
- understand that wellness is the balance between physical, emotional, and social well being
- interact in ways that are personally and socially responsible using problem solving, conflict resolution, and keeping the importance of winning and losing in perspective
- assess physical fitness levels (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and speed)
- understand career options related to health (medical and health, athletics, and education)
- understand basic first aid
- understand the influences of media on health
- develop skills for decision making in all areas of health risk

Physical Education and Health

●●● Grade 8 ●●●

Children engage in activities that contribute to intellectual, social, emotional, and physical development. In working toward lifelong habits of health and fitness, **eighth grade** students:

- participate in active lifetime activities including individual and team activities
- demonstrate competent understanding of rules and strategies for a variety of individual and group activities
- engage in physical activities that result in a personal challenge and accomplishment
- develop realistic personal goals for improving fitness skills, nutrition and general health
- participate safely in group settings with respect for the space, needs, and personal characteristics of others
- understand that wellness is the balance between physical, emotional, and social well being
- interact in ways that are personally and socially responsible using problem solving, conflict resolution, and keeping the importance of winning and losing in perspective
- apply physiological concepts (intensity, frequency, duration) to maintain or improve personal fitness levels
- assess physical fitness levels (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and speed)
- understand career options related to health (medical and health, athletics, and education)
- develop skills for decision-making in all areas of health risk
- understand the influence of media on health

Physical Education and Health

••• Grades 9 and 10 •••

Wellness I, II / 9, 10

The Wellness courses provide alternating units of health and physical education. Students will participate and assess, monitoring their own lives, the factors which relate to positive, mental, physical and social health.

Students will:

- develop a greater sense of community and resulting responsibilities
- develop integrity, personal management skills, self esteem/self image, respect for self and others, and self motivation/discipline
- demonstrate improved listening skills, and oral communication.
- explore attitudes toward recognizing consequences of risky behavior, substances, sexuality, personal safety in relationship to peers, poor choices, and motorized vehicles
- demonstrate refusal skills and the ability to seek resources for help
- develop strategies for personal safety: STI's (Sexually Transmitted Infections, including HIV), infectious diseases, first aide, addiction
- develop an awareness and understanding through analysis, the influences of cultural trend and media influences
- explore how personal, social, and economic factors influence the health care system
- apply the foundations of nutrition toward understanding in food preparation and personal and consumer health
- explore and understand positive and negative coping mechanism
- develop an understanding for community responsibility and become aware of the health care system in the community
- develop an understanding of the consequences of risky behavior and personal management skills
- understand the patterns of behavior which lead to abuse and develop skills of prevention
- investigate peer and community influence on individuals
- explore the environmental influence on the health of a community

Physical Education and Health

●● Grades 11 and 12 ●●

Healthful Living

The Healthful Living course is designed to explore health issues involving sexuality, family and community dynamics, and interpersonal relationships. Students will partake in research, discussions, and exploration centered on how one's own personal choices influence healthy and unhealthy lifestyles.

Students will:

- explore attitudes toward recognizing consequences of risky sexual behavior including teen pregnancy
- explore how personal choices have an influence on prevention of STI's (Sexually Transmitted Infections) and teen pregnancy, healthy relationships, and healthy families
- recognize aspects of positive self-esteem, and develop skills to improve self-esteem in themselves and others
- recognize the role of abstinence and contraception in preventing pregnancy and decreasing the risk of STI's
- demonstrate an understanding of the reproductive system, conception, fetal development, and childbirth
- explore the grieving process and the cultural aspects of death and dying in our society
- explore and understand the necessary preparedness needed to become healthy adults, responsible parents, and consumers in society
- demonstrate improved oral communication, listening, vocabulary and writing skills related to health education
- identify and gain an understanding on health related assistance, resources, including family planning, crisis management and prevention, coping and counseling
- investigate peer and community influence on individuals
- explore the environmental influence on the health of a community
- investigate how public health policy and government regulations influence health promotion and disease prevention
- explore how the prevention and control of health problems are influenced by research and medical advances