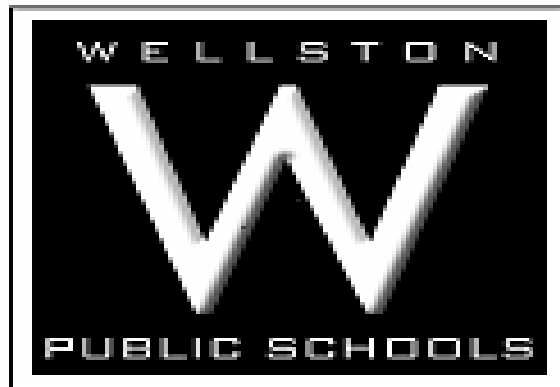


# PHYSICAL EDUCATION AND HEALTH CURRICULUM GUIDE GRADES 9-12



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We are gratified for the support received from  
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Wellston School District  
Administration  
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## RATIONALE FOR THE STUDY OF PHYSICAL EDUCATION AND HEALTH IN WELLSTON

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Physical Education is an integral part of the school curriculum designed to develop a student's maximum physical potential as well as social, emotional and intellectual growth. The curriculum is geared towards improving one's physical status and should provide instruction that will ultimately lead to a healthier lifestyle. The program assists students in developing a positive self-image, leadership capabilities and the ability to get along with others and encourages the application of these skills.

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## GOALS FOR GRADUATES IN PHYSICAL EDUCATION AND HEALTH

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The goals for Wellston graduates in Physical Education and Health are based on the Missouri Show-Me Standards, both in performance as well as specific knowledge standards.

In Performance, students in Missouri public schools will

1. acquire the knowledge and skills to gather, analyze and apply information and ideas
2. acquire the knowledge and skills to communicate effectively within and beyond the classroom
3. acquire the knowledge and skills to recognize and solve problems
4. acquire the knowledge and skills to make decisions and act as responsible members of society

In Physical Education and Health, students in Missouri public schools will acquire a solid foundation, which includes knowledge of

- structures of, functions of, and relationships among human body systems
- principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
- diseases and methods for prevention, treatment and control
- principles of movement and physical fitness
- methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
- consumer health issues (such as the effects of mass media and technologies on safety and health)
- responses to emergency situations

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## CONTENT AND PROCESSES RELATED TO EQUITY, TECHNOLOGY, RESEARCH AND WORKPLACE READINESS SKILLS

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Throughout the Physical Education and Health Program, teachers integrate appropriate content and processes related to gender equity, racial/ethnic equity, disability awareness, and equity, application of technology, research strategies and workplace readiness skills to insure that graduates of the Wellston School District successfully demonstrate understanding and application of the Show-Me-Standards.

Examples of integration of those content and processes are listed below.

**Equity** – All Eskridge High School physical education/health courses integrate valuable equity issues including multicultural, disability and gender equity (Title 9) issues into the curriculum.

All physical education/health classes promote communication and create teamwork opportunities through class participation. All students learn respect for humanity and the dignity of others whom they live and learn with.

**Research** – All Eskridge High School physical education/health courses integrate valuable research techniques into specific, appropriate lessons.

Health and Advanced Health classes: Classes research physical, mental, and social issues relating to personal well being.

Weight Training, Power Walking, and Personal Fitness classes: Classes research and apply health-related components of physical fitness (body composition, aerobic and anaerobic exercise, and flexibility) to personal lifelong fitness.

Freshmen P. E., LifeTime Activities (Individual and Team Sports) and Adaptive classes: Classes research and develop a working knowledge of rules, techniques, strategies, safety skills and history.

Power Walking classes: classes research and acquire knowledge through the study of body composition, nutrition, and aerobic fitness.

Outdoor Adventure classes: Through research, classes promote the understanding of outdoor skills, activities and our environment.

**Technology** – All Eskridge High School physical education /health courses integrate meaningful technology techniques into specific, appropriate lessons.

Health/Advanced Health classes: Technological tools such as using the Internet, computers, computer generated videos, power point presentations, heart monitors, blood pressure cuffs, stethoscopes, calculators, and the development of web pages are utilized in teaching various concepts and content.

Outdoor Adventure: Classes use devices and equipment such as water purifiers, stoves, compasses, and computers.

9<sup>th</sup> P. E. Classes: Classes use the Internet, computer graphics, computer generated videos, power point presentations, heart monitors, and calculators to learn about fitness and in preparing for the MAP test.

Weight Training/Personal Fitness classes: Classes use nutrition software program, body composition software, Internet, heart monitors, and blood pressure cuffs to participate in fitness activities and become aware of fitness issues.

**Workplace Readiness Skills** - All Eskridge High School courses integrate meaningful work readiness skills into specific, appropriate lessons.

Health/Advanced Health classes: Classes use Teenage Health Consultants to present to other students to increase responsibility. Also, First Aid/CPR rescue techniques are integrated into career opportunities.

All classes integrate the following skills:

Students having to be at various locations in a timely manner are reinforcing time management skills.

Cooperation within large groups

Following procedures for game rules and regulations

Learning healthy lifestyle skills to prevent cardiovascular disease, chronic illnesses and obesity

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## INSTRUCTIONAL STRATEGIES

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Wellston School District has identified a set of instructional strategies designed to meet the assessed needs of students. Instruction should be performance-based and demonstrate research-based best practices. These may include, but are not limited to, academic reading and writing in all content areas, hands-on active learning, inquiry-oriented learning, and differentiated instruction. Appropriate strategies are selected for each program of instruction to meet the unique needs of the student.

Health/Physical Education incorporates the following strategies, though not necessarily in this order or in every lesson:

- academic reading and writing in content area
- cooperative learning
- demonstration
- differentiated instruction
- discussion
- divergent warm-ups
- guided practice
- hands-on active learning
- independent practice
- modeling
- journaling
- performance assessment
- portfolios
- self assessment
- project research

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## CURRICULUM EVALUATION AND REVISION

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Evaluation of the curriculum is ongoing and is the responsibility of all those who are involved in the process of writing curriculum. Teacher at all levels will be asked to identify the content strengths and weaknesses of the objectives, the suggested resources and assessment tools. Annually, administrators and teachers will look at the school-wide results on state and national assessments and determine areas that need to be addressed.

A formal comprehensive evaluation of the program will occur every five-six years. This evaluation will take into consideration data collected from assessments, parents, teachers and administrators. Changes in state and national standards, critical issues in the content area, and new developments in educational pedagogy will be considered. Using this information the committee will make recommended changes.

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## VERTICAL ALIGNMENT AND ARTICULATION

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Individual learner objectives in the curriculum have been articulated through development of the curriculum in alignment with the Show-Me Standards and Curriculum Frameworks. Evidence of articulation by grade level and course sequence includes curriculum organization by content standards with correlation to process goals, scope and sequence in curriculum guides, essential curriculum, grade level meetings, early dismissal and staff development day meetings within and across content areas and grade levels, summer curriculum workshops in curriculum and assessment writing, the Literacy Project (reading, writing, and thinking across the curriculum), departmental meetings, team meetings, advisory meetings and the Curriculum Coordinating Council.

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## SCOPE & SEQUENCE FOR PHYSICAL EDUCATION AND HEALTH GRADES 9-12

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|    | 9th PE | Health | Team Sports | Indiv. Sports | Weight Training | Personal Fitness | Adaptive PE | Outdoor Adventure | Adv. Health |
|----|--------|--------|-------------|---------------|-----------------|------------------|-------------|-------------------|-------------|
| 9  | x      | x      |             |               |                 |                  |             |                   |             |
| 10 |        |        | elective    | elective      | elective        | elective         | as needed   |                   |             |
| 11 |        |        | elective    | elective      | elective        | elective         | as needed   |                   | elective    |
| 12 |        |        | elective    | elective      | elective        | elective         | as needed   | elective          | elective    |

# Course Descriptions