

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education/Health K-12 Philosophy

Physical Development is an integral part of the Community Unit School District 200 education system affording us the opportunity to address the growing health challenges facing our students. Daily comprehensive physical education and health programs offer great potential for enhancing the capacity of students' minds, bodies, and social well being. Effective human functioning depends upon optimum physical fitness and health. Through comprehensive K-12 physical education and health programs, students will achieve active and healthy lives. The benefits will enable students to make informed choices, achieve lifetime wellness, accomplish personal goals, and contribute as a healthy, lifelong learner in society.

EARLY HIGH SCHOOL: GRADES 9 & 10

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| 1. Subject Expectation
(State Goal 19) | The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity. |
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Essential Learning 1 (Learning Standard A)	Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities
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| Critical Content | 19.A.4 | <p>a. perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities <i>such as</i>:</p> <ul style="list-style-type: none"> a. <u>work-related</u>: demonstrate proper core-body exercise techniques relating to lifetime prevention of work-related health problems b. <u>leisure</u>: demonstrate proper form in the forehand and backhand strokes in a racquet activity c. <u>sport</u>: demonstrate proper technique in passing, dribbling, shooting in a soccer activity d. <u>creative movement</u>: perform basic rhythmic, patterning relating to dance, aerobics and self-defense |
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Essential Learning 2 (Learning Standard B)	Analyze various movement concepts and applications
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| Critical Content | 19.B.4 | <p>a. understand the basic elements of movement skills and forms associated with exercise, sports, and dance activities <i>such as</i>:</p> <ul style="list-style-type: none"> - movement skills that lead to successfully serving a volleyball - movement skills that lead to successfully passing a soccerball - movement skills associated with successful gameplay in a racquet sport - movement skills associated with successful motor functioning in exercising and fitness training - movement skills used in learning a dance pattern |
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Essential Learning 3 (Learning Standard C)	Demonstrate knowledge of rules, safety and strategies during physical activities
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- Critical Content** **19.C.4a** **a. develop respect for correct rules and safety standards in classroom, fitness and sport activities *such as*:**
- perform safely by staying within personal space
 - exhibiting control
 - demonstrating respect for others' safety within the parameters of activity or play
- 19.C.4b** **b. select and apply offensive, defensive and cooperative strategies in selected activities, games and sports *such as***
- perform basketball strategies such as man-man and/or zone defenses during game play
 - apply the rules of games by demonstrating self-officiating during game play

2. Subject Expectation (State Goal 20) The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Essential Learning 1 (Learning Standard A)	Differentiate and apply the principles and the components of health related fitness
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- Critical Content** **20.A.4a** **a. evaluate and examine the effects of exercise/physical activity on the level of health-related-fitness through the understanding of concepts and guidelines in exercise *such as*:**
- steps to proper warm up and cool down in exercise
 - injuries that may occur when beginning an exercise program
 - safety factors to consider when you exercise
 - precautions to take when exercising in hot/cold weather
 - maintenance of proper fluid intake
 - proper clothing to wear when exercising
 - correct use and understanding of fitness training concepts
 - understand the effects of stress on the human body
 - understand the benefits of exercise
 - understand the nutritional value of food and its relationship to health
- 20.A.4b** **b. participate in various types of fitness training programs including:**
- muscle strength
 - muscle endurance
 - cardiovascular – using polar heart monitors
 - circuit training
 - cross and interval training
 - aerobic vs. anaerobic training
 - threshold training

Essential Learning 2
(Learning Standard B)

Evaluate individual fitness levels

- Critical Content** **20.B.4a** **a. identify and interpret results of health-related physiological data including youth fitness test assessments of:**
- muscle fitness assessments (strength – endurance)
 - flexibility assessments
 - body composition assessments
 - cardiovascular assessments - oxygen exchange
- 20.B.4a** **b. understand how to differentiate the body’s response to physical exercise intensities, such as the measurement of heart rates:**
- at rest (RHR)
 - during activity (THR)
 - after activity (recovery)
- 20.B.4b** **c. understand and apply the basic principles of training (F.I.T.) that improve physical fitness such as:**
- overload
 - frequency
 - intensity
 - time
 - specificity
 - duration
 - mode of exercise

Essential Learning 3
(Learning Standard C)

Create and analyze goals based on fitness data and record, implement and monitor an individual fitness improvement plan

- 20.C.4a** **a. understand how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals such as:**
- analyze the results and categories of fitness assessments
 - identify the “Healthy fitness zone” categories
 - establish a realistic goal to obtain within a specified period of training
- 20.C.4a** **b. set realistic, short-term health related fitness goals based on personal profiles established as a result of wellness screenings, District 200 fitness assessment and testing**
- 20.C.4b** **c. evaluate issues, products and other services in the physical fitness industry and their relationship to the consumer such as:**
- distinguish differences in selectorized fitness equipment, free-weights, dumbbells and various home-gym products
 - evaluate and distinguish between proper weight management
 - strategies for both adolescent and adult health using the results from (TRI-FIT nutritional planning and body composition assessments)
- 20.C.4c** **d. identify and implement basic exercise components necessary to establish a personal fitness program.**

3. Subject Expectation (State Goal 21) The student will develop team-building skills by working with others through physical activity.

Essential Learning 1 (Learning Standard A)	Demonstrate individual responsibility during group physical activities
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- Critical Content**
- 21.A.4a a. apply sound decision-making skills both independently and cooperatively with others during activities such as:**
- passing the basketball to other teammates enabling the best possible scoring opportunity
- 21.A.2b b. review appropriate safety practices in the classroom and during activity**
- apply correct spotting techniques in weight training
 - apply proper breathing techniques during weight-lifting sequences
- 21.A.4b c. apply identified procedures and safe practices to all physical activity settings including:**
- developing skills to enhance task-orientated focus
 - developing listening skills necessary to carry out cooperative activities
- 21.A.4c d. complete tasks within a given expectation and framework of time, such as: 30 minutes workouts**
- cardiovascular workouts: (in a target heart rate zone)
 1. low intensity : 50-60% MHR
 2. moderate zone: 60-70% MHR
 3. aerobic zone: 70-85% MHR
 4. high intensity: 85-100 % MHR
 - muscle fitness workouts: (at percentage of maximums)
 1. circuit: 1set: 30 second intervals maximum repetitions
 2. endurance: high reps >12, less weight 50-60 % of max
 3. strength: low reps < 8, more weight 70-90 % of max
 4. power: moderate reps between 8-12

Essential Learning 2 (Learning Standard B)	Interact appropriately through learned cooperative skills during structured group physical activities
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- Critical Content**
- 21.B.4 a. work cooperatively with others to achieve group goals in competitive and non-competitive situations**
- work together to develop and utilize strategies for success in a competitive setting
 - cooperatively deciding player strength's and personnel positions

FINE ARTS – DANCE: EARLY HIGH SCHOOL

- 1. Subject Expectation** **The student will know the language of the arts.**
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Appraise the sensory elements, organizational principles and expressive qualities of dance
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- Critical Content**
- 5.A.4a **a. analyze and interpret the elements, movement patterns and composition of dance *such as***
 - **application of the concepts of rhythm and synchronized movement**
 - 25.A.4a **b. apply expressive qualities of oneself through body, spatial and movement skills**
 - 25.A.4a **c. demonstrate the etiquette and protocol of dancing with a partner**

Essential Learning 2 (Learning Standard B)	Examine and interpret similarities, distinctions and connections in dance
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- Critical Content**
- 25.A.4a **a. interpret and combine various dance movements into a presentation**
 - 25.A.4a **b. examine and interpret the distinctive characteristics associated with various line, social and ballroom dances**

**2. Subject expectation
(State Goal 26)**

The student through creativity and performance will understand how the works of art are produced.

Essential Learning 1 (Learning Standard A)	Collect and evaluate the traditional and modern tools used in the dance process
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Critical Content 26.A.4a **a. Analyze how music, stylistic differences and expressive meaning effect the creation and production of dance**

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform a dance routine
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Critical Content 26.B.4a **a. create and perform the composition of a dance routine**

**3. Subject expectation
(State Goal 27)**

The student will understand the role of the arts in civilization, past and present.

Essential Learning 1 (Learning Standard A)	Investigate the function of dance in history, society and everyday life
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Critical Content 27.A.4a,b a. **interpret and demonstrate the various styles of multi-cultural influences in dance**

Essential Learning 2 (Learning Standard B)	Recognize how dance reflects history, society and everyday life
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Critical Content 27.B.4a,b a. **compare and contrast the characteristics of dance in various historical time frames *such as* the waltz movements compared to the swing movements in dance**

4. Subject Expectation (State Goal 22) Students will understand principles of health promotion, Personal safety, and the prevention/treatment of illness and injury.

Essential Learning 1 (Learning Standard A)	Identify and implement personal safety principles that lead to health promotion and illness prevention.
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Critical Content: 22.A. 4b Demonstrate proficiencies in physical driving skills, social-responsibilities and cognitive understandings necessary to create an aware, alert and defensive driver. Such as:

- a. Preventative Driving (I.P.D.E) process (Identify, Predict, Decide, and Execute)
- b. Scanning for potential hazards.
- c. Understanding environmental distractions.
- d. Discerning driving risks and potential consequences.
- e. Behaviors associated with safe driving.
- f. Principles of crash/avoidance.

Critical Content: 22.A.4c Understand the need for violence prevention in society; enabling students with the knowledge and application of personal safety strategies that can be used in the home, school, workplace or community environment, Such as:

- a. Students will understand harassment policies and procedures.
- b. Students will understand policies concerning stalking
- c. Students will understand how drug -related behaviors, media and violence jeopardize personal safety in society.
- d. Students will develop the knowledge of self-protection strategies.