

2006-2007 Curriculum Guide West Carroll High School (Grades 9-12)

Illinois Learning Standards

Physical Development & Health

The *Illinois Learning Standards for Physical Development and Health* were developed using National Standards for Physical Education, National Health Education Standards, the 1985 State Goals for Physical Development and Health, and other states' standards and local outcomes from Illinois school districts.

As the nation moves forward into the twenty-first century, a tremendous opportunity exists to enhance our health and well-being. Much of that opportunity lies in our ability to address the growing health challenges that are facing children and youth. Although progress is being made, poor physical fitness; violence; lack of proper nutrition; communicable diseases; and alcohol, tobacco and other drug use continue to plague our society and most notably our youth.

Comprehensive physical development and health programs offer great potential for enhancing the capacity of students' minds and bodies. Extensive research connects the ability to learn to good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment.



Goal 19 - Movement Skills  

Goal 20 - Physical Fitness  

Goal 21 - Team-Building  

Goal 22- Health Promotion, Prevention and Treatment  

Goal 23 - Human Body Systems  

Goal 24 - Communications and Decision-Making  

Retrieved on May 7, 2007 from www.isbe.net.



Course: 9th Grade P.E.

Instructor: Mr. Kevin Venner

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	The student will be able to identify/perform the basic skills used in each unit while playing in a game situation.	Activity handout that describes unit being played Teacher demonstration Teacher evaluation while participating during game play	September – May
B. Analyze various movement concepts and applications.	19.B.4 Analyze various movement patterns for efficiency and effectiveness.	The student will be able to demonstrate basic swimming/non-swimming movement forms while in the pool	Teacher demonstration Check off sheet	November and April
C. Demonstrate knowledge of rules, safety and strategies during physical activity.	19.C.4a Develop rules and safety procedures for physical activities.	The students will be able to identify classroom and unit rules while participating in each unit	Written test over unit rules, positions, how game is started and skills involved in each unit Teacher demonstration Daily grade on: Participation	September – May

			Sportsmanship Fitness Warm-Ups Dress	
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Course: 9th Grade P.E.

Instructor: Mr. Kevin Venner

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Learning Standards	Benchmark Level-Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Know and apply the principles and components of health-related fitness.	20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	The students will be able to set goals and test in the five area of the Presidential Fitness testing area and know what area is being tested	Testing in the five Presidential Fitness areas Sit Ups – Abdominal Strength Sit and Reach – Flexibility Mile Run – Cardiovascular Fitness Push Ups – Upper Body Strength Shuttle Run – Agility Movement	Testing once a quarter
B. Assess individual fitness levels.	20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each	The students will be able to test the five areas of the Presidential Fitness testing areas and evaluate each quarter where they	Testing in the five Presidential Fitness areas Mile Run Sit-Ups	September – May

	component.	need to address their strengths and weaknesses and evaluate their own fitness level	Push Ups Shuttle Run Sit and Reach Pre and Post evaluation of five fitness areas	
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Course: 9th Grade P.E.

Instructor: Mr. Kevin Venner

State Goal 21: Develop team-building skills by working with others through physical activity.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate individual responsibility during group physical activities.	21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.	The students will be able to show sportsmanship and teamwork	Self written evaluation at the end of each unit including sportsmanship, teamwork and participation while playing in each unit Student of the Quarter Thor Physical Education Award Teacher observation grade of sportsmanship and teamwork Teacher verbal reinforcement of sportsmanship and teamwork	September – May

B. Demonstrate cooperative skills during structured group physical activity.	21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	The students will be able to show organizing and leadership skills while participating in game play	Team captain during game play Student of the quarter Thor Physical Education Award Teacher observation grade of sportsmanship and teamwork Army Team Building Skills	
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Course: 9th Grade P.E.

Instructor: Mr. Kevin Venner

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Explain the basic principles of health promotion, illness prevention and safety.	22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	The students will be able to perform stretching exercises and warm-ups while knowing what muscles are being stretched Students will be able to identify what Presidential Fitness Activity is being performed and what area in physical fitness is being emphasized.	Teacher demonstration of stretching exercises Observation of performance in stretching exercises and warm-ups	September – May

Course: Health

Instructor: Mrs. Louann Hoch

State Goal 22: Understand basic principles of health promotion and the prevention and treatment of illness and injury.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/experience (learner objective)	Suggested Resources	Month(s) taught
22. A Explain the basic principles of health promotion, illness prevention and safety	22.A 3b Identify how positive health practices and relevant health care can help reduce health risks	Students will keep a daily log and then analyze the data for living a healthy life	Keep a daily log for three days of their life style (safety practices, diet, exercise, sleep). Use handouts and text to determine healthy lifestyles from text	First two weeks of class
22. A Explain the basic principles of health promotion, illness prevention and safety.	22. a. 4b Analyze possible outcomes of effective health promotion and illness prevention	Students will make posters to put up around the school to promote a drug free lifestyle	Poster board, Handouts, Creative ideas	December

Course: Health

Instructor: Mrs. Louann Hoch

State Goal 23: Understand human body systems and factors that influence growth and development.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/experience (learner objective)	Suggested Resources	Month(s) taught
23.C Describe factors that affect growth and development	23. C.3 Describe the relationships among physical, mental and social health factors during adolescence	Students will be able to explain the “fight or flight” syndrome of stress	handouts	

Course: Health

Instructor: Mrs. Louann Hoch

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/experience (learner objective)	Suggested Resources	Month(s) taught
Apply decision-making skills related to the protection and promotion of individual health.	24.B.3 Apply a decision-making process to an individual health concern.	1. Through class discussion and activities the student will be able to list the five steps to the decision making model. 2. given a situation the student will apply the decision making model to come up with a responsible decision	Textbook, Use a variety of different Scenarios from textbook worksheets and students. Draw a picture of their personality and explain why in a written page using info. From “who am I”, Values I can live with, and other worksheets.	September January and February

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations	24.C.4 Formulate a plan to achieve individual health goals.	1. identify individual stressors 2. recognize signs and symptoms of stress, depression and suicide 3. develop an individual relaxation plan	Textbook, handouts from text worksheets, from internet sources, videos- Relax,	October March
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Course: 10-12 P.E.

Instructors: Mr. Brady Knop and Mr. Josh Knuth

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) taught
A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	Through various activities, students will practice and display motor skills involved in team sports. Such as, football, volleyball, and basketball.		August- October
B. Analyze various movement concepts and applications.	19.B.4 Analyze various movement patterns for efficiency and effectiveness.	Students will demonstrate an understanding of efficient movement via skills testing and written exams.		November- February
C. Demonstrate knowledge of rules, safety and strategies during physical activity	19.C.4a Develop a understanding of rules and safety procedures for physical activities	Students will demonstrate an understanding of the correct rules and procedures during team and individual activities.		March- May

Course: 10-12 P.E.

Instructors: Mr. Brady Knop and Mr. Josh Knuth

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) taught
Students know and apply the concepts, principles and processes of physical fitness.	20.A.4a Interpret the effects of exercise/physical activity on the level of health-related fitness.	Students will be able to identify four components of a healthy lifestyle.		September-October
	20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	Students will be able to differentiate between the benefits from numerous physical activities.		November-January
	20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	Students will demonstrate proficiency in a few forms of physical activity via physical fitness testing and team building units.		March-May

Course: Swimming

Instructor: Mr. Brady Knop

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	Students will participate in a pretest/posttest measuring their ability in the following skills: treading water, timed lap swim (utilizing three fundamental strokes). Other skills tested will include diving, Lifeguard entry, as well as recreational water sports. Students will demonstrate their knowledge of the basic pool rules and procedures on a written quiz.	American Red Cross	August-September
B. Analyze various movement concepts and applications.	19.B.4 Analyze various movement patterns for efficiency and effectiveness.	Students will evaluate students within the class on their form while swimming laps.	American Red Cross	October-November
C. Demonstrate knowledge of rules, safety and strategies during physical activity	19.C.4a Develop a understanding of rules and safety procedures for physical activities	Students will complete written assignment outlining current swimming events and outcomes ex. the upcoming Olympics.	Newspapers, Internet, and magazines	December

Course: Weight Training

Instructors: Mr. Josh Knuth & Mr. Brady Knop

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Learning Standards	Benchmark Level-Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Know and apply the principles and components of health-related fitness.	20. A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	The Learner will practice lifts that train the body	Bigger, Faster, Stronger Program, chart progress, circuit training	August through May
	20.A.5 Implement an individualized health-related fitness plan which includes the principles of training	The learner will identify what lifts work what specific muscles	Bigger, Faster, Stronger Program, chart progress, circuit training	August through May
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.	20.C.5a Set realistic, long-term, health-related fitness goals based on an individual profile.	The Learner will participate in a regimented weight training program	Bigger, Faster, Stronger Program, chart progress, circuit training, Max out	August through May
	20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.	The Learner will be able to identify life time fitness goals	Bigger, Faster, Stronger Program, chart progress, circuit training, record Max for each lift.	August through May

Course: Weight Training

Instructors: Mr. Josh Knuth & Mr. Brady Knop

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

State Learning Standards	Benchmark Level-Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Explain the basic principles of health promotion, illness prevention and safety.	22.A.4a Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).	The learner will obtain knowledge about how a healthy life style contributes to disease prevention.	Bigger, Faster, Stronger Program chart progress, circuit training, record Max for each lift	March Through May
	22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).	The learner will identify how to treat certain sport related injuries, with lifting weights. (rehabbing)	chart progress, circuit training, record Max for each lift Teacher demonstration, bigger faster stronger program	May
C. Explain how the environment can affect health.	22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.	The learner will participate in a fitness program that will take into account the environmental factors that may affect health	Bigger, Faster, Stronger Program chart progress, circuit training, record Max for each lift	March through June
	22.C.2 Explain interrelationships between the environment & individual health (e.g., pollution, respiratory illness, sun & skin cancer)	The learner will be able Identify how the environment impacts there overall well being	Bigger, Faster, Stronger Program chart progress, circuit training, record Max for each lift	March Through June

Course: Cardiovascular Fitness

Instructor: Mrs. Louann Hoch

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/experience (learner objective)	Suggested Resources	Month(s) taught
<p>20.C Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p>	<p>20.C.4c Design and implement a personal fitness program</p>	<p>After examining and practicing different forms of fitness the students will design their fitness program to follow</p> <p>Students will track their individual weight, heart rate, and fitness</p>	<p>Ti bo video Jump ropes, Running Pool activities Individual fitness opportunities</p> <p>Students will weigh in once a week, do tests quarterly.</p> <p>Students will go to the library and devise their own fitness program as their final</p>	<p>Semester class</p>

Course: Lifetime Sports

Instructor: Mr. Kevin Venner and
Mr. Josh Knuth

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	The students will be able to identify/perform the basic skills used in each lifetime activity while playing in a game situation.	Activity handout that describes unit being played Teacher demonstration Peer participation and observation	September – May
B. Analyze various movement concepts and applications.	19.B.4 Analyze various movement patterns for efficiency and effectiveness	The students will be able to demonstrate basic swimming/non-swimming movement forms while in the pool.	Teacher demonstration Check off sheet	November and April
C. Demonstrate knowledge of rules, safety and strategies during physical activity.	19.C.4a Develop rules and safety procedures for physical activities.	The students will be able to identify classroom and unit rules while participating in each unit.	Written test over unit rules, positions, how game is started and skills involved in each unit Teacher demonstration Daily grade on: Participation, Sportsmanship, Fitness, Dress, & Warm-Ups	September – May

Course: Lifetime Sports

Instructor: Mr. Kevin Venner and
Mr. Josh Knuth

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Know and apply the principles and components of health-related fitness.	20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	The students will be able to set goals and test in the five areas of the Presidential Fitness testing areas and know what area is being tested.	Testing in the five Presidential Fitness areas. Sit Ups – Abdominal Strength Sit and Reach – Flexibility Mile Run – Cardiovascular Fitness Push Ups – Upper Body Strength Shuttle Run – Agility Movement	Testing once a quarter
B. Assess individual fitness levels.	20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.	The students will be able to test the five areas of the Presidential Fitness testing areas and evaluate each quarter where they need to address their strengths and weaknesses and evaluate their own fitness level.	Testing in the five Presidential Fitness areas. Mile Run Sit-Ups Push Ups Shuttle Run Sit and Reach Pre/Post evaluation of five fitness areas.	Testing once a quarter.

Course: Lifetime Sports

Instructors: Mr. Kevin Venner and
Mr. Josh Knuth

State Goal 21: Develop team-building skills by working with others through physical activity.

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate individual responsibility during group physical activities.	21.A.5 Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	The students will be able to show sportsmanship and teamwork during game play.	Self written test evaluation at the end each unit of their sportsmanship, teamwork and participation while participating in each unit. Student of the Quarter Thor Physical Education Award Teacher observation grade of sportsmanship and teamwork Teacher verbal reinforcement of sportsmanship and teamwork	September – May
B. Demonstrate cooperative skills during structured group physical activity.	21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.	The students will be able to show organizing and leadership skills while participating in game play.	Team caption during game play Student of the quarter	September – May

			Thor Physical Education Award	
			Teacher observation grade of sportsmanship and teamwork	

Course: Lifetime Sports

Instructors: Mr. Kevin Venner and Mr. Josh Knuth

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

State Learning Standards	Benchmark Level-Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Explain the basic principles of health promotion, illness prevention and safety.	22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	The students will be able to perform stretching exercises and warm-ups while knowing what muscles are being stretched. Students will be able to identify what Presidential Fitness Activity is being performed and what area in physical fitness is being emphasized.	Teacher demonstration of stretching exercises. Observation grade of performance in stretching exercises and warm-ups.	September – May

Course: Lifetime Sports

Instructors: Mr. Kevin Venner and
Mr. Josh Knuth

State Goal 23: Understand human body systems and factors that influence growth and development.

State Learning Standards	Benchmark Level-Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Describe and explain the structure and functions of the human body systems and how they interrelate.	23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).	Taught in Health Class		
B. Explain the effects of health-related actions on the body systems.	23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).	Taught in Health Class		
C. Describe factors that affect growth and development.	23.C.4 Describe changes in physical health and body functions at various stages of the life cycle.	Taught in Health Class		

Course: Lifetime Sports

Instructors: Mr. Kevin Venner and
Mr. Josh Knuth

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	24.A.4b Formulate strategies to prevent conflict and resolve differences.	Taught in Health Class		