



## **Physical Education and Health Curriculum Review**

West St. Paul - Mendota Heights - Eagan Area Schools  
School District 197

---

Prepared by

Kate Skappel  
Curriculum Coordinator

June 2016

## Summary of Year 2

Beginning in November of 2015 our committee (See Appendix A) reconvened to continue our curriculum review work. We began by unpacking that National Physical Education and National Health Education standards and writing learning targets that align to each standard. This work was done collaboratively by teachers of each level across schools. Each representative took the standards documents back to their grade level teams to get input and make revisions, this typically during district wide Collaborative Team meetings.

The review team then took the standards and aligned the standards to the units of instruction for each grade level or course offered in the form of a scope and sequence. The scope and sequence contains each unit of instruction, activities, assessments and standards addressed. These curriculum documents will be used by staff to plan collaboratively and provided to staff when they begin to teach a new course or are newly hired.

During our January professional development day our elementary physical education teachers were able to visit the Stillwater school district to see the work they have done with personal fitness devices. They were excited to see students moving and tracking their movement data during physical education class. Personal fitness devices were identified as an opportunity for our team to explore during year one of curriculum review.

Our team was fortunate this year to be able to attend the National SHAPE America convention as it was held right here in Minneapolis. We had a representative from each grade level (Elementary, Middle and High School) attend the conference. We collaboratively scheduled sessions that would inform our work in the curriculum review process. Staff that attended came back and shared new learning during our April committee meeting. Resources included how to incorporate dance and movement into Physical Education classes, personal fitness devices, health education resources, sexual health education resources and effective instructional strategies for teaching physical education.

As we explored how to keep kids active we decided as a committee to pursue personal fitness devices for students in kindergarten through twelfth grade. Benefits of student fitness devices include:

- Students learn how to track their own individual fitness levels and progress.
- Students learn about zones of activity and how each zone affects their body.
- Students are motivated to keep moving during PE class to increase their score.
- Students learn how to make connections between student effort and achievement.
- Teachers can personalize fitness levels for students based on their individual physical make-up.
- Teachers can measure individual student growth rather than class averages.

The committee recommended to move forward with HeartZones heart rate monitors for students in grades K-12. Sets were purchased so that each student will use a heart rate monitor each day during physical education class. Students will learn about heart rate zones and how each zone contributes to the health of their bodies.

As we dug deeper into our health curriculum we recognized some significant gaps in all levels. Two separate issues arose, the consistency of health instruction from kindergarten through eighth grade and a lack of consistency in sexuality education in seventh through tenth grade. This year through the review process we chose to focus on only on the issue of sexuality education in grades five through ten. With the guidance of

the Minnesota Department of Education we were able to secure a research based curriculum, *Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum* ([www.advocatesforyouth.org](http://www.advocatesforyouth.org)) to teach the National Sexuality Education Standards. We have worked as a review team to scope out topics for grades five, six, seven, eight and ten. You can find the objectives covered by this scope and sequence in Appendix B. We will work to include concepts from this curriculum into our kindergarten through fourth grade review of health next year.

**School District 197 Physical Education and Health Program**

K-4	PE as a specialist, 90 minutes per week.
5-6	PE for one 54 minute period every third day all year.
7-8	PE for one 54 minute period every other day all year. Health embedded in PE, equivalent to one quarter of instruction.
9-12	Two semester credits of PE required to graduate: <ul style="list-style-type: none"> <li>● Individual &amp; Team Activities</li> <li>● Personal Fitness &amp; Wellness</li> <li>● Strength &amp; Conditioning I, II, III and IV</li> </ul> One semester credit of Health required to graduate. <ul style="list-style-type: none"> <li>● Health 10</li> <li>● Health 10 Hybrid</li> </ul>

**Next Steps**

Moving into the 2016-17 school year we will continue to review K-12 Health Education resources and scope and sequence. We will form a team of classroom teachers, health teachers and administrators to review our current practices and what additional resources we may need in order fill identified gaps. This framework will be in place for the 2017-18 school year.

The outcomes identified for grades 7-12 in sexuality education will be implemented in the 2016-17 school year in the existing courses. We will work with middle school teachers and administrators to identify where best to teach the grades five and six Sexuality Education Standards. Currently other health topics (i.e. drugs and alcohol) are taught by a Life Skills teacher during the Social Studies class throughout the year.

Implementation of the HeartZones technology will begin in August with a training for all K-12 PE staff members. Training will include, use of the devices, management of the data and the curriculum that accompanies the technology. We will then investigate how to tie the data collected from the devices into our assessments for Physical Education.

After the completion of our review the state of Minnesota passed legislation to develop state standards for Physical Education. We will monitor the development of these state standards and will make necessary adjustments as needed.

**Appendix A: Curriculum Review Team: K-12 PE/Health**

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>	<b>Administration</b>
PE: Tracy Westman (SO) PE/DAPE: Lisa Schwinn (MO/ME)	PE/DAPE: Scott Reddy (FHMS) Health: Caryn Stremmer-Birr (FHMS) PE/Health: Bryan Herzan (HMS)	PE: Garrett Retka PE: Dave Faust Health: Doug Linton	Tom Orth - HSHS Kate Skappel - Curriculum

## Appendix B: 5-12 Sexuality Education Grade Level Outcomes

### Grade 5 Outcomes:

Students will be able to:

1. Correctly identify at least two parts of the biological male and female reproductive system.
2. Correctly describe the functions of at least two parts of the male and female reproductive system.
3. Identify at least one reliable, accurate source of information about reproductive anatomy.
4. Describe how puberty prepares the human male body for the potential to reproduce.
5. Describe the process of human reproduction by identifying the correct order of steps involved in conception.
6. Describe the difference between “liking” and “loving”.
7. Define “sexual orientation” and its most common categories.
8. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics.
9. Successfully demonstrate assertive communication when expressing a difference of opinion with another person.
10. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.

### Grade 6 Outcomes:

Students will be able to:

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence.
2. Identify at least two websites that contain additional medically accurate information about puberty and adolescence for young people their age.
3. Define what a boundary is, with an emphasis on personal boundaries.
4. Demonstrate how to be clear about one’s own and show respect for others’ boundaries.
5. Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law.
6. Name at least one resource to whom they can report sexual assault or rape.
7. Define three types of communication: passive, assertive and aggressive.
8. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them.
9. Demonstrate an understanding of how to communicate assertively about one’s own decision to wait to engage in any shared sexual behaviors.
10. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship.
11. Identify at least two similarities and two differences between friendships and romantic relationships.
12. List at least three non-sexual activities people can do to show others they like or love each other.
13. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction.

14. Define “Abstinence” and its connection to pregnancy prevention.

### **Grade 7 Outcomes:**

Students will be able to:

1. Name at least two parts of the female/male internal and external sexual and reproductive systems.
2. Describe the function of at least two parts of the male/female internal and external sexual and reproductive systems.
3. Demonstrate a basic understanding of the menstrual cycle.
4. Demonstrate a basic understanding of where sperm is made and how it leaves the body.
5. Describe the process of human reproduction by identifying the correct order of the steps involved with conception.
6. Define sexual intercourse.
7. Define STDs and HIV.
8. Name at least three common STDs and how they are transmitted.
9. Compare sexual behaviors that put people at high, low, or no risk for STDs.
10. Describe three different types of communication people use.
11. Demonstrate how to effectively use assertive communication in relationships.
12. Describe positive aspects of online talking and messaging.
13. Identify examples of flirting and chatting that can be inappropriate or risky.
14. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online.
15. Demonstrate an understanding of using a decision-making model to determine whether to make healthy life choices.
16. Demonstrate how to apply the SMART decision-making model to real-life situations.

### **Grade 8 Outcomes:**

Students will be able to:

1. Characterize, in their own opinion at least one relationship trait as either healthy or unhealthy.
2. Name at least two types of power differential in relationships as well as their implication for the relationship.
3. Describe at least two ways in which an unhealthy relationship can become a healthy one.
4. Apply their understanding of healthy relationships to a couple represented in the media.
5. Identify at least two characteristics of healthy communication in a relationship.
6. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship.
7. Name at least two characteristics of effective listening.
8. Name at least two characteristics of effective communication.
9. Name at least one thing they do and don't like about communicating via text.
10. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings.
11. Name at least two types of sexual assault.
12. List at least one example of each of the following: mutual consent, unfair manipulation,

- threats and aggression.
13. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted.
  14. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy.
  15. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important.
  16. Correctly state what emergency contraception is.
  17. Describe correctly, and in order, the steps to using an external condom.
  18. Describe how an internal condom is used.
  19. Describe at least two ways in which STDs, including HIV, can be transmitted.
  20. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD.
  21. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential.
  22. Name at least two people or entities from which young people receive messages about relationships and sexuality.
  23. Describe at least one message young people might receive about sex and sexuality from each of these sources.
  24. Explain how these messages can have an impact on a young person's sexual decision-making.
  25. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future.

### **Grade 10 Outcomes**

Students will be able to:

1. Explain and define what gender and gender identity are and how they are different from biological sex.
2. Define gender script and identify three sources of gender scripts and messages that they received growing up.
3. Identify at least two things their school does well around LGBTQ inclusion and at least two things they could improve on.
4. Define sexual orientation and name at least three different sexual orientations.
5. Name at least two positive and two negative things about being a particular sexual orientation.
6. Describe three components of sexual orientation and how they are unique from and connected to each other.
7. Define relationship abuse and the five different types of abuse.
8. Describe two impacts of rape and sexual assault on a victim.
9. Explain and reflect on students' own personal beliefs and opinions about relationship abuse and sexual assault.
10. Identify two resources for sexual assault and rape victims.
11. Describe at least three characteristics of a healthy dating relationship.
12. Explain how the media can influence beliefs about what constitutes a healthy dating relationship.
13. Describe ways to express affection within a dating relationship.
14. Evaluate potential positive and negative roles of technology and social media in

relationships.

15. Describe ways to use social media safely, legally and respectfully.
16. Identify various reasons why teens choose to engage or not engage in a sexual relationship.
17. Identify at least three questions to answer to determine if they are ready for a sexual relationship.
18. Analyze influences that may have an impact on whether a person decides to engage in sexual behaviors with another person.
19. Apply effective communication skills to scenarios relating to communicating with a partner about having a sexual relationship.
20. Define the terms consent, coercion and incapacitated and differentiate situations where consent is clearly given and not given.
21. Demonstrate an understanding on how to give and get clear consent as part of a respectful relationship.
22. Define boundaries and explain at least two examples of boundaries.
23. Understand the need to communicate about boundaries in a relationship.
24. Identify various laws about consent and statutory rape.
25. Know the parts of the reproductive systems for both males and females that relate to reproduction.
26. Understand the development of sperm and egg cells and their role in reproduction.
27. Explain the role of the menstrual cycle in the reproductive process.
28. Understand how fertilization takes place and the process of labor and delivery.
29. Know how pregnancy occurs and the stages of labor and delivery.
30. Know at least two symptoms of pregnancy and explain three choices a person has when they learn they are pregnant.
31. Understand what prenatal care is and identify medically accurate information about prenatal care and pregnancy.
32. Know laws relating to reproductive decision-making and at least three inherent rights teens have relating to sexual health and reproductive decision-making.
33. Describe at least three characteristics of a good parent and know at least one resource a young parent can use for resources and support.
34. Know at least three facts about STD's and their symptoms.
35. Explain the risk behaviors that can spread STD's.
36. Know at least three facts about STD testing and know how to access STD testing in the community or on line.
37. Explain how to communicate with a partner about STD risks and how to protect yourself from these risks.
38. Name at least three methods of birth control for teens and reasons why a teen might want to use birth control that are independent of preventing pregnancy.
39. Apply a decision-making model relating choices about preventing pregnancy and safer sex, including abstinence.
40. Explain at least three laws relating to teens' rights and sexual and reproductive health.
41. Describe the steps to using a condom and putting on a condom correctly.
42. Identify at least three accurate and reliable resources for teens to access sexual health information.