

High School OCPE Fall Curriculum Calendar

Please remember – ALL students are 1st Time Takers due to new curriculum in 2016-2017

Week	Dates	Health Topic	1 st Time Taken	2 nd Time Taken	3 rd Time Taken	4 th Time Taken
1	Aug 22-26	<u>Family Risk Inventory</u>	<u>Check for Understanding Questions (CfUQ)</u>	*Not Needed Until 2017-2018	*Not Needed Until 2018-2019	*Not Needed Until 2019-2020
			<u>Goal Setting Worksheet</u>			
			<u>Nutrition and Activity Journal</u>			
			<u>Written Assignment Grading Rubric</u>			
2	Aug 29 – Sep 2	<u>Smart Goals</u>	<u>CfUQ</u>			
3	Sep 5-9	<u>MyPlate and Breakfast</u>	<u>CfUQ</u>			
4	Sep 12-16	<u>Activity Safety</u>	<u>CfUQ</u>			
5	Sep 19-23	<u>Personal Hygiene</u>	<u>CfUQ</u>			
6	Sep 26-30	<u>Review Week</u>	<u>1st 6 Weeks Exam</u>			
7	Oct 3-7	<u>Health-Related Fitness</u>	<u>Check for Understanding Questions (CfUQ)</u>			
			<u>Goal Setting Worksheet</u>			
			<u>Nutrition and Activity Journal</u>			
			<u>Written Assignment Grading Rubric</u>			
8	Oct 10-14	<u>Skill-Related Fitness</u>	<u>CfUQ</u>			
9	Oct 17-21	<u>Short-Term vs. Long-Term Goals</u>	<u>CfUQ</u>			
10	Oct 24-28	<u>Target Heart Rate</u>	<u>CfUQ</u>			
11	Oct 31- Nov 4	<u>Hydration</u>	<u>CfUQ</u>			
12	Nov 7-11	<u>Review Week</u>	<u>2nd 6 Weeks Exam</u>			
13	Nov 14-18	<u>Stress and Stress Relief</u>	<u>Check for Understanding Questions (CfUQ)</u>			
			<u>Goal Setting Worksheet</u>			
			<u>Nutrition and Activity Journal</u>			
			<u>Written Assignment</u>			

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Week	Dates	Health Topic	1 st Time Taken	2 nd Time Taken	3 rd Time Taken	4 th Time Taken
			<u>Grading Rubric</u>			
14	Nov 28- Dec 2	<u>Skeletal System and Injury Prevention</u>	<u>CfUQ</u>			
15	Dec 5-9	<u>Carbohydrates, Fats, and Proteins</u>	<u>CfUQ</u>			
16	Dec 12-16	<u>Tobacco</u>	<u>CfUQ</u>			
17	Dec 19-23	Review Week	<u>3rd 6 Weeks Exam</u>			

*Final Project done in Week 17 only if students are leaving after the first semester.

HS: Weekly Health Topic Sheets Grading Rubric

Directions: Use the following rubric to determine the grade for each of the health topics.

Criteria	Outstanding	Above Average	Proficient	Basic	Below Expectations
Critical Thinking	Rich in content; 3-4 complete sentences; insightful evaluations; clear connections made to previous content 40 points	Substantial information; 2-3 complete sentences; evidence of connections to topic 36 points	Complete information; 1-2 sentences; connected to topic 33 points	Basic information; 1-2 word answers; limited connections 30 points	Missing information; 1 word answers; no evidence of connection to topic 25 points
Personal Reflection	High quality consisting of personal reflections connecting to real life situations using 3-4 complete sentences 40 points	Connects ideas to personal experiences using 2-3 complete sentences 36 points	Reflects personal experiences; 1 complete sentence 32 points	Very little evidence of personal reflection using 1-2 word answers 30 points	No evidence of personal reflection; missing information; 1 word answers 25 points
Physical Features	No grammatical errors; neatly written or typed 20 points	1-2 grammatical errors; neatly written or typed 18 points	More than 2 grammatical errors; Neatly written 15 points	Quite a few grammatical errors that interfere with content; difficult to read 10 points	Many grammatical errors and written in such a way that it is very difficult to read 5 points

**HS: Weekly Skill/Participation
Grading Rubric**

Directions: Use the following rubric to determine a daily skill/participation grade. All unexcused absences not made up within the same week shall be counted as a "0" (zero).

Criteria	Outstanding 100 points	Above Average 90 points	Proficient 80 points	Basic 70 points	Below Expectations 55 points
Skill/ Social Development	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity all of the time.	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity most of the time.	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity some of the time.	Student participates confidently, applies movement concepts and principles, and demonstrates positive personal and social skills to the identified physical activity on occasion.	Student does not participate in the identified physical activity when expected.

**Student Written Assignments
(1st 6 Weeks)**

Name _____

1. Nutrition and Activity Journal _____ /100 pts total

2. Goal Setting Worksheet _____ /100 pts total

3. 5 Weekly Topic Sheets with Questions

• Week 1: Family Risk Inventory _____ /100 pts total

• Week 2: Smart Goals _____ /100 pts total

• Week 3: MyPlate and Breakfast _____ /100 pts total

• Week 4: Activity Safety _____ /100 pts total

• Week 5: Personal Hygiene _____ /100 pts total

Written Work Average Grade (Total points divided by 7) _____

Name: _____

Date: _____

**HS 1st Time Taken
1st 6 Weeks Nutrition and Activity Journal**

This sheet is done once per six weeks but can be done on any week during the grading period.

Nutrition Goal: (20 pts)

(30 pts)

	Breakfast	Lunch	Dinner	Snacks
MON				
TUES				
WED				
THURS				
FRI				

Lifestyle Factors for the Week (10 pts)

Average Hours of Sleep: _____ # of Breakfasts: _____

Glasses of Water: _____ # Sugar Drinks: _____

of Protein Servings _____ # of Fruit Servings _____

of Veggie Servings _____

Name: _____

Date: _____

Physical Activity and Exercise Goals (FITT): (20 pts)

(30 pts)

	Cardiovascular Endurance Activities	Muscular Strength/Endurance Activities	Flexibility Activities
MON			
TUES			
WED			
THURS			
FRI			

Lifestyle Factors for the Week (10 pts)

Trouble Sleeping: Exercise Fatigue: Muscle/Joint Pain:

Change in Appetite: Gained Interest in Exercise:

Name: _____

Date: _____

HS 1st Time Taken Goal Setting Worksheet

My goals for this 6 weeks are: (25 Points)

- 1.

- 2.

Start Date: _____ Target Completion: _____

What will help you reach your goal?
(25 Points)

- 1.

- 2.

- 3.

What are things that will stand in your way?
(25 Points)

- 1.

- 2.

- 3.

How will reaching these goals affect you? (25 Points)

Family Risk Inventory

Risk factors are habits or characteristics that can increase the likelihood of developing certain diseases. Some risk factors are non-modifiable (risk factors that cannot be changed) and some are modifiable (risk factors that can be changed).

Non-modifiable risk factors:

Family history of coronary disease or stroke

Age

Sex

Modifiable risk factors:

Smoking

High blood pressure (hypertension)

Sedentary lifestyle (couch potato)

Diabetes

Stress

Obesity

Excessive use of alcohol

The following are possible conditions that can exist in families.

ARTHRITIS

ASTHMA

BLEEDING PROBLEMS

CANCER

DIABETES TYPE1/TYPE2

EPILEPSY

EYE CONDITIONS

HEARING PROBLEMS

HEART DISEASE

HIGH CHOLESTEROL

KIDNEY DISEASE

STROKE

ULCERS

ALCOHOLISM

DRUG USE

OBESITY

SMOKING

Diet and lifestyle are the most common causes of these lifestyle diseases. Tobacco smoking, drug abuse and alcohol intake as well as a lack of exercise can increase the risk of acquiring certain diseases. This is especially common in the elderly. Regular physical activity helps to prevent obesity, heart disease, hypertension, diabetes, colon cancer, and premature mortality.

Check for Understanding

Parents/Guardians,

Please have a discussion with your child about their family health history and how it can possibly affect their health and lifestyle.

I have had a discussion with my child about our family medical history.

Student Name

Parent/Guardian Name (Print)

Parent/Guardian Signature

I choose to not have a discussion with my child about our family medical history at this time.

Student Name

Parent/Guardian Name (Print)

Parent/Guardian Signature