

Health and Physical Education

MIDDLE SCHOOL

STANDARD 1

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

Benchmark MS.1.1: Develop fundamental physical skills and progress to complex movement activities as physically able PE curriculum

Indicators:

- MS.1.1.1 Perform, as physically capable, fundamental physical skills and apply more complex skills to a variety of movement activities (juggling, basketball, Frisbee, yoga, gymnastics)
- MS.1.1.2 Engage in team and cooperative activities (new games)
- MS.1.1.3 Engage in movement in different planes such as over, under, through (obstacle, course, chin up bars, dip bars, yoga, running, skipping, and perform balance activities)
- MS.1.1.4 Develop an awareness of individual and group competence in movement skills and teamwork activities

Available Assessments:

Practice or skill assessment drills (pg. 8-27)

Peer assessment rubric (pg. 8-27)

Benchmark MS.1.2: Incorporate rules and safety procedures into physical activities

Indicators:

- MS.1.2.1 Follow rules and safety procedures and practice sportsmanship, cooperation, and team work in a variety of games and fitness activities
- MS.1.2.2 Develop social and behavioral patterns that lend to cooperative interaction

Available Assessments:

Written quiz of rules and safety regulations (pg. 5-7)

Written quiz on definitions of sportsmanship, cooperation, and team work

Knowledge of rules may be done by a video quiz (previously taped to show certain fouls, students have to identify what foul occurred)

Benchmark MS.1.3: Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals.

Indicator:

- MS.1.3.1 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength, endurance, flexibility and body composition

Available Assessments:

Written quiz of the definition of exercise, the recommended amount of exercise, and examples of effective exercise

Keep a journal of their at-home physical activity, and bring it in with parent's signature

Students assess how they think they have done for the set period (9-weeks/semester) (pg. 28-30)

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*****

Key: 1, Grade 1, Standard 1.1, Benchmark 1.1.1, Indicator

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Benchmark: MS.1.4: Understand nutrition and food nutrients and how they affect physical performance and the body.

Indicators:

- MS.1.4.1 Design nutrition goals based on national dietary guidelines and individual activity needs
- MS.1.4.2 Distinguish between safe and unsafe use of nutritional supplements, such as protein drinks, weight loss powder, and creatine supplements
- MS.1.4.3 Conduct a personal assessment of daily dietary patterns
- MS.1.4.4 Understand the results of movement, fitness and nutrition practices in relation to other areas of life such as job demands, climate, social norms (sedentary lifestyle)
- MS.1.4.5 Evaluate dietary patterns that contribute to disease

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!

Key: 1, Grade 1, Standard 1.1, Benchmark 1.1.1, Indicator

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STANDARD 2

The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

Benchmarks MS.2.1: Recognize patterns of growth and development

Indicators:

- MS.2.1.1 Describe the physical, emotional, intellectual and social changes that occur during puberty
- MS.2.1.2 Know the adverse physical, emotional, and economic consequences of being sexually active (sexual behaviors that result in risk) vs. abstinence

Benchmark MS.2.2: Understand the transmission and control of communicable and non-communicable diseases (STD, Dengue, Colds)

Indicator:

- MS.2.2.1 Describe health care practices, reliable sources of information, and products that result in early detection and treatment of disease

Benchmark MS.2.3: Acquire skills to live safely

Indicators:

- MS.2.3.1 Anticipate abusive and risky situations and demonstrate safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community
- MS.2.3.2 Demonstrate first aid skills that help self and others in an emergency or crisis
- MS.2.3.3 Develop short-term strategies to reduce harmful stress (e.g., yoga, breathing techniques, massage, progressive relaxation)
- MS.2.3.4 Anticipate situations which involve pressure to abuse legal or use illegal drugs and plan to how to reduce drug risks
- MS.2.3.5 Introduce basic concepts of water safety

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

Benchmarks MS.3.1: Understand how environmental factors affect one's health

Indicators:

- MS.3.1.1 Understand the affects of sleep deprivation
- MS.3.1.2 Describe the influence of environmental factors that positively and negatively affect health (e.g., stress on the body and mind and mental illness)
- MS.3.1.3 Describe how nutrition, exercise, and environmental factors influence physical growth and lifelong health

Benchmark MS.3.2: Gather and analyze health information

Indicator:

- MS.3.2.1 Help students distinguish between healthy and unhealthy parameters

Benchmark MS.3.3: Use social skills to project health and safety in a variety of situations

Indicators:

- MS.3.3.1 Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships
- MS.3.3.2 Choose from a variety of social skills to avoid risky situations

Benchmark MS.3.4: Understand how emotions influence decision-making

Indicators:

- MS.3.4.1 Describe how emotions may influence decision making and plan how to act in emotional situations
- MS.3.4.2 Promote skills that students need in daily life as they learn about their identity and how to manage interactions with other people

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 4

The student *effectively analyzes health and safety information to develop health and fitness plans based on life goals.*

To meet this standard, the student will:

Benchmarks MS.4.1: Assess needs and resources

Indicators:

- MS.4.1.1 Assess health practices and the positive and negative consequences of behaviors
- MS.4.1.2 Develop alternative assessment tools such as student portfolios (e.g., self-assessment, nutritional survey)

Available Assessment:

Students are given 10 points daily, when their behavior deserves a negative consequence they are deducted 5 points. Students research their muscles and how they work, what they do, etc. (pg. 2-3)

Benchmarks MS.4.2: Develop a health and fitness plan and a monitoring system

Indicators:

- MS.4.2.1 Participate in fitness assessments every 3 months during 6, 7, and 8th grade (pre- post assessment) every 3 weeks. Student's grades should be assessed based on how much the students are improving their scores each time fitness testing is assessed.
- MS.4.2.2 Maintain a fitness folder that will develop a support system and a record keeping system to achieve health and fitness goals

Available Assessment:

Fitness testing (mile run, push-ups, sit-ups, flexibility, pull-ups, timed jump rope, etc.) can be administered

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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