Hudsonville Public Schools

Curriculum Map

Course/Subject: P.E. Grade: 6 Time Period: Semester

Unit/Chapter	*Standards Taught*	*Lessons/Activities*	*Key Concepts/Vocabulary*	*Resources/Technology*	*Assessments FOR Learning (formative)*	*Assessments OF Learning (summative)*
Gymnastics	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	• Individual skill development • Cooperative games • Partner work • Team work • Skill assessment	• Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games.	P.E. Equipment	• Teacher Assessment • Performance Assessment	• Written Assessment
	Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.	• hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons	• Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk.		• Teacher Assessment	• Physical Fitness Assessment
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	• Cooperative movements • Group/Partner movements • Team Games • Pre-class activities	• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.		• Teacher Evaluation	• Gymnastics Routine
	Content Standard 11: All students will explain and apply the essential steps in learning motor skills.	• Skill drills appropriate to the activity • Individual work • Peer work • Group work	• Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected sports and activities. • Recognize the importance of goal setting in skill acquisition.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation

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	Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	• Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Record goal and progress in a portfolio	* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self-discipline, and work.	P.E. Equipment	• Teacher Correction & Evaluation	• Teacher Correction & Evaluation
	Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.	• Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson	• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation

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Invasion Games (Basketball and Soccer)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	• Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games	• Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games.	P.E. Equipment	• Teacher Assessment • Student computer portfolio • Performance Assessment	• Written Assessment
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	• Cooperative movements • Group/Partner movements • Team Games • Pre-class activities	• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.		• Teacher Evaluation	• Teacher Evaluation
	Content Standard 11: All students will explain and apply the essential steps in learning motor skills.	• Skill drills appropriate to the activity • Individual work • Peer work • Group work • Games	• Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation
	Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	• Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness	* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honestly, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of		• Teacher Correction & Evaluation • Individual/group discussion	• Teacher Correction & Evaluation

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			participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self-discipline, and work.	P.E. Equipment		
	Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.	• Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson	• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation

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Curriculum Map

Course/Subject: P.E. / Health Grade: 6 Time Period: Semester

Unit/Chapter	*Standards Taught*	*Lessons/Activities*	*Key Concepts/Vocabulary*	*Resources/Technology*	*Assessments FOR Learning (formative)*	*Assessments OF Learning (summative)*
Fitness (Weight Lifting and Conditioning)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	• Individual skill development • Partner work • Team work • Skill assessment	• Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games.	P.E. Equipment Weight Room	• Teacher Assessment • Performance Assessment	• Written Assessment • Muscle Quiz
	Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.	• Run/Walk • Circuit Training • Pulse Assessment	• Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. timed or distanced walk/run and other endurance activities at specified heart rate/recovery).		• Teacher Assessment	• 1 mile walk/run Assessment
	Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.	• thigh/ leg strength endurance exercises • abdominal/low back strength/ endurance exercises • arm/shoulder strength/ endurance exercises • muscle location lessons	• Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdominal, lower back, upper body, thigh, lower leg, and neck.		• Teacher Assessment • Physical Fitness Assessment	
	Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.	• hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons	• Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk.		• Teacher Assessment • Physical Fitness Assessment	

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	Content Standard 9: All students will recognize and understand the benefits of healthy body composition.	• group discussion • worksheets/ charts • height weight data • basics of conditioning lessons	• Demonstrate an awareness of body composition.		• Teacher Assessment	
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	• Cooperative movements • Group/Partner movements • Team Games • Pre-class activities	• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.	P.E. Equipment Weight Room	• Teacher Evaluation	• Teacher Evaluation
	Content Standard 12: All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health related fitness	• Group discussion • Demonstrations • Lead-up activities • Rule assessments • Cooperative group work • Games and sports • Healthy citizenship lessons	*Identify three life-long physical activities that one enjoys the most and summarize the reasons why these activities are valued more that others		• Teacher Evaluation	• Teacher Evaluation
	Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	• Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness	* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self-discipline, and work.		• Teacher Correction & Evaluation • Individual/group discussion	• Teacher Correction & Evaluation

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Course/Subject: P.E. Grade: 6 Time Period: Semester

\Unit/Chapter	*Standards Taught*	*Lessons/Activities*	*Key Concepts/Vocabulary*	*Resources/Technology*	*Assessments FOR Learning (formative)*	*Assessments OF Learning (summative)*
Net/Wall Games (Tennis and Volleyball)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	• Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games	• Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games.	P.E. Equipment	• Teacher Assessment • Student computer portfolio • Performance Assessment	• Written Assessment
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	• Cooperative movements • Group/Partner movements • Team Games • Pre-class activities	• Demonstrate slow and fast movement speeds, balance, coordination and body awareness.		• Teacher Evaluation	• Teacher Evaluation
	Content Standard 11: All students will explain and apply the essential steps in learning motor skills.	• Skill drills appropriate to the activity • Individual work • Peer work • Group work • Games	• Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation
	Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	• Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness	* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honestly, loyalty, perseverance, respect, responsibility, self-discipline,		• Teacher Correction & Evaluation • Individual/group discussion	• Teacher Correction & Evaluation

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			and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect,responsibility, self-discipline, and work.	P.E. Equipment		
	Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.	• Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson	• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing.		• Teacher Correction & Evaluation	• Teacher Correction & Evaluation

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Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 3 weeks
8th Grade: 1 week

Unit/Chapter	*Standards Taught*	*Lessons/Activities*	*Key Concepts/Vocabulary*	*Resources/Technology*	*Assessments FOR Learning (formative)*	*Assessments OF Learning (summative)*
Applied Health Concepts	**Content Standard 1:** All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.	Body systems are taught in 5th grade. 6th grade Nutrition Class discussion 7th grade health. -puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Describe how health is influenced by the interaction of body systems. * Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. * Describe the interrelationship of physical, intellectual, emotional, and social health during adolescence. * Describe how the family and peers influence the health of individuals. * Analyze how heredity, environment, and personal health are related. * Describe ways to reduce risks related to adolescent health problems. * Recognize that most causes of premature health problems can be prevented by positive health practices and appropriate health care. *Analyze reasons for young people to remain abstinent is the only 100% way effective method of protection of HIV, other serious communicable disease, and pregnancy. *Locate adult resources who can provide accurate information about friendships, dating, puberty, and human reproduction.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion • Survey	* Written tests * Projects * Class discussion • Survey

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Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
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Accessing Information Services	**Content Standard 2:** All students will access valid health information and appropriate health promoting products and services.	6th grade Nutrition Class discussion 7th grade health. puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Analyze the validity of health information, products, and services. * Demonstrate the ability to utilize resources from the home, school, and community that provide accurate health information. * Analyze how media influences the selection of health information and products. * Synthesize accurate information from a variety of sources regarding a community health issue. * Compare the costs and validity of health products. * Describe situations requiring professional health services.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion * Survey	* Written tests * Projects * Class discussion • Survey

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Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
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8th Grade: 1 week

Health Behaviors	**Content Standard 3:** All students will practice health enhancing behaviors and reduce health risks.	6th grade Nutrition Class discussion 7th grade health. puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Explain the importance of assuming responsibility for personal health behaviors. * Distinguish between safe, risky, and harmful behaviors in relationships. * Demonstrate strategies to positively manage stress. * Demonstrate ways to avoid threatening situations and reduce conflict. * Demonstrate strategies to improve personal and family health. * Develop injury prevention and management strategies for personal and family health. * Analyze a personal health assessment to determine health strengths and risks.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion • Survey	* Written tests * Projects * Class discussion • Survey

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Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 3 weeks
8th Grade: 1 week

Influences	**Content Standard 4:** All students will analyze the influence of cultural beliefs, media, and technology on health.	6th grade Nutrition Class discussion 7th grade health. -puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Describe the influence of cultural beliefs on health behaviors and the use of health services. * Describe how messages from media and other sources influence health behaviors. * Analyze the influence of technology on personal and family health. * Analyze how information from peers influences health.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion * Survey	* Written tests * Projects * Class discussion * Survey

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Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 3 weeks
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Goal Setting and Decision Making	**Content Standard 5:** All students will use goal setting and decision-making skills to enhance health.	6th grade Nutrition Class discussion 7th grade health. -puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively. * Demonstrate the ability to ask for assistance when making health-related decisions. * Analyze the role of individual, family, community, and cultural values when making health related decisions. * Explain how decisions regarding health behaviors have consequences on self and others. * Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. * Apply strategies and skills needed to attain personal health goals.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion * Survey	* Written tests * Projects • Class discussion • Survey

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Social Skills	**Content Standard 6:** All students will demonstrate effective interpersonal communication and other social skills which enhance health.	*Counseling Department -bullying -relationships -respect -cyber bullying 6th grade Nutrition Class discussion 7th grade health. -puberty - self image -adolescence -reproduction -STI's -CSC Laws -HIV/AIDS -abstinence Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships -CSC/abstinence review	* Demonstrate effective verbal and nonverbal communication skills. * Describe how the behavior of family and peers affects interpersonal communication. * Demonstrate healthy ways to express needs, wants, and feelings. * Demonstrate ways to communicate care, consideration, empathy, and respect for self and others. * Demonstrate communication skills for building and maintaining healthy relationships. * Demonstrate attentive listening skills. * Demonstrate refusal and negotiation skills to enhance health. * Analyze the possible causes of conflict among youth in schools and communities. * Demonstrate strategies to manage conflict in healthy ways.	* videos -Nutrition -Reproductive Health -Alcohol, Tobacco, Drug * powerpoint * computer	* Written tests * Projects * Class discussion * Survey	* Written tests * Projects * Class discussion * Survey