**Challenger Middle School Course Syllabus Course Name: Physical Fitness/Health Grade: Middle School**

**Quarter 3 Start Date: January 31, 2024 Quarter 3 End Date: April 12, 2024**

**Quarter 4 Start Dates: April 15, 2024 Quarter 4 End Date: June 14, 2024**

**Physical Fitness/Health**

**District Course Code:** Q700HF/Q800HF

**CEDARS Course Code:** 08111/08112

**Certificated Teacher:** Katie Schultz-Wetherington

**Grading:** A, B, C, D, F

**Course Description:**

During Physical Fitness/Health, students share in the responsibility of developing positive intellectual, emotional, and social skills. Physical education is unique in that it has the opportunity to learn about differences among people, healthy competition, teamwork and sportsmanship.

The Five for Life Program focuses on a fitness and health-based curriculum that delivers concepts through activity-based lessons that blend into the traditional physical education program. Students are motivated by this program because it is individualized; it is about personal fitness and health.

HealthSmart Curriculum (8th Grade Only)

Senate Bill 5395, passed by the State Legislature in 2020, requires that all schools provide comprehensive sexual health education. Comprehensive sexual health education is defined in the bill as instruction about human development and reproduction that takes place over time and is age-appropriate and inclusive of all students.

At the middle school level, the instruction happens two times: during grades 6 and 8. At each level, there are nine lessons which focus on understanding the body; recognizing healthy and safe behaviors; and identifying accurate information when doing research. To address these, Bethel School District has adopted the HealthSmart curriculum, which offers specific information for students about their sexual development and current or future behaviors. Students are taught to rely on accurate sources and trusted adults when seeking information about their health to supplement the factual, medically and scientifically accurate content of the HealthSmart curriculum.

**Text/Resources Provided:**

Five for Life Program: Intermediate; Health Smart (8th grade only)

**Online Resources:**

None

**Common Core Standards Addressed In This Course:**

*Standards* - this course meets the State and School District grade 6-8 ELA standards.

**Quarters 3 & 4:**

**Five for Life:**

* **Standard 1:** Demonstrates competency in a variety of motor skills, and movement patterns.
* **Standard 2:** Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
* **Standard 3:** Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
* **Standard 4:** Exhibits responsible personal and social behavior that respects self and others.
* **Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Course Objectives:**

To pass this course, the student will demonstrate mastery of standards through assignments, projects and/or through participation in Physical Fitness/Health:

**Five Components of Fitness:**

* Students will explain the five components of fitness and how they relate to health, performance and appearance.
* Students will describe the five components of fitness and how they apply them to everyday life.

**Health (Nutrition):**

* Students will identify the food groups in the USDA’s MyPlate.
* Students will define the daily amount of food eaten from each food group in cups and ounces–for males or females ages 12-13.
* Students will apply portion sizes to a variety of foods.
* Students will discover how an active lifestyle is dependent on energy provided by carbohydrates, protein, fat, vitamins and minerals in the food they eat.
* Students will analyze a food label to determine nutritional value, serving size, calories, nutrients, and percent of daily value.
* Students will conclude that a healthy diet is necessary for a strong muscular system and long-term health.

**Movement (Bones for Life):**

* Students will name the location and function of basic bones of the human anatomy.
* Students will describe how an active lifestyle with weight bearing exercises promotes bone growth.
* Students will explain how a healthy diet is necessary for a strong skeletal system.

**Functional Training:**

* Students will use functional equipment to improve performance in athletics and/or daily living activities.
* Students will perform a variety of exercises in the four pillars of human movement.
* Students will perform a variety of exercises using different pieces of equipment.

**Healthy Behavior (8th Grade Only)**

* Students will learn about getting accurate and reliable information to help keep your body healthy.
* Students will learn about getting enough sleep, preventing vision and hearing loss, and preventing skin damage from the sun.
* Students will learn about preventing infectious and chronic disease.
* Students will learn about treating others with respect.
* Students will learn about being sexually abstinent, supporting others to be abstinent, and not pressuring others to engage in sexual behaviors.

***Summative Assessments:***

* Summative assessments for this course will be the end of unit projects.

**COURSE GRADE REQUIREMENTS**

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to be completed to standard; this is a "B". "A" is exceeding standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students cannot earn a cumulative passing course grade without meeting standards which may be assessed by tests, essays, and/or projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All assessments can be resubmitted until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **22-23 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** |
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| **SBG SCORE** | **DESCRIPTION** | **LETTER ALIGNMENT** |
| **4** | **Exceeding Standards -** Consistently meets requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill | A80-100 |
| **3** | **Meeting Standards -** Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills | B60-80 |
| **2** | **Approaching Standards -** Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills | C40-60 |
| **1** | **Attempting Standards -** With or without consistent support student is making limited progress towards standards - progress report meeting required | D20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no demonstration of key standards - progress report meeting required | F0-20 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. As such, we will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses and will treat each instance of academic dishonesty as a learning opportunity. All of us (adults and students) are expected to work under the directions and guidelines provided by each learning opportunity, assignment, and assessment to the best of our individual and unique ability. Should a student demonstrate a pattern of behaviors that show a pattern of academic honesty violations, progressive interventions including disciplinary action may apply.

Progress and course assignment/project completion will be evaluated at least monthly by the teacher.

**Classroom Expectations and Norms:**

**Expectation:**

If what you are doing: INTERFERES with learning, HURTS someone's heart, PREVENTS you from being your best self… You shouldn’t be doing it!

**Norms:**

* Everyone has the right to be heard.
* Be respectful while still being critical.
* No name calling.
* One person speaks at a time.
* Hold yourself and each other to high standards of excellence at all times.
* Have the humility to recognize that you do not know everything and that everyone can stand to improve.
* Recognize that everyone will start from different bases of knowledge.