Course Overview

Middle School | 5-8 | Health & Physical Education - *Last Updated on October 28, 2024*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Empowered, health-literate individuals, equipped with the knowledge and skills for lifelong physical activity and wellness, proactively balance physical, mental, social and emotional health needs.
- Leaders and active participants in health and wellness initiatives with a strong sense of ownership and responsibility for their health and that of their peers drive positive change within their communities, demonstrating commitment to collective well-being.
- Benefiting from partnerships with local health organizations and wellness professionals, learners cultivate informed, community-minded individuals who value collaboration and the importance of holistic health education for themselves and their families.
- In a school environment that models health and well-being through policies and daily practices—like offering healthy eating options and providing spaces for emotional support—physically literate learners prioritize their health and wellness through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. They become accustomed to integrating physical activity into their daily routines, setting the foundation for a balanced and healthy lifestyle.

Course Description

Health Education and Physical Education at the middle school level is designed to create a knowledge of how to maintain overall wellness by setting personal goals, and choosing how to reach them through an attainable and measurable method. This is achieved through various activities in Physical Education with an emphasis on life-time fitness, including exercise, diet, and responsible decision making skills. The health-related fitness components allow the student to distinguish and evaluate the mental, social, and physical sides of wellness to assist with achieving their objectives.

The purpose of this course is to give the student a solid background on developing responsible decision making skills and identify how to successfully utilize them in regard to their social, physical, and mental well-being during their lifetime.

Health Education

Grade 5

Students will explain bullying and describe the many different types of bullying. Students will research types of mental disorders and explain how mental health is important for overall health. Describe ways of properly handling different emotions and stress. Explain ways to improve communication skills and identify characteristics of healthy relationships. Students can describe how social, mental, and emotional health relate to each other and ways to promote an all round healthy lifestyle. Students will also explain how communicable diseases are contracted and will be able to identify common communicable diseases. They will also demonstrate how to prevent common communicable diseases.

Grade 6

The student will comprehend the importance of maintaining and improving and balancing their Health Triangle through Physical Fitness and all of its components. The concept of setting goals to achieve the

desired results through creating a personal physical fitness program with information obtained in class will be introduced. Students will become familiar with the responsible decision making process to be prepare for making decisions throughout life. Students will become familiar with the dangers of alcohol, drugs, and tobacco and how they can affect the health triangle negatively.

Grade 7
Students will be able to describe fetal development in the womb and describe human development from birth to adulthood. Students will identify male and female reproductive organs. Students will be able to explain birth control methods and how they work and explain how condoms can protect against STIs and HIV/AIDS. Students will also identify STIs and describe signs and symptoms, and treatments and preventions of STIs and HIV/AIDS.

Grade 8
Students will be able to demonstrate basic first aid skills.Students will explain the first steps to take when identifying an emergency. Students will describe common emergencies and how to treat them such as burns, insect bites, nosebleeds, sprain, broken bones, poisoning, fainting, foreign objects in the eye, heat related illness, choking and severe bleeding. Students will identify the organs related to the nervous, urinary, integumentary, and endocrine systems. Students will explain how these systems function and explain complications or diseases of these body systems.

Physical Education
Students in grades 5-8 will progressively learn, develop skills in, and master the importance of setting goals for cardiovascular fitness; how to improve and monitor their cardiovascular endurance through various types of exercise; basic movements and line dance components to music using repetition through teaching various line, group and multicultural dances; introduce and practice fundamental skills, basic water safety, and accommodate non-swimmers and beginners in the pool; expose students to a variety of physical activities for lifetime fitness (racquet sports, team sports, competitive and leisure activities, etc).

STANDARDS

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10.4 | 10.4.6.A | 10.4.6.B | 10.4.6.C | 10.4.6.D | 10.4.6.E | 10.4.6.F | 10.5 | 10.5.6.A | 10.5.6.B | 10.5.6.E | 10.5.6.F | 10 | 10.1 | 10.1.6.B | 10.1.6.E | 10.2 | 10.2.6.A | 10.5.6.C | 10.5.6.D | 10.1.6.C | 10.2.6.B | 10.3.6.A | 10.3.6.D | 10.3 | 10.1.6.D | 10.2.6.C | 10.2.6.D | 10.2.6.E | 10.3.6.C | 10.1.6.A

COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Department of Education Standards for Health, Safety and Physical Education as outlined in the Scope and Sequence.

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ASSESSMENT TYPES

- Formative
- Summative
- Performance-based

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction Health and Physical Education:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Demonstration
- Tactical approach
- Student-selected activity

RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Equipment and supplies		