

Grades 6-8 Health/PE Curriculum

RATIONALE

All human beings have the ability and desire to move and be active throughout their lives in order to live a healthy life. Therefore, a program of physical education should provide students with developmentally appropriate activities and use a variety of teaching methods based on each student's individual needs. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life.

DESCRIPTION/PURPOSE

The purpose of the Health/PE curriculum describes quality health education and physical education curricula that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Because health behaviors are learned, they can be shaped and changed. Fostering healthy children is the shared responsibility of families, communities and schools. Planned, sequential, age and developmentally appropriate K-12 curriculum in health education and physical education is necessary for students to become physically educated and health-literate individuals thereby contributing to an enhanced quality of life. School health education and physical education can make valuable contributions in areas such as these and can play an important role in improving the quality of life. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the Health/PE curriculum.

Physical education contributes to the development of a physically educated person who:

1. Learns skills necessary to perform a variety of physical activities
Is physically fit
- 2.3. Participates regularly in physical activity
4. Knows the implications of and the benefits from involvement in physical activities
5. Values physical activity and its contributions to a healthful lifestyle

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Health and PE Grades 6-8

Graduate Goal 1 Graduates will communicate.
Graduate Goal 2 Graduates will make choices.
Graduate Goal 3 Graduates will express personal feelings and self-advocate for needs.
GLE: Not Available
STRAND: Not Available

Show-Me Standard H/PE-1
 Structures of, functions of, and relationships among human body systems.
Alternate Framework Standard AltH/PE-1
 Demonstrating basic concepts and personal health care skills related to bodily functions.
Alternate Process Standard: (What All Students Should Do)
 Goal 1 Alt-5, Goal 3 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Actively release an object.	5023026		Throwing away Kleenex into trash can; give items upon request; put coins into a bank; use vending machine; give dice to peer for turn in a game; load dishwasher; hand lunch count bag to secretary.
Sit on the toilet.	7810070		
Eliminate when taken on a prescribed schedule remaining clean/dry between times taken.	5527000		
Adjust clothing when using toilet.	5539000		
Indicate a need to eliminate and eliminate when taken after the request.	5533000		
Remain clean/dry between toileting intervals.	5527005		
Touch diaper to indicate need to be changed.	7500140		
Indicate yes/no when asked if wet or dry.	5521003		
Lift hips for diaper change/change of pants.	5306005		
Adjust body for wiping.	7500004		
Wipe self after eliminating and dispose of paper in the toilet.	5545000		
Locate the restroom.	5563000		
Will use urinal.	5551000		
Ask location of restroom.	5569003		
Wipe mucus from nose and face.	5259004		
Blow nose.	5259000		
Wipe face and hands until excess food is removed.	7500035		

HEALTH CARE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 6-8

Graduate Goal 2 Graduates will make choices.

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-2
Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).

Alternate Framework Standard AltH/PE-2
Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Move limbs to aid in dressing/undressing.	5306006		
Assist during dressing/undressing by passing or holding clothing.	5306007		
Take off pullover shirt/garment with closures open.	5312008		
Join and separate Velcro closures.	5324021		
Use two hands to carry item to designated area.	7500016		
Take off shoes with closures open.	5312001		
Identify articles of clothing.	5336001		
Remove pants.	7810016		
Push down pants.	7500358		
Pull on pants.	5318001		
Button a variety of clothing.	7810071		
Unbutton all size of buttons.	5324016		
Put on a pull-over shirt.	7500348		
Put arm(s) into sleeve(s).	7500345		
Put on shoes/boots.	5318004		
Zip closed-end zipper.	5324005		
Unzip closed-end zipper.	5324004		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 6-8

Graduate Goal 2 Graduates will make choices.

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-2
Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).

Alternate Framework Standard AltH/PE-2
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Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Take off bra.	5312010		
Put on bra.	7500346		
Feed self with a fork.	5405000		
Bring food-filled spoon or fork to mouth.	5399010		
Scoop food and bring spoon to mouth.	5399009		
Scoop only proper amount of food onto spoon.	5399007		
Grasp spoon.	5399001		
Scoop food onto spoon.	5399006		
Move head in direction of food.	5375001		
Show partial participation in self-feeding skills.	7500408		
Keep tongue inside of mouth during feeding activities.	5369014		
Eat types of foods with more than one consistency.	5387010		
Close mouth when spoon is placed on tongue.	7500326		
Open mouth when physically stimulated by spoon.	5375003		
Remove food from spoon when being fed.	5375006		
Maintain neutral hand position while sitting.	7500291		
Use correct posture, not slouch, while sitting to perform activities.	7600150		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 6-8

Graduate Goal 2 Graduates will make choices.

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-2
Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).

Alternate Framework Standard AltH/PE-2
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Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Suck liquid from a straw.	5369007		
Maintain grasp of cup/glass while bringing it to and from mouth.	7500282		
Use two hands to hold squeeze bottle.	7500003		
Retrieve a prepared drink from the refrigerator.	5417007		
Drink from a cup with no spills.	7500217		
Select eating utensils.	7500031		
Hold finger foods.	5381002		
Grasp finger food and carry it to the mouth.	5381003		
Carry a tray of food to a table without spillage.	7810036		
Use napkin.	5423007		
Use a knife.	5411000		
Feed self with a spoon.	5399000		
Stab food using a fork.	7500313		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 6-8

Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.
Graduate Goal 8	Graduates will use an efficient method to access environments.
Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.
GLE:	Not Available
STRAND:	Not Available

Show-Me Standard H/PE-4 Principles of movement and physical fitness.
Alternate Framework Standard AltH/PE-4 Participating in movement and fitness activities (including choosing preferred activities.).
Alternate Process Standard: (What All Students Should Do) Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Turn head to both sides while in sitting position.	7500319		Teaching reliable yes/no responses; communicating to a person sitting on either side; telling student on either side to take their turn at a game.
Turn head to midline in supported sitting.	7500365		Looking at the person talking; playing a computer game; looking at window bird feeder.
Pull body forward with arms while in prone position.	5133004		
Maintain a sitting posture with head erect and in midline.	7500386		Any art or leisure activity (the game is not the priority); eating.
Roll to a destination/object.	5127009		
Crawl forward using arm and leg movements.	5133006		
Perform activities to increase motor endurance.	7500432		
Walk for endurance and fitness.	7810037		Includes cardiovascular monitoring and endurance training.
Walk beside adult.	7500065		
Turn to one side while walking.	5139027		
Walk with a group.	7500086		
Walk up an inclining surface.	5139031		
Walk holding an item in both hands.	7500082		
Walk down a declining surface.	5139032		
Walk over and around objects and uneven surfaces without losing balance while doing activities in and out of school.	7500391		
Participate in an exercise program to increase upper extremity strength.	7500402		Use video exercise tapes, or tape television program to use in the afternoon; use exercise tape for a person in a wheelchair.
Perform stretching and upper body exercises.	7500242		Use video exercise tapes, or tape television program to use in the afternoon; use exercise tape for a person in a wheelchair.
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

WELLNESS AND FITNESS

Health and PE Grades 6-8

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

Graduate Goal 8 Graduates will use an efficient method to access environments.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-4
Principles of movement and physical fitness.

Alternate Framework Standard AltH/PE-4
Participating in movement and fitness activities (including choosing preferred activities.).

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Maintain head control while using hands in an activity.	7500045		
Turn head to one side.	7810023		
Turn head toward sensory stimulation activity without dropping head forward or to the side.	7500073		
Maintain head erect during an activity.	7500049		
Hold head in midline.	7500216		
Exhibit head and trunk control in various positions.	7500235		
Bear weight on extended arms.	7500002		
Maintain head control in supported standing.	7500287		
Pull to stand.	5139011		
Stand.	5139010		
Tall kneel with support.	7500418		
Participate in simple computer software leisure activities.	7810024		
Participate in simple solitary leisure activities.	7810025		
Participate in family related sport activities.	7810026		
Take turns.	6929006		
Play simple board games.	7810074		
Roll dice.	7810027		
Hold cards to play a card game.	7810028		
Allow part of body in water.	7008003		
Change directions during water activity.	7008016		
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

WELLNESS AND FITNESS

Health and PE Grades 6-8

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-4
Principles of movement and physical fitness.

Alternate Framework Standard AltH/PE-4
Participating in movement and fitness activities (including choosing preferred activities.).

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Stand by stable surface.	7500311		Hand washing dishes at the sink; complete manipulative work assignment while standing; play game standing around a table; paper Mache art activity; pass out beverages to peers at a table.
Stand from a sitting position.	5139052		
Push pedals to move the tricycle.	7500356		
Ride an adaptive tricycle.	6718029		
Ride bicycle with training wheels.	6718018		
Ride bicycle.	6718019		
Put on/wear a bicycle helmet when riding a bicycle.	5183021		
Participate in fishing activities.	7810029		
Throw a ball.	7500332		
Move from place to place in small or narrow area.	5171023		Walking crowded hallways; tunnel race; moving around furniture in the classroom/office; sitting in unusual places to have a conversational time after lunch (corner, tents, blankets etc.); participation in earthquakes, tornado, etc. drill.
Step backwards.	5139029		
Side step to one side.	5139025		Have one adult at drinking fountain and have student get a drink and create a need for the student to step aside to allow the adult at the fountain to pass by; block student access by coming through doors at the same time, so adult models stepping aside and then the student.
Ride an adult tricycle.	7500384		
Bowl a game.	7500017		
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

WELLNESS AND FITNESS

Health and PE Grades 6-8

Graduate Goal 8 Graduates will use an efficient method to access environments.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-5
Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).

Alternate Framework Standard AltH/PE-5
Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-1, Goal 1 Alt-2, Goal 2 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Maintain standing balance at a stable support while reaching for objects.	7500281		Any art or leisure activity while in a prone stander, standing table, etc. The key to the activity is to engage in leisure skills and interaction with others.
Use hands for protection.	5115001		Dodge ball or modified dodge ball by using a beach ball; place student prone over log roll and move forward, so the student can grab an item in the center—this could be a game with three other peers.
Complete transfers from one position to another position.	5177037		
Perform wheelchair transfers.	5177033		
Maintain standing balance on unstable surfaces.	7500245		
Maintain appropriate posture and balance to perform activities.	7500389		
Maintain trunk in upright position.	5351002		
Use upper extremities to maintain balance when sitting on stable surface.	7500058		
Maintain sitting balance on a stable surface.	7500294		
Hold stable support and pull self forward in seat.	7500213		
Sit in a chair with feet on floor.	5109018		
Bend to retrieve items from floor.	7500036		
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

BODY AWARENESS

Health and PE Grades 6-8

Graduate Goal 8 Graduates will use an efficient method to access environments.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-5

Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).

Alternate Framework Standard AltH/PE-5

Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-1, Goal 1 Alt-2, Goal 2 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Walk on the sidewalks whenever possible.	6408001		
Move on an uneven surface (grass).	5171029		
Stop at an appropriate distance from intersections.	6408003		In addition to street intersections, this could include school hallway intersections for people coming around the corner.
Check for traffic, looking in all directions.	6408004		Watching heavy traffic area inside a building, where people are coming and going, so as not to bump into them.
Provide personal identifying information to a person when lost.	6408009		Obtain State ID cards or make one on the computer, using a digital camera for the photo ID.
Ascend and descend curbs.	7810085		
Ascend steps.	7810030		
Descend steps.	7810031		
Use escalators.	7193012		

BODY AWARENESS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 6-8

Graduate Goal 6 Graduates will participate in cause and effect activities.

Graduate Goal 2 Graduates will make choices.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-7

Responses to emergency situations.

Alternate Framework Standard AltH/PE-7

Recognizing basic first aid concepts and skills.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-5, Goal 3 Alt-1

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Seek attention and/or assistance when self or others are hurt.	7810032		
Put on a Band-Aid.	7810033		
Use a spray on antiseptic.	7810034		
Identify body parts.	7810035		Textures on various body parts; lotion on body parts; identify what body part goes into clothing first.

FIRST AID

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.