

Columbia Falls – School District Six

**HEALTH/PE CURRICULUM
Grades 9-12**

Introduction

The SD6 mission, vision, and Health/PE curriculum philosophy provide a foundation for the collective Health/PE curriculum developed for Columbia Falls Schools. *The Health/PE Curriculum document remains a working document undergoing continued review and update by SD6 educational staff.*

Mission Statement

Working together for our students, we will provide the best environment that maximizes abilities and potential as life-long learners.

Vision Statement

In a spirit of cooperation and trust, individuals achieve common goals that benefit all students enrolled in School District Six. We nurture partnerships among students, teachers, parents, and community in an atmosphere of excellence where people are valued, learning is essential, and differences are respected. Committed to consistency in planning and action, we offer an educational environment that challenges and educates students to their fullest potential and helps them become productive citizens.

Health/PE Curriculum Philosophy

Through a comprehensive and sequential curriculum, 1st-10th grade and electives, health enhancement provides the background for each student to participate in, understand, and implement their individual lifetime wellness plan.

The “health for life” curriculum provides age appropriate skills and knowledge leading to lifetime activities and personal fitness. It encourages making responsible and long-term decisions about personal health, allowing for individual concerns and differences.

Well being, through nutrition, personal health, and safety are promoted by fostering responsible decisions concerning substance abuse, communicable and sexually transmitted disease.

Standards, Benchmarks, and Essential Learnings

The CF-SD6 Health/PE Curriculum is based on standards, benchmarks, and essential learnings.

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- Standards indicate what all students should know, understand and be able to do in a specific content area.
- Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.
- Essential Learnings are distinct elements of knowledge and/or skills to be taught to students and which students are expected to learn at specific grade-levels.

The CF-SD6 Health/PE Curriculum is based on the Montana Content Standards for Health Enhancement. Alignment to the MCSs is indicated throughout the Health/PE Curriculum document.

Montana Content Standards—standard, benchmark exit level, benchmark number
(Example: 2.4.2 = standard 2, grade 4, benchmark 2)

Curriculum Developers

This K-12 Health/PE Curriculum was written and developed by the SD6 Health/PE Committee in collaboration with teachers throughout the District.

Health/PE Committee

<i>Member</i>	<i>Grade Level</i>	<i>School</i>
Troy Bowman	9-12	CFHS
Sharon Eddy	9-12	CFHS
Wes Knutson	9-12	CFHS
Paul Snyder	9-12	CFHS

Content Scope and Sequence

<u>Grade</u>	<u>Focus Areas</u>
9	comprehensive health information, critical thinking and decision making, interpersonal communication, health-enhancing behavior, health-related physical fitness activities
10	comprehensive health information, critical thinking and decision making, interpersonal communication, health-enhancing behavior, health-related physical fitness activities
11-12	expansion of the Health/PE curriculum through electives—Recreational Activities, Sports Medicine, Fitness/Power Lifting/Weight Training

Meeting Diverse Student Needs

All classrooms in School District Six contain students who present diverse learning challenges to the teacher. These diverse challenges may be in the form of unique abilities and/or talents or a disability which impacts learning. Each student will have differentiated opportunities to achieve competencies and standards, at rates and in manners consistent with their individual needs.

Students who excel will have opportunities to achieve competencies and standards at an advanced pace. As such, the following modifications are appropriate:

- *Content Enrichment*: The presentation of curricula in more depth and breadth. This may include extra lessons or assignments used to elaborate the student's level of understanding of the existing curriculum competencies and/or standards.
- *Content Sophistication*: The presentation of curricula that most students might not be able to master.
- *Content Novelty*: The presentation of content not covered in the traditional school curriculum.
- *Content Acceleration*: The presentation of curricula intended for older students and/or those in higher grades. This may include accelerating a student through the entire grade level curriculum and into the curriculum for the next grade level.

Students who are experiencing difficulty with learning concepts will have their needs addressed in a variety of ways in the classroom through both informal and formal interventions, prescribed as necessary. Building-based student assistance teams and special services programs for students with disabilities (IDEA and 504) are in place to generate possible accommodations for students, based on assessed student needs. Potential accommodations can be categorized into the following general areas:

- Accommodations in evaluation methods
- Accommodations to classroom assignments
- Use of supplementary materials to the text
- Alternatives for presentation of content
- Organizational skills

Students who have been identified to receive special services (IDEA or 504) will have formal accommodation plans made accessible to each of the student's teachers through case managers.

The continuum of special services available to assist students includes building-based student/teacher assistance teams, Title I services, disability status under Section 504, and Special

Education under IDEA. All special services consider the concept of least restrictive environment, striving to meet the needs of the student in the general education classroom prior to provision of any pull-out type services.

Assessment

Student progress in reaching standards, benchmarks, and essential learnings is assessed in a variety of ways in each classroom. Assessment of performance will be based on teacher developed activities, demonstrations and specific performance tasks, and paper and pencil tests. Teachers will also observe students over time and evaluate understanding of Health/PE concepts. The ITBS and ITED formal assessments also act as a partial element of assessing the CF-SD6 curriculum and student achievement.

Classroom Assessment Codes

A teacher may use any one or a combination of the assessments listed below for each standard, benchmark, or essential learning.

<u>V – Verbal Response</u>	skill assessments, daily participation, discussion
<u>W – Written</u>	pre- and post-tests, tests, quizzes, worksheets, writing assignments, record keeping
<u>O – Observation</u>	pre- and post-tests, skill assessments, daily participation
<u>P – Product</u>	labs, projects

Curriculum Mapping

The CF-SD6 Health/PE Curriculum contains a map component, which outlines a sequence plan to educate students. This map is designed to enhance the impact of the delivery system and curriculum content.

Map Codes

- I* *introduce*
- D* *develop*
- M* *maintain or master*