

# *Manhattan Public Schools*

## **Health Enhancement Curriculum**

**Vision Statement:** Health Enhancement promotes the importance of achieving and maintaining a healthy lifestyle. Students will learn that a healthy lifestyle involves physical, mental/emotional, and social health. Health Enhancement helps students actively protect, maintain, and improve their health and sensitizes them to society's critical health issues. Students are encouraged to use their decision-making and problem-solving skills to evaluate their own health and a variety of health care issues. We at Manhattan Public Schools strive to encourage and establish healthy behaviors that can be maintained throughout life.

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### **Montana Standards For Health Enhancement**

Content Standards indicate what students should know, understand and be able to do in a specific content area.

**Health Content Standard 1** – Students have a basic knowledge and understanding of concepts that promote comprehensive health.

**Health Content Standard 2** – Students demonstrate competency in a variety of movement forms.

**Health Content Standard 3** – Students apply movement concepts and principles while learning and developing motor skills.

**Health Content Standard 4** – Students achieve and maintain a challenging level of health-related physical fitness

**Health Content Standard 5** – Students demonstrate the ability to use critical thinking and decision making to enhance health.

**Health Content Standard 6** – Students demonstrate interpersonal communication skills to enhance health.

**Health Content Standard 7** – Students demonstrate health-enhancing behaviors.

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## **Health Enhancement Course Descriptions**

**K-8 Physical Education:** This course is taught to students in grades K-8. An emphasis is placed on the development of locomotor, non-locomotor, and manipulative skills. Students are encouraged to become aware of their body in space and the concept of fitness as an important aspect of overall wellness. Lifetime sports/activities are introduced and developed throughout the years.

**Junior High Health:** This course is comprised of junior high students. Students will be introduced to most aspects of health, including mental/emotional, social, and physical health. Students will learn how their personal choices can affect their own health, as well as, the health of others. Students will be encouraged to make positive lifestyle choices and advocate for friends and family to do the same.

**P.E. I:** This course is primarily comprised of freshmen students. An emphasis is placed on lifetime activities and the components of fitness.

**P.E. II:** This course is primarily comprised of sophomore students. An emphasis is placed on lifetime activities and the components of fitness.

**Health:** This course is primarily comprised of sophomore students. Students will be taught about all aspects of health, including mental/emotional, social, and physical health. They will learn how to maintain all aspects of health in order to obtain an optimal level of wellness. Students will be encouraged to employ problem-solving and critical thinking skills to explore how they can improve their own health, as well as, help friends and family. Students will also be encouraged to advocate for causes they believe are important to the health of their community, nation and world.

**Advanced P.E. (Adv. PE):** This course is open to juniors and seniors. An emphasis is placed on lifetime activities that can be used to maintain an optimal level of wellness. Students will participate in strength training, cardiorespiratory endurance activities, and lifetime sports/activities.

**Personal Conditioning (PC):** This course is open to any high school students. A major emphasis is placed on weight training techniques and developing a weight training program. Students will also participate in activities that promote cardiovascular endurance and lifetime skills.

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## **Assessment**

We at Manhattan Schools understand the need for assessment of our pupils. Assessment in education is the process of gathering, interpreting, recording, and using information about pupils' response to an educational task. Assessment is something we do 'with' and 'for' the students and not 'to' the students. There are two ways that we, at Manhattan Schools, assess our pupils during the course of the year. They are formative and summative assessment and are interconnected yet seldom stand alone, although formative assessment has the greatest impact on learning and achievement.

**Formative Assessment** – frequently carried out throughout a lesson to provide immediate feedback to recognize the learning gap so closing the gap can be accomplished. It helps improve the quality of student learning and quality of the course itself as well as provides information on what an individual student needs to practice, re-teach, and what to learn next.

### **Key Elements of Formative Assessment**

- 1) Teachers identifying learning goals and their intentions or outcomes, and criteria for achieving these goals.
- 2) Rich conversations between teachers and students that continually build on higher order thinking.
- 3) The provision of effective and timely feedback to enable students to advance in their learning.
- 4) The active involvement of students in their own learning.
- 5) Teachers responding to identified learning needs and strengths by modifying their teaching strategies.

**Summative Assessment** – looks at past achievements, adds procedures or tests to existing work, involves marking and feedback grades to students, is separate from teaching, and is carried out at intervals when achievement has to be summarized and reported.

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## **Common Assessment Practices**

### **K-8 P.E.**

1. Formative Assessment
  - a. Daily observation of skills
  - b. Daily observation of skill application to game/activity
2. Summative Assessment
  - a. Presidential Fitness Testing
  - b. Individual skill testing

### **P.E. I & P.E. II**

1. Formative Assessment
  - a. Daily observation of skills
  - b. Daily observation of skill application to game/activity
2. Summative Assessment
  - a. Presidential Fitness Testing
  - b. Individual skill testing
  - c. Unit tests over rules and regulations
  - d. Semester exam

### **Advanced P.E.**

1. Formative Assessment
  - a. Daily observation of skills
  - b. Daily observation of skill application to game/activity
2. Summative Assessment
  - a. Presidential Fitness Testing
  - b. Individual skill testing
  - c. Unit tests over rules and regulations
  - d. Semester exam

### **Personal Conditioning**

1. Formative Assessment
  - a. Daily observation of technique
2. Summative Assessment
  - a. Fitness Testing
  - b. Max lifts
  - c. Semester exam

### **Health Classes**

1. Formative Assessment
  - a. White board work, warm-ups, muddy bucket, thumbs up/down, walkabouts, tally marks, out-the-door ticket, etc.
  - b. Mini quizzes
  - c. Homework
2. Summative Assessment
  - a. Chapter test
  - b. Semester exam