



Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

CURRICULUM OVERVIEW

PHYSICAL EDUCATION MIDDLE SCHOOL

2015- 2016

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BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW

MIDDLE SCHOOL PHYSICAL EDUCATION

Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This curriculum overview was developed to provide students and parents with an outline of the Middle School Physical Education curriculum. Through identified goals, students are encouraged to perform to their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities.

This overview reflects the most recent curriculum for students in grades 6-8; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements.

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

*

RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action.

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the Middle School level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding middle school homework follows.

Students at the Middle School (grades 6-8) can be expected to assigned homework 5 days per week using the following suggested time guidelines:

6 th Grade	90 minutes per night =	450 minutes per week
7 th Grade	120 minutes per night =	600 minutes per week
8 th Grade	120 minutes per night =	600 minutes per week

PHYSICAL EDUCATION

The Physical Education Framework for California Public Schools was adopted by the State Board of Education in 1994. The Physical Education Framework is a key and fundamental resource for developing quality physical education programs. The framework describes a sequential, developmental, age-appropriate physical education program designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. In accordance with the framework, the three major goals for the physical education curriculum are:

Movement skills and movement knowledge: Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement;

Self-image and personal development: Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities;

Social development: Students develop appropriate social behaviors by working independently and with others during planned physical activity.

6TH GRADE

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Students in grade six who meet this standard will be able to:

- Throw a variety of objects, demonstrating both accuracy and force.
- Hand dribble and foot dribble a ball while preventing an opponent from stealing the ball.
- Perform tumbling and dance sequences that combine traveling, rolling, balancing, and transferring weight into smooth, flowing sequences.
- Keep an object going continuously with a partner, using a striking pattern.

The following are assignments and tasks that might be used to meet the standard:

- Students will complete a self-assessment of their throwing performance, using a teacher-provided checklist, after throwing a variety of objects at a target.
- Students will design and play small-group games that involve cooperating with others to keep an object away from opponents, a skill used in soccer, basketball, four-square, wall-ball, and pickle ball.
- Students will design a timed movement routine for either mats or apparatus and then perform the routine. They may choose to work alone or with partners; the partner relationship may be mirror or side-by-side. The routine must include an approach, a development, and an ending shape or a dismount.

The development portion of the routine must include the following: a minimum of four balances of different shapes and bases of support, a minimum of three locomotor and/or nonlocomotor actions, weight transfers, and at least two inversions. The selection of music for the routine is made by the students. The routine is to be diagrammed or written on paper and practiced until the sequence is memorized in its entirety.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in grade six who meet this standard will be able to:

- Recognize and correct errors in personal movement patterns.
- Identify the basic locomotor, nonlocomotor, and manipulative skills that enhance performance.
- Provide constructive feedback to a partner.

The following is a task that might be used to meet the standard:

- Students will use teacher-developed descriptors (checklists) to evaluate various movement skills related to activities taught in class. The evaluations can be done by individuals on their own performances or on those of their peers.

Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.

Students in grade six who meet this standard will be able to:

- Keep a record of heart rate before, during, and after vigorous physical activity.
- Engage in physical activity at the target heart rate for a minimum of 20 minutes.
- Identify proper warm-up and cool-down techniques and the reasons for using them.
- Correctly demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, cardio-respiratory functioning, and proper body composition (the five health components of fitness).

The following is a task that might be used to meet the standard:

- Students are to record in a journal their heart rate before, during, and after engaging in both sedentary and active physical activity for a week. Students report in their journals the extent to which each activity has the potential to contribute to cardio-respiratory fitness.

Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in grade six who meet this standard will be able to:

- Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.
- Identify opportunities close to home for participation in different kinds of activities.
- Participate daily in some form of health-enhancing physical activity and identify the benefits resulting from this participation.
- Identify physical activity in informal settings that utilizes skills and knowledge gained in physical education classes.

The following are assignments and tasks that might be used to meet the standard:

- Students in cooperative groups will brainstorm and record neighborhood and community resources that involve participation in physical activity. Students will present their findings to the class. Each group will select one activity (golf or swimming, for example) based on interest and accessibility and present the findings to the class.
- Students will keep an activity log, for a designated period of time, recording out-of-school physical activities that they voluntarily engage in. Students will also describe ways in which they can change their daily routines to include more health-enhancing activity.

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.

Students in grade six who meet this standard will be able to:

- Remain on task without close teacher monitoring.
- Use time wisely when given the opportunity to practice and improve performance.
- Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.

The following is a task that might be used to meet the standard:

- Students will be observed in small groups to measure the extent to which they maximize practice opportunities to stay on task and demonstrate a skill correctly. Assessment may be made by teacher observation or peer evaluation on a master checklist.

Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in grade six who meet this standard will be able to:

- Design and play small-group games that involve cooperating with others.
- Make suggestions for modifications in a game or activity that can improve the game.
- Recognize the role of games, sports, and dance in getting to know and understand others with individual likenesses and differences.

The following is a task that might be used to meet the standard:

- Students in small groups will invent a game they will teach to the class. The game should include at least five rules, including clear procedures for scoring and rule infractions. After teaching the game the group should modify the game if necessary to improve it. Students are assessed on the game, on their group's interaction as they are working on the game, and on their ability to modify the game for individual differences so that varying skill levels are accommodated and all students are included.

Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in grade six who meet this standard will be able to:

- Describe physical education in the ancient world.
- Perform a variety of dances from ancient cultures.

The following are assignments and tasks that might be used to meet the standard:

- Students will compare and contrast modern games and events, such as the modern Olympics, with ancient games and the earlier Olympics. Assessment may include written and oral reports, posters and artwork, and class demonstrations. Suggested items could be rules, uniforms, age and sex of participants, and equipment.
- Students in small groups will learn and then teach the class one dance from the ancient world.

7TH GRADE

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Students in grade seven who meet this standard will be able to:

- Adapt and combine locomotor, non-locomotor, and manipulative skills to meet the demands of increasingly complex movement activities.
- Perform a variety of simple folk and square dances.
- Demonstrate beginning skills for net or other types of games.

The following is a task that might be used to meet the standard:

- Students will participate in and be assessed on skills in a variety of activities, such as, but not limited to, pickle ball, paddle tennis, disc golf, badminton, and tennis. Assessments may include videotapes, checklists, peer evaluation, self-evaluation, and teacher observation.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in grade seven who meet this standard will be able to:

- Recognize general characteristics of movement that can be applied to specific settings.
- Apply basic offensive and defensive strategies in noncomplex settings.
- Apply scientific principles to individual/dual sports.

The following are assignments and tasks that might be used to meet the standard:

- Students will identify the skills necessary for a specific activity.
- Students will observe modified team games in class and record points for the use of at least two different offensive strategies and one defensive strategy. Students will observe individual players and accurately record the use of offensive and defensive strategies.
- Students will identify Bernoulli's principle in relation to disc (Frisbee) flight and Newton's laws of motion in relation to throwing and catching objects.

Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.

Students in grade seven who meet this standard will be able to:

- Participate in vigorous activity for a sustained period of time (at least 20 minutes), at least three times per week, while maintaining a target heart rate.
- Establish and monitor personal physical activity goals.
- Identify proper warm-up, conditioning, and cool down techniques and the reasons for using them.
- Assess, set, and meet current health-related fitness standards as defined by fitness testing.
- Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity.

The following are assignments and tasks that might be used to meet the standard:

- Students are asked to estimate their own maximal heart rates (220 minus age) and determine their resting heart rate through carotid or radial artery measurement. Based on this information, students determine their target heart rates by computing 70 percent and 85 percent of their maximal heart rates.
- Students will maintain in a portfolio a list of proper warm-up and cool down techniques and the reasons for using them.

Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in grade seven who meet this standard will be able to:

- Participate in games, sports, dance, and outdoor pursuits, both in and out of school, based upon individual interests and capabilities.
- Describe the relationship between a healthy lifestyle and physical, emotional, and social well-being.
- Explore introductory outdoor skills.

The following are assignments and tasks that might be used to meet the standard:

- Students will create a list of indoor and outdoor activities outside of school in which they do or would like to participate to enhance a healthy lifestyle.
- Students will work in cooperative groups and describe in writing the benefits of exercise related to a healthy lifestyle and physical, emotional, and social well-being.

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.

Students in grade seven who meet this standard will be able to:

- Accept and respect decisions made by game officials—whether they are students, teachers, or referees.
- Analyze potential consequences when confronted with a behavior choice.
- Demonstrate appropriate sportsmanship.

The following is a task that might be used to meet the standard:

- Students will brainstorm in cooperative groups examples of how good sportsmanship looks and sounds. Students then observe each other in small groups during an activity and record examples of good sportsmanship.

Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in grade seven who meet this standard will be able to:

- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- Handle conflicts that arise with others without confrontation.
- Work cooperatively with more and less skilled peers.

The following is a task that might be used to meet the standard:

- Students are asked to create a list of actions, both positive and negative in nature, that they have observed during involvement in physical activity over the past week for each of the following behaviors: conflicts with peers, language, preparation, promptness, safety, and support for others. For those actions considered to be negative, students will suggest an alternative action that would be considered to be more appropriate.

Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in grade seven who meet this standard will be able to:

- Describe physical education in medieval times.
- Describe how various cultures influenced games, sports, play, and dance during medieval times.

The following are assignments and tasks that might be used to meet the standard:

- Students will compare and contrast modern games with games from the medieval time period. Assessment may include written or oral reports, posters and artwork, class demonstrations, or groups teaching each other a game they have researched.
- Students in small groups will learn and then teach the class one dance from medieval times.

8TH GRADE

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Students in grade eight who meet this standard will be able to:

- Use basic offensive and defensive skills in a modified version of a team sport.
- Demonstrate competence in modified versions of a variety of movement forms.

The following are assignments and tasks that might be used to meet the standard:

- Students will play a variety of modified forms of team games, such as team handball, speed-away, ultimate Frisbee, soccer, volleyball, basketball, and football. Emphasis is placed on reduced team size, altered rules and play area boundaries, and cooperative teamwork. Assessment may include peer, group, and self-evaluation, formal tests, and teacher observation.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in grade eight who meet this standard will be able to:

- Understand and apply more advanced movement and game strategies.
- Identify critical elements of more advanced movement skills and apply them to different sports.
- Describe principles of practice for specific physical activities.
- Apply scientific principles to learning skills for specific sports.

The following are assignments and tasks that might be used to meet the standard:

- Students will create a game in cooperative groups, including several movement skills and game strategies learned in class. The game should include practice and lead-up activities that use the movement skills found in their game. The class is then taught, and students participate in, the lead-up activities and game.
- Students will identify the scientific principles that affect ball movement (curve of a baseball, rebound in basketball, top spin on a tennis ball, for example).
- Students will understand and analyze an opponent's strengths and weaknesses and apply that knowledge in a game situation.

Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.

Students in grade eight who meet this standard will be able to:

- Describe how to improve and maintain appropriate body composition.
- Describe principles of training and conditioning for specific physical activities.
- Design personal health-related fitness programs based upon a fitness profile assessed by fitness scores.
- Assess physiological indicators of exercise during and after physical activity.
- Engage in physical activity at the target heart rate for a minimum of 20 minutes three times a week.

The following are assignments and tasks that might be used to meet the standard:

- Students will define the FIT formula (frequency, intensity, time) correctly, give appropriate examples of each indicator, and work in cooperative groups to correctly describe the concepts on paper.
- Students will complete weekly activity logs of cardio-respiratory activities, including duration of time and intensity.
- Students will outline fitness programs designed to meet their needs as determined by their scores on fitness tests. Students can be assessed by pre- and post-fitness-tests.

Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in grade eight who meet this standard will be able to:

- Establish personal activity goals.
- Participate in regular health-enhancing activities to accomplish personal physical activity goals.
- Become more skilled in a favorite physical activity.
- Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity.

The following are assignments and tasks that might be used to meet the standard:

- Students will record personal fitness goals in portfolios after initial fitness assessments. The goals will be reviewed periodically throughout the year and revised as needed. Other means of recording or assessing can be poster charts and graphs.
- Students will design programs to improve skills in a favorite activity. Video analyses or written journals may be kept to evaluate progress throughout the year.

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.

Students in grade eight who meet this standard will be able to:

- Solve problems by analyzing causes and potential solutions.
- Practice appropriate ways to learn new skills or sports independently.
- Play within the rules of a game.

The following are assignments and tasks that might be used to meet the standard:

- Students will discuss causes of and solutions to problems that arise in a class activity. Students will create a chart, paragraph, or role in a play on how a problem may be resolved. Examples of potential solutions could be ro-sham-bo (paper-rock-scissors), odd-even, and a personal time-out.
- Students will be observed playing within the rules of a game as a cooperative group. Assessment can be made by teacher observation on a checklist. The checklist may include class-generated modifications to the rules.

Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in grade eight who meet this standard will be able to:

- Identify positive and negative peer influences.
- Recognize in playing team sports that rules are fair and allow for maximum participation.
- Make choices based on the safety of others.
- Identify behaviors that are supportive and inclusive in physical activity.

The following are assignments and task that might be used to meet the standard:

- Students are asked to observe physical activity during class or on the playground and record instances of what they perceive to be exclusionary behavior (exclusion in choosing teams, failure to involve less skilled classmates in a game situation, or exclusion of classmates because of gender or cultural/ethnic differences, for example). Students are asked to suggest strategies for maximizing inclusion in physical activity settings.

Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in grade eight who meet this standard will be able to:

- Describe physical education and physical activity in the United States during the last century.
- Describe how various cultures have influenced games, sports, play, and dance in the United States.

The following are assignments and tasks that might be used to meet the standard:

- Students in small groups will research an assigned time period for a certain sport in the United States. Groups will present their information to the class. A time line will be created from the information presented by each group. Each group must demonstrate the form of the sport as it was played during the assigned time period. Each group will also present how its sport was influenced by various cultures.



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