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# CW Middle School
## PE/Health 6 A

1. **Foundations of Health  (11.11%)**

    **Learning Targets**

    1.1  **I can compare and contrast a healthy versus unhealthy lifestyle applying the three elements of the health triangle.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|---|
| 4 | Proficient | I can compare and contrast a healthy versus unhealthy lifestyle applying the three elements of the health triangle. |
| 3 | Developing | I can categorize a healthy versus unhealthy lifestyle applying the three elements of the health triangle. |
| 2 | Basic | I can explain a healthy versus unhealthy lifestyle applying some of the elements on the health triangle. |
| 1 | Minimal | I can define a healthy lifestyle and an unhealthy lifestyle. |
| 0 | No Evidence | No evidence shown. |

    1.2  **I can apply the decision making model to enhance health and avoid risky behavior.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|---|
| 4 | Proficient | I can apply the decision making model to enhance health and avoid risky behavior. |
| 3 | Developing | I can describe the decision making model to enhance health and avoid risky behavior. |
| 2 | Basic | I can mostly describe the decision making model to enhance health and avoid risky behavior. |
| 1 | Minimal | I can define the decision making model. |
| 0 | No Evidence | No evidence shown. |

    1.3  **I can apply a SMART goal to a health related goal.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|---|
| 4 | Proficient | I can apply a SMART goal to a health related goal. |
| 3 | Developing | I can apply a SMART goal to a health related goal. |
| 2 | Basic | I can apply a SMART goal to a health related goal. |
| 1 | Minimal | I can apply a SMART goal to a health related goal. |
| 0 | No Evidence | No evidence shown. |

    1.4  **I can demonstrate and explain health related fitness/skills that are beneficial to my life and why physical activity is important.**
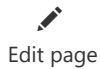
| Learning Target | Descriptor | Definition |
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| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can demonstrate and explain health related fitness/skills that are beneficial to my life and why physical activity is important. |
| 3 | Developing | I can demonstrate and explain health related fitness/skills that are beneficial to my life and why physical activity is important. |
| 2 | Basic | I can demonstrate and explain health related fitness/skills that are beneficial to my life and why physical activity is important. |
| 1 | Minimal | I can demonstrate and explain health related fitness/skills that are beneficial to my life and why physical activity is important. |
| 0 | No Evidence | No evidence shown. |

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# CW Middle School
## PE/Health 6 A

**2.  Developing Mental Health  (11.11%)**

**Learning Targets**

2.1  **I can recognize mental health roadblocks and apply strategies to enhance a strong foundation for mental health.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can recognize mental health roadblocks and apply strategies to enhance a strong foundation for mental health. |
| 3 | Developing | I can explain mental health roadblocks and apply strategies to enhance mental health. |
| 2 | Basic | I can mostly explain mental health roadblocks and apply strategies to enhance mental health. |
| 1 | Minimal | I can identify mental health roadblocks. |
| 0 | No Evidence | No evidence shown. |

2.2  **I can categorize the consequences of unmanaged stress and other signs of suicide and provide resources to myself or a friend contemplating suicide.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can categorize the consequences of unmanaged stress and other signs of suicide and provide resources to myself or a friend contemplating suicide. |
| 3 | Developing | I can recognize the consequences of unmanaged stress and other signs of suicide and provide some resources to myself or a friend contemplating suicide. |
| 2 | Basic | I can sometimes recognize the consequences of unmanaged stress and other signs of suicide and list resources to myself or a friend contemplating suicide. |
| 1 | Minimal | I can define the consequences of unmanaged stress. |
| 0 | No Evidence | No evidence shown. |

**3.  Developing Social Health  (11.11%)**

**Learning Targets**

3.1  **I can apply interpersonal communication skills to reduce risky behavior during a peer pressure scenario.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can apply interpersonal communication skills to reduce risky behavior during a peer pressure scenario. |
| 3 | Developing | I can apply some interpersonal communication skills to reduce risky behavior during a peer pressure scenario. |
| 2 | Basic | I can explain interpersonal communication skills to reduce some risky behavior during a peer pressure scenario. |

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| Learning Target | Descriptor | Definition |
|---|---|---|
| 1 | Minimal | I can list interpersonal communication skills to reduce risky behavior during a peer pressure scenario. |
| 0 | No Evidence | No evidence shown. |

**3.2  I can assess conflict situations with peers and family members and apply effective communication strategies to enhance healthy relationships.**

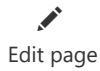| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can assess conflict situations with peers and family members and apply effective communication strategies to enhance healthy relationships. |
| 3 | Developing | I can sometimes assess conflict situations with peers and family members and apply some effective communication strategies to enhance healthy relationships. |
| 2 | Basic | I can identify conflict situations with peers and family members and apply effective communication strategies to enhance healthy relationships. |
| 1 | Minimal | I can list conflict situations with peers and family members. |
| 0 | No Evidence | No evidence shown. |

**3.3  I can design a plan applying strategies to help myself or peers in a bully scenario.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can design a plan applying strategies to help myself or peers in a bully scenario. |
| 3 | Developing | I can explain a plan applying strategies to help myself or peers in a bully scenario. |
| 2 | Basic | I can explain a plan applying some strategies to help myself or peers in a bully scenario. |
| 1 | Minimal | I can define strategies to help myself or peers in a bully scenario. |
| 0 | No Evidence | No evidence shown. |

**3.4  I can analyze the influence of peer pressure while making responsible, respectful choices using technology and social media.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can analyze the influence of peer pressure while making responsible, respectful choices using technology and social media. |
| 3 | Developing | I can explain the influence of peer pressure while making responsible, respectful choices using technology and social media. |
| 2 | Basic | I can explain some influences of peer pressure while making responsible, respectful choices using technology and social media. |

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| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 1 | Minimal | I can list some of the influences of peer pressure while making responsible, respectful choices using technology and social media. |
| 0 | No Evidence | No evidence shown. |

4.  **Sportsmanship Etiquette  (11.11%)**

**Learning Targets**

4.1  I can conduct myself consistently in a manner that displays respect and sportsmanship. I can consistently demonstrate appropriate sportsmanship behavior and fair play.

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can conduct myself consistently in a manner that displays respect and sportsmanship. I can consistently demonstrate appropriate sportsmanship behavior and fair play. |
| 3 | Developing | I can conduct myself sometimes in a manner that displays respect and sportsmanship. I can sometimes demonstrate appropriate sportsmanship behavior and far play. |
| 2 | Basic | I can conduct myself half of the time in a manner that displays respect and sportsmanship. I can half of the time demonstrate appropriate sportsmanship behavior and fair play. |
| 1 | Minimal | I can conduct myself with reminders in a manner that displays respect and sportsmanship. I can with reminders consistently demonstrate appropriate sportsmanship behavior and fair play. |
| 0 | No Evidence | No evidence shown. |

4.2  I can consistently demonstrate safe practices in all physical activity.

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can consistently demonstrate safe practices in all physical activity. |
| 3 | Developing | I can sometimes demonstrate safe practices in all physical activity. |
| 2 | Basic | I can half of the time demonstrate safe practices in all physical activity. |
| 1 | Minimal | I can with reminders demonstrate safe practices in all physical activity. |
| 0 | No Evidence | No evidence shown. |

4.3  I can consistently apply correct rules and procedures in all physical activity.

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can consistently apply correct rules and procedures in all physical activity. |
| 3 | Developing | I can sometimes apply correct rules and procedures in all physical activity. |

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| Learning Target | Descriptor | Definition |
|---|---|---|
| 2 | Basic | I can half of the time apply correct rules and procedures in all physical activity. |
| 1 | Minimal | I can with reminders apply correct rules and procedures in all physical activity. |
| 0 | No Evidence | No evidence shown. |

**4.4 I am consistently accepting and respectful of diversity within the class.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I am consistently accepting and respectful of diversity within the class. |
| 3 | Developing | I am sometimes accepting and respectful of diversity within the class. |
| 2 | Basic | I am half of the time accepting and respectful of diversity within the class. |
| 1 | Minimal | I am with reminders accepting and respectful of diversity within the class. |
| 0 | No Evidence | No evidence shown. |

## 5. Fitness Monitoring  (11.11%)

**Learning Targets**

**5.1 I can consistently display proper safety techniques, proper form, and breathing on all equipment in the wellness center.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can consistently display proper safety techniques, proper form, and breathing on all equipment in the wellness center. |
| 3 | Developing | I can sometimes display proper safety techniques, proper form, and breathing on all equipment in the wellness center. |
| 2 | Basic | I can half of the time display proper safety techniques, proper form, and breathing on all equipment in the wellness center. |
| 1 | Minimal | I can display proper safety techniques and operate the equipment. |
| 0 | No Evidence | No evidence shown. |

**5.2 I can challenge myself while participating consistently in all initial fitness assessments, collect data, and evaluate my data to national norms.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can challenge myself while participating consistently in all initial fitness assessments, collect data, and evaluate my data to national norms. |

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| Learning Target | Descriptor | Definition |
|---|---|---|
| 3 | Developing | I can challenge myself while participating consistently in all initial fitness assessments and collect data. |
| 2 | Basic | I can participate consistently in all initial fitness assessments |
| 1 | Minimal | I can participate in some of the initial fitness assessments. |
| 0 | No Evidence | No evidence shown. |

**5.3  I can challenge myself while participating consistently in all final fitness assessments and improve upon all of my initial fitness data.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can challenge myself while participating consistently in all final fitness assessments and improve upon all of my initial fitness data. |
| 3 | Developing | I can challenge myself while participating consistently in all final fitness assessments and improve upon over half of my initial fitness data. |
| 2 | Basic | I can participate consistently in all final fitness assessments. |
| 1 | Minimal | I can participate in some fitness assessments. |
| 0 | No Evidence | No evidence shown. |

## 6.  Invasion Games  (11.11%)

**Learning Targets**

**6.1  I can participate consistently and demonstrate proper techniques consistently in invasion games.**

| Learning Target | Descriptor | Definition |
|---|---|---|
| 4 | Proficient | I can participate consistently and demonstrate proper techniques consistently in invasion games. |
| 3 | Developing | I can participate regularly and demonstrate proper techniques regularly in invasion games. |
| 2 | Basic | I can participate regularly and demonstrate proper techniques sometimes in invasion games. |
| 1 | Minimal | I can participate regularly and understand proper techniques in invasion games. |
| 0 | No Evidence | No evidence shown. |

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7.  **Outdoor Activities**  (11.11%)

### Learning Targets

7.1  **I can participate consistently in outdoor activities to increase my fitness level and evaluate where my fitness level is at.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can participate consistently in outdoor activities to increase my fitness level and evaluate where my fitness level is at. |
| 3 | Developing | I can participate regularly in outdoor activities to increase my fitness level and regularly assess where my fitness level is at. |
| 2 | Basic | I can participate in outdoor activities to increase my fitness level. |
| 1 | Minimal | I can participate in outdoor activities to understand how to increase my fitness level. |
| 0 | No Evidence | No evidence shown. |

8.  **Net Games**  (11.11%)

### Learning Targets

8.1  **I can consistently display a variety of proper techniques while consistently participating in net games.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can consistently display a variety of proper techniques while consistently participating in net games. |
| 3 | Developing | I can regularly display a variety of proper techniques while consistently participating in net games. |
| 2 | Basic | I can regularly display a variety of proper techniques while regularly participating in net games. |
| 1 | Minimal | I can regularly participate in net games. |
| 0 | No Evidence | No evidence shown. |

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## PE/Health 6 A

9.   Cardiovascular Activities  (11.12%)

**Learning Targets**

9.1  **I can consistently increase my heart rate while participating in cardiovascular activities.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can consistently increase my heart rate while participating in cardiovascular activities. |
| 3 | Developing | I can regularly increase my heart rate while participating in cardiovascular activities. |
| 2 | Basic | I can sometimes increase my heart rate while participating in cardiovascular activities. |
| 1 | Minimal | I can participate in cardiovascular activities. |
| 0 | No Evidence | No evidence shown. |

**Submitted on 7/17/2019 by Paula Gates**