



# Nashoba Regional School District

Standards-Based Report Card  
Parent Guide

## Seventh Grade

# Superintendent's Message:

Fall 2014

Dear Parents and Guardians,

I am proud to share with you the ***Parent Handbook*** for our new middle school report card. The report card is aligned with our current curriculum, instructional practices and assessments.

This is the first major overhaul of our report card in ten years. It has taken a great deal of time, thought, and intellectual capital of our middle school educators, principals, and teaching and learning coordinators to design the first authentic standards based reporting tool. Our teachers plan their units based on the standards outlined in our curriculum. They assess student progress toward meeting the standards and that is what you will see reported to you each trimester. Learning objectives further detail what we expect students to know, understand, and be able to do.

The design of the report card builds in the use of grades which show specific performance results on tests, quizzes, projects, and practice work. Embedded in these results are the standards teachers will track to report on student performance. Student grades will continue to be recorded in Power School allowing ongoing parent and guardian access.

We are also breaking out the learning habits students' exhibit so that teachers, students, and parents can work collaboratively to use positive traits to improve academic performance and to address possible inconsistencies or concerns.

This fall, in addition to providing grades and an assessment of learning habits, standards will be scored. What we will be sharing with you is more information, more specific results, and ideas on how to improve, maintain, and extend student learning. This effort will continue the process of preparing all of our students well for coming together at NASHOBA Regional High School.

I hope that you find the report cards informative. Your feedback on an ongoing basis will be critical to the success of these report cards and we will be asking for this toward the end of the second trimester and through the school improvement surveys.



Michael L. Wood  
Superintendent of Schools

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# Introduction to Standardized Reporting:

## What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content and specialist areas.

*Example: Student will be able to utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra.*

This particular math standard is what needs to be accomplished by the end of seventh grade (term 3).

## What are the Common Core Standards?

The Common Core Standards are a set of English language arts and mathematics standards that have been adopted by 45 states and three territories. These standards are not federally mandated, but instead have been a state-led effort to create consistent and clear academic objectives per grade level. The Common Core Standards allow students to master the same set of skills per grade level, regardless of a particular school or state. Massachusetts officially adopted the Common Core Standards on July 21, 2010. Most of the Common Core Standards were part of our original Massachusetts standards, as our state was a front-runner in high academic achievement per content area. To obtain more information regarding the Common Core Standards, please refer to the website below.

<http://www.doe.mass.edu/candi/commoncore/>

## What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery. Additionally, Bolton, Lancaster, and Stow will have the same report card per grade level, which has not been done in the past.

## The Standards-Based Reporting System:



**Standards** are outlined by the Common Core State Standards and the Nashoba Regional School District Standards.

**Curriculum** is developed to ensure that all standards are being taught.

**Formative and summative assessments** are used to accurately measure the students' progression toward the standards.

**Reporting tools** enable teachers to show student growth toward End of year standards, Trimester Benchmarks and Learning Habits.

## Standard Scale:

The standard scale shows the progression of a student per standard at the end of term 1, term 2, and term 3. The standard scale ranges are below:

		Description
4	<b>Exceeded</b> the Standard	<ul style="list-style-type: none"> <li>Student's understanding of content or application of skill consistently exceeds the grade level standard.</li> <li>Student has exceeded year end benchmarks.</li> </ul>
3	<b>Mastered</b> the standard	<ul style="list-style-type: none"> <li>Student's understanding of content or application of skill demonstrates mastery of grade level standard.</li> <li>Student has met year end benchmarks.</li> </ul>
2	<b>Progressing</b> toward the standard	<ul style="list-style-type: none"> <li>Student's understanding of content or application of skill is progressing toward the grade level standard but has not yet met end of year expectations.</li> <li>Student has met trimester benchmarks and is making expected progress toward meeting the end of year standard.</li> </ul>
1	<b>Emerging progression</b> toward the standard	<ul style="list-style-type: none"> <li>Student's understanding of content or application of skill is inconsistent.</li> <li>Student is making limited progress toward meeting the end of year standard.</li> <li>Student has not yet met trimester benchmarks.</li> </ul>
NY	<b>Not yet progressing</b> toward the standard	<ul style="list-style-type: none"> <li>Student does not yet demonstrate understanding of content or application of skill at this time.</li> </ul>
NA	Not Assessed	<ul style="list-style-type: none"> <li>Not assessed this trimester.</li> </ul>

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of year expectations, the majority of students will earn a standard score of 2 in trimester 1 and 2. This means that they have met the benchmarks to that point in the year and are on target to demonstrate mastery by the end of trimester 3. Please note, that as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

A student may also receive a NA (not assessed) for a particular standard in a given trimester. This occurs when a standard is not formally addressed in all trimesters.

## Letter Grades

An additional level of reporting that parents and students, in grades 6-8, receive is letter grades calculated by academic performance to date.

For each standard, the parent will see their child's standard scale score (NA, NY, 1, 2, 3, 4) indicating progress toward end of the year expectations, with an accompanying letter grade for each academic content area.

The letter grade is calculated based on academic performance ***excluding calculations for Learning Habits which are reported separately***

## Habits of Learning:

In addition to a student understanding and application of essential skills, teachers will report separately on the following social behaviors and work habits expected of students.

Core Academic Areas	Specialist Areas
<ul style="list-style-type: none"><li>• Student conduct</li><li>• Class preparation &amp; organization</li><li>• Participation in class activities</li><li>• Homework completion &amp; quality</li></ul>	<ul style="list-style-type: none"><li>• Student conduct</li><li>• Class preparation &amp; organization</li><li>• Participation in class activities</li></ul>

The following three point descriptive scale should be used for this area.

- M**     **Consistently meets expectations**  
**I**     **Does not consistently meet expectations**  
**S**     **Seldom meets expectations**

## Comments:

The comment section of the report card allows the teachers to address any section of the report card more specifically.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

## Additional Information:

*This section applies when a student is on an IEP or 504 plan.*

**\* Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**\*\* Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

# How to Use the Guide:

In the following pages, you will see the standards for grade 7. Each standard is broken down into term 1, term 2, and term 3. These descriptors per term show where the students need to be performing to be on target to meet the standard by the end of the year.

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*EXAMPLE:*

## **Read and comprehend a variety of grade level non-fiction texts**

### ***Term 1:***

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

### ***Term 2:***

- Apply knowledge to and analyzes grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

### ***Term 3:***

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

The standard that is printed in bold may be slightly abridged, as this is the exact language that is in the report cards. The term 1, term 2, and term 3 sections allows for a list of the specific skills that needs to be attained per each term. If the students are successful in mastering the specific skills set forth per term, then they will be on target to meet the standard by the end of the year.

## **Additional Information Regarding Standards:**

Some standards may not be address during every term for a variety of reasons. Throughout the guide you will see this noted as “Not assessed” for a particular term. When this is the case, it will be marked as NA on the report card as opposed to a standard a score.





***Content  
Area  
Standards***

# English/ Language Arts

*By the end of term 3, a proficient student is able to:*

## **Read and comprehend a variety of grade level literary texts**

### ***Term 1:***

- Read and comprehend grade level literary texts including prose, drama, and poetry
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe literary elements
- Make connections between different forms and genres with developing accuracy

### ***Term 2:***

- Apply knowledge to and analyze grade level literary texts including prose, drama, and poetry
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine literary elements
- Make connections between different forms and genres with sufficient accuracy

### ***Term 3:***

- Synthesize and evaluate grade level literary texts including prose, drama, and poetry with guidance and support.
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze literary elements
- Make connections between different forms and genres with proficient accuracy.

## **Read and comprehend a variety of grade level non-fiction texts**

### ***Term 1:***

- Read and comprehend grade level non-fiction texts
- Read with developing accuracy and comprehension
- Ask and answer inferential questions with teacher modeling and support
- Identify and describe key ideas, details, and structure

### ***Term 2:***

- Apply knowledge to and analyze grade level non-fiction texts
- Read with sufficient accuracy and comprehension
- Ask and answer inferential questions with increased independence
- Examine key ideas, details, and structure

### ***Term 3:***

- Synthesize and evaluate grade level non-fiction texts with guidance and support
- Read with proficient accuracy and comprehension
- Ask and answer inferential questions independently
- Analyze key ideas, details, and structure

## **Write effectively through various formats**

### ***Assessed all year:***

- Demonstrate progression from a developing understanding to grade level mastery of required writing types (persuasive, informative/explanatory, and/or narrative) through appropriate application of the Six Traits of Writing.

## **Correctly and appropriately use research techniques**

### ***Term 1:***

- Recognize and cite valid information in credible and accurate sources with teacher guidance and support

### ***Term 2:***

- Recognize and cite valid information in credible and accurate sources with increased independence

### ***Term 3:***

- Recognize and cite valid information in credible and accurate sources with independence

## **Acquire and accurately use grade-appropriate vocabulary**

### ***Assessed all year:***

- Identify unknown words and be able to determine the meaning using context clues, reference materials, and/or knowledge of Greek or Latin affixes or roots
- Compose effective sentences using newly acquired vocabulary
- Use the relationship between words to understand each of the words (i. e. synonyms, antonyms, analogies, etc.)

# Mathematics

*By the end of term 3, a proficient student is able to:*

## **Attend to precision.**

### ***Assessed all year***

- Communicate precisely using clear definitions and precise vocabulary
- Label work appropriately
- Calculate accurately and efficiently
- Provide carefully formulated explanations that attend to directions for a problem
- Support answers with work that is mathematically valid
- Support answers with work that is logically organized

## **Demonstrate the ability to analyze proportional relationships and apply them to solve real-world and mathematical problems**

- Model and solve a proportional relationship from a word problem
- Determine the constant of proportionality in tables, graphs, equations, diagrams, or verbal descriptions
- Justify whether two quantities are proportional in tables, graphs, equations, diagrams, or verbal descriptions
- Compute percentages of numbers and apply to real-life problems
- Calculate percentage of change for real-life scenarios

## **Apply and extend previous understandings of operations with rational numbers**

### ***Term 1***

- Demonstrate ability to add and subtract signed rational numbers
- Demonstrate ability to multiply and divide signed rational numbers
- Extend knowledge of operations with rational numbers to solve real-world problems

### ***Term 2***

- Apply rational numbers in solving variable equations and applications in real-life scenarios

### ***Term 3***

- Apply rational numbers in solving variable equations and applications in real-life scenarios

## **Utilize and demonstrate the ability to solve real-life and mathematical problems using operations in algebra**

### ***Term 1***

- Apply properties of operations to effectively manipulate and generate equivalent expression
- Solve two-step algebraic equations and inequalities

### ***Term 2***

- Apply properties of operations to effectively manipulate and generate equivalent expressions
- Solve two-step algebraic equations and inequalities
- Generate and solve real-life and mathematical problems using numerical and algebraic expressions, equations, inequalities

### ***Term 3***

- Apply properties of operations to effectively manipulate and generate equivalent expressions
- Solve two-step algebraic equations and inequalities
- Generate and solve real-life and mathematical problems using numerical and algebraic expressions, equations, inequalities
- Analyze patterns and generate expressions for arithmetic and geometric sequences

### **Understand and describe relationships between and within two-dimensional objects and three-dimensional figures**

- Generate and solve computational problems of lengths and areas of scale drawings
- Apply the formulas and the relationship between the area and circumference of a circle
- Identify line and angle relationships to solve equations for unknown angles in figures
- Solve mathematical and real-world problems involving surface area of prisms, pyramids, and spheres
- Solve mathematical and real-world problems involving volume of prisms and pyramids
- Describe the figures created from the cross-section of three-dimensional figures

### **Demonstrates and applies concepts of statistics and probability**

- Given a population, randomly select a sample and use the sample to make inferences about the population
- Determine and justify appropriate measures of center and measures of variability given data
- Generate theoretical and experimental probabilities including dependent and independent events

# Science

*By the end of term 3, a proficient student is able to:*

## **Recognize that functions are related to structure in organisms**

### **Term 1**

- Describe the structures of cells and how they contribute to the function of the cell
- Use the characteristics and needs of organisms as evidence that organisms are living things

### **Term 2**

- Explain that multi-cellular organisms are composed of interacting subsystems
- Use the characteristics and needs of organisms as evidence that organisms are living things
- Group organisms into specific domains, kingdoms, or phyla using common characteristics

### **Term 3**

- Demonstrate that all living things (both unicellular and multi-cellular) have corresponding structures and needs
- Explain that multi-cellular organisms are composed of interacting subsystems
- Use the characteristics and needs of organisms as evidence that organisms are living things
- Group organisms into specific domains, kingdoms, or phyla using common characteristics

## **Describe interactions and energy flow within ecosystems**

### **Term 1**

- Understand the relationship between photosynthesis and cellular respiration
- Analyze energy flow within a food chain and/or food web
- Describe different types of symbiotic relationships
- Identify the roles of organisms within ecosystems.

### **Term 2**

- Understand the relationship between photosynthesis and cellular respiration
- Analyze energy flow within a food chain and/or food web
- Describe different types of symbiotic relationships
- Identify the roles of organisms within ecosystems

### **Term 3**

- Analyze energy flow within a food chain and/or food web

## **Understand growth, development, and reproduction in various organisms**

### **Term 1**

- Relate the cell cycle and its role in growth, development, and reproduction

### **Term 2**

- Describe the genetic differences in offspring produced by asexual and sexual reproduction
- Understand and explain plant reproduction and the roles pollinators play

### **Term 3**

- Describe the genetic differences in offspring produced by asexual and sexual reproduction
- Interpret the effects of genetic mutations on an organism
- Explain the passing of traits from parents to offspring
- Relate the cell cycle and its role in growth, development, and reproduction

## **Relate natural selection and adaptation to the diversity of organisms**

### **Term 1**

- Understand evidence that supports the changes in organisms over time
- Describe possible changes in populations due to natural selection

### **Term 2 & 3**

- Understand evidence that supports the changes in organisms over time
- Describe possible changes in populations due to natural selection
- Explain how a population can change over time to become two different species

## **Explain and analyze investigations using scientific processes**

### **Assessed all year**

- Scientific Method
  - Propose a scientific question for study and write a hypothesis based on background information
  - Identify variables in an investigation and uses data to formulate conclusions with guidance
- Use of Tools
  - Select and use the appropriate tool for laboratory use
- Mathematical Concepts
  - Calculate percentages and probability
  - Interpret information when given a graph

# History and Social Sciences

By the end of term 3, a proficient student is able to:

## Effectively utilizes content relevant vocabulary

### *Assessed all year*

- Effectively use geographic terms related to the continent of study in a variety of formats.
- Understand the definitions of selected words
- Demonstrate an ability to use key words in a writing assignment

## Evaluate the role of individuals, events, cultures, governments, and their impact

### *Term 1*

- Explain the differences among the major ethnic and religious groups in South America
- Demonstrate knowledge through classroom activities, discussions, and assessments

### *Term 2*

- Explain the differences among the major ethnic and religious groups in Europe and Africa
- Demonstrate knowledge through classroom activities, discussions, and assessments

### *Term 3*

- Explain the differences among the major religious and ethnic groups in Africa and Asia
- Demonstrate knowledge through classroom activities, discussions, and assessments

## Use maps, charts, and graphs to analyze geographic information

### *Term 1*

- Interpret different kinds of projections, such as topographic, landform, political, population, climate maps, charts and graphs

### *Term 2*

- Interpret and make inferences from a variety of charts, graphs

### *Term 3*

- Create a chart or graph from a list of data

## Identify locations on a map

### *Term 1*

- Locate on a World map:
  - The continent of South America and the Atlantic and Pacific Oceans
- Use a Map Key to locate:
  - The countries and major cities of South America
- Locate using Regional maps:
  - The Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America on a map of South America



## ***Term 2***

- Locate on a World map:
  - The continent of Europe
- Use a Map Key to locate
  - The countries and major cities in Europe
- Locate using Regional maps
  - The Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea on a map of Europe
  - The Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers
  - The Alps, Pyrenees, and Balkan Mountains
  - The countries in the northern, southern, central, eastern, and western regions of Europe

## ***Term 3***

- Locate on a World Map:
  - The continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley
  - Western Asia, or the Middle East
  - Central and South Asia
  - Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea.
  - North and East Asia, the Pacific Ocean, and the Arctic Ocean
- Use a Map Key to locate
  - The countries and major cities in Africa
  - The countries and major cities in the Middle East
  - The countries and major cities in Central and South Asia
  - The countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands
  - The countries and major cities in the various regions of East Asia
- Locate using Regional Maps
  - The northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope on a map of Africa
  - The Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf on a map of the Middle East
  - The Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes on a map of Central and South Asia
  - The Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef on a map of Southeast Asia and Oceania
  - The Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers on a map of East Asia
  - Siberia and the Yenisey, Lena, and Kolyma rivers on a map of North Asia



***Specialist  
Area  
Standards***

# Art

*By the end of term 3, a proficient student is able to:*

## **Demonstrate proficiency with a variety of methods, materials & techniques to create in 2D & 3D**

### ***Term 1***

- Demonstrate developing use of a variety of media, techniques, and processes. Students will use grade level art vocabulary, and practice caring for materials & tools

### ***Term 2***

- Demonstrate sufficient use of a variety of media, techniques, and processes. Students will use grade level art vocabulary, and practice caring for materials & tools

### ***Term 3***

- Demonstrate proficient use of a variety of media, techniques, and processes. Students will use grade level art vocabulary, and practice caring for materials & tools

## **Create art using the elements & principals of design**

### ***Term 1***

- Demonstrate developing knowledge of the elements and principles of design

### ***Term 2***

- Demonstrate sufficient knowledge of the elements and principles of design

### ***Term 3***

- Demonstrate proficient knowledge of the elements and principles of design

## **Observes, abstracts, invents, and expresses through media**

### ***Assessed all year***

- Plan, construct, invent, and imagine art through their unique observations, abstractions, inventions, and expressions.

# Music

*By the end of term 3, a proficient student is able to:*

## Demonstrate understanding of beat, rhythm, and notation symbols

### Term 1

- Recognize and interpret dotted quarter/eighth in 3/4 and C time signature, sixteenth notes, double bar, repeat signs and D.S. al Fine

### Term 2

- Recognize and interpret chromatic intervals up to P5, sharp, flat and natural signs

### Term 3

- Successfully complete a composition project and classroom performance using concepts from Terms 1 & 2

## Demonstrates appropriate vocal technique (Chorus Students)

### Term 1

- Demonstrate proper posture and phrasing
- Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*

### Term 2

- Memorize lyrics from concert material
- Demonstrate appropriate diction in regards to grade level material

### Term 3

- Memorize lyrics from concert material
- Perform grade appropriate two and three part material

## Demonstrates appropriate instrumental technique (Band Students)

### Term 1

- Winds
  - B flat and E flat concert scales played from memory in traditional quarter/eight rhythm at m.m. = 92.
  - One scale to be performed tongued legato and accented descending
  - One scale to be performed tongued or accented ascending and with marcato accents descending
- Percussion
  - Flam tap
  - Five stroke rolls

### Term 2

- Winds
  - A flat and F concert scales played from memory in traditional quarter/eight rhythm at m.m. = 92.
  - Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*
- Percussion
  - Drag
  - Demonstrate understanding of *piano*, *forte*, *mezzo piano* and *mezzo forte*

### ***Term 3***

- Winds
  - One octave chromatic scale from memory in eighth notes
  - Demonstrate understanding of *crescendo* and *decrescendo* while following conducted non-verbal, instructions
  
- Percussion
  - Bass drum and auxiliary percussion technique
  - Demonstrate understanding of *crescendo* and *decrescendo* while following conducted non-verbal, instructions

## **Responds to basic elements and expression of music**

# Technology Education

*By the end of term 3, a proficient student is able to:*

## **Use appropriate materials, tools, and machines to solve engineering design problems**

### *Assessed all year*

- Create an appropriate list of tools and materials used to perform a specific tasks
- Use tools and equipment correctly

## **Use the engineering design process to solve a problem**

### *Assessed all year*

- Prepare an Engineering design report which includes: design ideas, sketches, drawings, test results, analysis of results, and redesign
- Build a model to meet design documents

## **Explain the components of a technological system**

### *Assessed all year*

- Explain the components of a technological system being studied

# Health and Wellness

*By the end of term 3, a proficient student is able to:*

## **Demonstrate knowledge of the relationship between personal behavior and health**

### ***Term 1***

- Assess healthy behaviors in one of the areas of health (physical, social, emotional, environmental)

### ***Term 2***

- Describe the correlation between nutrition and daily personal health

### ***Term 3***

- Justify the importance of healthy behavior(s) in one of the areas of health (physical, social, emotional, environmental)

## **Assess the likelihood of potential serious consequences when engaging in unhealthy/risky behaviors**

### ***Term 1***

- Describe the impact of negative decisions (physical, social, emotional), environmental on personal health

### ***Term 2***

- Describe the connection between nutrition and chronic disease

### ***Term 3***

- Identify the risks of unhealthy behavior(s) in one of the areas of health (physical, social, emotional, environmental)



# Physical Education

*By the end of term 3, a proficient student is able to:*

## **Demonstrate competency in motor skills and movement patterns**

### ***Term 1***

- Achieve grade level skill coordination some of the time with teacher direction

### ***Term 2***

- Achieve grade level skill coordination most of the time with increased independence

### ***Term 3***

- Consistently & independently master appropriate grade level skill coordination

## **Demonstrate and apply movement concepts and strategies in various physical activities**

### ***Term 1***

- Demonstrate grade level rule knowledge and positioning through game play with teacher direction some of the time

### ***Term 2***

- Demonstrate grade level movement concepts and strategies with increased ability & independence most of the time.

### ***Term 3***

- Consistently & independently demonstrate grade level movement concepts & strategies

## **Demonstrates the ability to work cooperatively and competitively while using the concepts of teamwork and sportsmanship**

### ***Term 1***

- Work together with teammates and opponents at grade level with teacher direction some of the time

### ***Term 2***

- Work together with teammates and opponents at grade level with increased independence most of time

### ***Term 3***

- Consistently and independently exhibit cooperative team play and sportsmanship at grade level



## Acknowledgements:

The Middle School Parent Guide documents are the result of the work of all middle level teachers from within the Nashoba Regional School District during the 2012-2013 and 2013-2014 school years. These dedicated professionals spent focused professional development hours reviewing district teaching standards and curriculum to determine reporting standards and benchmarks and beginning the work toward common assessments. The district recognizes the ongoing support and guidance of building and district administrators, the work of the Comprehensive Reporting Committee, and the collaborative efforts of our teachers.