

PE and Health: Grade Six

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Description

Students will be engaged in a variety of physical activities, concentrating on the skills needed for lifelong participation. They will start to implement rules and skills into specific sports; continue to understand nutritional choices; and continue to demonstrate self-management skills including decision making, healthy decisions, goal setting and understanding effects of drugs, alcohol and tobacco.

Time Allocation
PE- 55 minutes four days a week for nine weeks within the official school year.
Health- 55 minutes one day a week for nine weeks within the official school year.

Texts/References
 PE Central (PE)
 Study guides created for each unit. (PE)
 Text: Foundations of Personal Fitness by Don L. Rainey and Tinker D. Murray(PE)
 Text: Decisions for Health Level Green by Holt (Health)
 Text: Teen Health Course 1 by Glencoe (Health)

Assessments
Formative Assessments
 Teacher constructed fitness test (pre and post) (PE)
 Teacher constructed unit quizzes (PE and Health)
 Cardio Assessment (PE)
 Standard based projects with rubrics (PE and Health)
 Essays (PE and Health)
 Chapter Tests (Health)
 Chapter projects (Health)
Summative Assessments
 Average of all quizzes, tests, projects, essays and other assessments (PE and Health)

Grades and Achievement Levels
 Grades are based on completion of assignments and quality of work. Each student will receive grades based on classroom performance, homework completion, and test scores.

Grade Level Expectations: PE Grade Six

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<ul style="list-style-type: none">• Beginning strategies for a variety of games and sports• Activities that require problem-solving, cooperation, skill assessment, and teambuilding• Using information from a variety of resources to improve performance	<ul style="list-style-type: none">• Setting personal goals for improving health-related fitness• Performing self-paced cardiovascular endurance activities• Opportunities in school and in the community for regular participation in physical activity to enhance physical fitness	<ul style="list-style-type: none">• Recognizing diverse skill performance in others and how that diversity affects game, activity, and sport participation• Working cooperatively and productively in a group	<ul style="list-style-type: none">• Demonstrating knowledge of safe practices in a physical activity setting

Evidence Outcomes: PE Grade Six

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Volleyed an object repeatedly with a partner, using the forearm pass 2. Struck a ball continually against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke 3. Struck an object consistently, using a body part so that the object travels in the intended direction at the desired height 4. Struck an object consistently, using an implement so that the object travels in the intended direction at the desired height 5. Dribbled and passed a ball to a partner while being guarded 6. Threw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (Threw) patterns 7. Combined relationships, levels, speed, direction, and pathways in complex individual and group physical activities 8. Combined motor skills to play a lead-up or modified game 9. Described ways to create more space between an offensive player and a defensive player 10. Participated in and understood the value of initiative and cooperative activities 11. Develop a problem-solving skill assessment 	<ol style="list-style-type: none"> 1. Compared individual physical fitness goals with research-based standards for good health 2. Identified activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition 3. Monitored the intensity of one's heart rate during physical activity 4. Identified target heart rate 5. Participated in self-selected activities that require muscular strength and endurance 6. Set realistic fitness goals 7. Strived to attain fitness goals through participation in physical activity of individual choosing 	<ol style="list-style-type: none"> 1. Evaluated individual responsibility in group efforts 2. Demonstrated an acceptance of differences among friends in physical development 3. Participated in activities that address diversity 4. Participated in activities with individuals of various skill levels 5. Established and accomplished goals in both cooperative and competitive activities 6. Identified and defined the role of each participant in a cooperative physical activity 7. Analyzed possible solutions to a movement problem in a cooperative physical activity, and came to a consensus on the best solution 8. Demonstrated the ability to resolve conflicts with peers 	<ol style="list-style-type: none"> 1. Maintained a safe distance from others when using implements 2. Explained safety considerations prior to participation in invasion, net/wall, target, and fielding/run-scoring games 3. Demonstrated the safe use of rackets, bats, and other long-handled implements 4. Differentiated between safe and unsafe participation and environment 5. Displayed safe and responsible behavior while engaging in fitness activities

Evidence Outcomes: PE: Grade Six continued

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	#7.4 Prevention and Risk Management
<p>12. Used basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object</p> <p>13. Analyzed and corrected errors in movement patterns, and provided and used feedback from a peer or instruction technology</p> <p>14. Developed a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person</p>			

Grade Level Expectations: Health Grade Six

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none"> • Accessing valid and reliable information, products, and services to enhance healthy eating behaviors • Accessing valid and reliable information regarding qualities of healthy family and peer relationships • Comprehending the relationships among feelings and actions • Analyzing how positive health behaviors can benefit people throughout their life span 	<ul style="list-style-type: none"> • Understanding how to be mentally and emotionally healthy 	<ul style="list-style-type: none"> • Analysis of the factors that influence a person’s decision to use or not use alcohol and tobacco • Demonstration of the ability to avoid alcohol, tobacco, and other drugs • Demonstration of self-management skills to reduce violence and actively participate in violence prevention • Demonstration of ways to advocate for safety, and prevent unintentional injuries

Evidence Outcomes: Health Grade Six

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Distinguished accurate nutrition information from inaccurate information 2. Evaluated the nutrition information on food labels to compare products 3. Demonstrated the ability to access people or sources of accurate information and reliable advice regarding healthy eating 4. Described the benefits of healthy relationships 5. Described how peer relationships may change during adolescence 6. Identified sexual feelings common to young adolescents, and differentiate between having sexual feelings and acting on them 7. Discussed possible physical, social, and emotional impacts of adolescent sexual activity 8. Described behaviors that place one at risk for HIV/AIDS, sexually transmitted diseases (STDs), or unintended pregnancy 9. Described the need to have clear Evidence Outcomes, boundaries, and personal safety strategies 10. Explained the concepts of the food pyramid such as nutrient-rich foods being balanced with physical activity 11. Analyzed the short and long-term benefits and consequences of healthy eating and physical activity 	<ol style="list-style-type: none"> 1. Explained the interrelationship of physical, mental, emotional, social, and spiritual health 2. Analyzed the relationship between feelings and behavior 3. Explained appropriate ways to express needs, wants, and feelings 4. Explained the causes, symptoms, and effects of anxiety and depression 5. Identified feelings of depression, sadness, and hopelessness for which someone should seek help 6. Identified feelings and emotions associated with loss and grief 	<ol style="list-style-type: none"> 1. Analyzed internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use 2. Analyzed external influences on alcohol and tobacco use 3. Analyzed the influence of exercise, nutrition, and social relationships on alcohol and tobacco 4. Analyzed various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol 5. Identified common mixed messages about alcohol in the media such as “drink responsibly” messages 6. Analyzed the perception versus the reality of alcohol use in adolescents 7. Demonstrated decision-making skills that lead to being substance-free 8. Demonstrated effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances 9. Explained how decisions about substances affect relationships 10. Identified and summarize positive alternatives to substance use 11. Demonstrated planning skills for avoiding alcohol, tobacco, and other drugs

Evidence Outcomes: Health Grade Six continued

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>#7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 12. Summarized personal strategies for reducing Sun damage as well as hearing and vision damage 13. Explained the benefits of good hygiene practices for promoting health and maintaining social relationships 		<ol style="list-style-type: none"> 12. Described the short- and long-term consequences of violence on perpetrators, victims, and bystanders 13. Explained the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence 14. Described strategies to avoid physical fighting and violence 15. Identified a variety of nonviolent ways to respond when angry or upset 16. Demonstrated the ability to Identified a trusted adult to whom school or community violence should be reported 17. Described the dangers of and actions to be taken if weapons are seen or suspected in schools 18. Demonstrated ways of solving conflicts nonviolently such as conflict resolution and diffusion 19. Demonstrated the ability to Identified and correct safety hazards at home, in school, and in the community 20. Demonstrated ways to campaign to help to promote safety, and prevent unintentional injuries