

Health and Physical Education

GRADE 6

STANDARD 1

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

Benchmark 6.1.1: Develop fundamental physical skills and progress to complex movement activities as physically able PE curriculum

Indicators:

- 6.1.1.1 Perform, as physically capable, fundamental physical skills and apply more complex skills to a variety of movement activities (juggling, basketball, Frisbee, etc.)
- 6.1.1.2 Engage in team and cooperative activities (new games)
- 6.1.1.3 Engage in movement in different planes such as over, under, through (obstacle, course, running, skipping, and perform balance activities)
- 6.1.1.4 Develop an awareness of individual and group competence in movement skills and teamwork activities

Available Assessments:

Basketball Defense Authentic Assessment (pg. 5)

Batting (pg. 6)

Kicking & Dribbling (pg. 7)

Baseball Batting Clinic Performance Assessment (pgs. 13-14)

Basketball (pgs. 16-20)

Soccer (pg. 23)

Softball Throwing/Catching (pg. 24)

Alternative Motor Skills Assessment (pg. 51)

Hockey (pg. 77)

Striking (pg. 78)

Juggling Performance Assessment (pgs. 84-85)

Benchmark 6.1.2: Incorporate rules and safety procedures into physical activities

Indicators:

- 6.1.2.1 Follow rules and safety procedures and practice sportsmanship, cooperation, and team work in a variety of games and fitness activities
- 6.1.2.2 Develop social and behaviors patterns that lead to cooperative interaction

Available Assessments:

Behavior Self-Check (pg. 35)

Cooperation (pg. 39)

Cooperation Self-Reflection (pg. 40)

Solving A Problem (pg. 42)

Team-mate Evaluation (pg. 8)

Cooperative/Problem-Solving Project (pg. 9)

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 6.1.3: Understand the concepts of physical fitness and develop and monitor progress on personal fitness goals.

Indicator:

- 6.1.3.1 Measure physical fitness and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength, endurance, flexibility and body composition

Available Assessments:

Muscle Stretch Research (pgs. 2-3)

Heart Beat Effort (pg. 64)

Fitness/PE Personal Goal (pg. 38)

Alternative Fitness Assessment (pg. 66)

Benchmark 6.1.4: Understand nutrition and food nutrients and how they affect physical performance and the body.

Indicators:

- 6.1.4.1 Design nutrition goals based on national dietary guidelines and individual activity needs
- 6.1.4.2 Distinguish between safe and unsafe use of nutritional supplements, such as protein drinks, weight loss powder, creatine supplements
- 6.1.4.3 Conduct a personal assessment of daily dietary patterns
- 6.1.4.4 Understand the results of movement, fitness and nutrition practices in relation to others areas of life such as job demands, climate, social norms (sedentary lifestyle)
- 6.1.4.5 Evaluate dietary patterns that contribute to disease

*****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!******

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 2

The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

Benchmarks 6.2.1: Recognize patterns of growth and development

Indicators:

- 6.2.1.1 Describe the physical, emotional, intellectual and social changes that occur during puberty
- 6.2.1.2 Know the adverse physical, emotional, and economic consequences of being sexually active (sexual behaviors that result in risk) vs. abstinence

Benchmark 6.2.2: Understand the transmission and control of communicable and non-communicable diseases (STD, Dengue, Colds)

Indicator:

- 6.2.2.1 Describe health care practices, reliable sources of information, and products that result in early detection and treatment of disease

Benchmark 6.2.3: Acquire skills to live safely

Indicators:

- 6.2.3.1 Anticipate abusive and risky situations and demonstrate safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community
- 6.2.3.2 Demonstrate first aid skills that help self and others in an emergency or crisis
- 6.2.3.3 Develop short-term strategies to reduce harmful stress (e.g., yoga, breathing techniques, massage, and progressive relaxation)
- 6.2.3.4 Anticipate situations which involve pressure to abuse legal or use illegal drugs and plan to how to reduce drug risks
- 6.2.3.5 Introduce basic concepts of water safety

Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

The student *analyzes and evaluates the impact of real-life influences on health.*

To meet this standard, the student will:

Benchmarks 6.3.1: Understand how environmental factors affect one's health

Indicators:

- 6.3.1.1 Understand the effects of sleep deprivation
- 6.3.1.2 Describe the influence of environmental factors that positively and negatively affect health (e.g., stress on the body and mind and mental illness)
- 6.3.1.3 Describe how nutrition, exercise, and environmental factors influence physical growth and lifelong health

Benchmark 6.3.2: Gather and analyze health information

Indicator:

- 6.3.2.1 Help students distinguish between healthy and unhealthy parameters

Benchmark 6.3.3: Use social skills to project health and safety in a variety of situations

Indicators:

- 6.3.3.1 Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships
- 6.3.3.2 Choose from a variety of social skills to avoid risky situations

Available Assessments:

PE Personal & Social Behavior Rubric (pg. 34)

Behavior Self-Check (pg. 35)

Benchmark 6.3.4: Understand how emotions influence decision-making

Indicators:

- 6.3.4.1 Describe how emotions may influence decision making and plan how to act in emotional situations
- 6.3.4.2 Promote skills that students need in daily life as they learn about their identity and how to manage interactions with other people

Available Assessments:

Problem Solving/Cooperative Game Project (pgs. 8-9)

Role Playing Assessment (pgs. 10-12)

Cooperation Self-Assessment (pg. 39)

Solving A Problem (pg. 42)

****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 4

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

Benchmarks 6.4.1: Assess needs and resources

Indicators:

- 6.4.1.1 Assess health practices and the positive and negative consequences of behaviors
- 6.4.1.2 Identify opportunities close to home for participation in different kinds of activities
- 6.4.1.3 Identify performance strengths and weaknesses

Available Assessments:

Self-Assessment Mid-term Report (pg. 28)
Report of Student Progress in PE (pg. 29)
PE Rubric (pg. 30)
PE Summary Worksheet (pg. 33)

Benchmarks 6.4.2: Develop a health and fitness plan and a monitoring system

Indicators:

- 6.4.2.1 Improve performance weaknesses
- 6.4.2.2 Set goals for improving health and fitness practices

Available Assessments:

Self-Assessment Mid-term Report (pg. 28)
Report of Student Progress in PE (pg. 29)
PE Rubric (pg. 30)
PE Summary Worksheet (pg. 33)
Fitness/PE Personal Goal (pg. 38)

*****Note that all assessments listed are found in the Assessment Appendix under the page number indicated in the curriculum!*****

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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