

K-3	
4-5	
6-8	
9-12	

GRADE 6 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

A. Personal Health B. Growth and Development			C. Nutrition D. Diseases and Health Conditions			E. Safety F. Social and Emotional Health		
Benchmarks By the end of Grade 6 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 6 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:		
A. Describe the appropriate use of healthcare and personal hygiene products.			Identify body cleanliness and grooming (skin, hair and nails) to promote self esteem.			Devise an overnight bag and list the personal hygiene products needed for a camping trip. / List, small group, class discussion		
B. Compare the rate of physical, social, emotional, and intellectual changes during various life stages, and discuss ways to foster healthy growth.			Examine why and what causes these changes for healthy growth.			Create and compare a chart on the different stages growth. / Illustrate chart, small group		
C. Compare food choices based on nutrient content value, calories, and cost, and create a healthy meal plan.			Discuss the importance of the basic six nutrients. (i.e. carbohydrate, fat, protein, vitamin, mineral, and water).			Prepare a nutritious meal plan for a weekend (3 days). (Include nutrient value, calorie count and fat.) / Art display, computer		
D. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.			Explain how body defenses protect against pathogens.			Categorize the ways in which pathogens can enter the body. / Chart, oral presentation		

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Benchmarks By the end of Grade 6 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 6 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
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E. Analyze the short-and long-term impact of injuries on individuals and families, and develop strategies to reduce the incidence of such injuries.	Describe the physical, emotional, and social affects that injuries have on individuals.	Develop safety guidelines to reduce the risk of unintentional injuries. / Small group, oral presentation.
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F. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.	Identify factors that promote the risk of violence and harassing behaviors.	Create a skit showing the different types of harassment and violence. / Act out positive and negative behaviors for each different behavior. Small group, class discussion, guided questions, role-play.
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RESOURCES

1. *Texts*
2. *Books*
3. *Charts, paper and writing instrument (for teacher's use)*
4. *Materials*
5. *Computer-internet*

GRADE 6 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

<p><i>A. Communication</i> <i>B. Decision Making</i></p>			<p><i>C. Planning and Goal Setting</i> <i>D. Character Development</i></p>			<p><i>E. Leadership, Advocacy and Service</i></p>		
<p>Benchmarks By the end of Grade 6 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>			<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 6 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>			<p>Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>		
<p>A. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.</p>			<p>Recognize how advertisements can influence adolescent individuals.</p>			<p>With a partner look through magazines/newspapers, and choose one ad that makes false or exaggerated claims. /</p> <p>Analyze the claims made and the effect it may have on teens. /</p> <p>Computers, presentation</p>		
<p>B. Analyze the influence of family, peers, and the media on health decisions, and investigate how conflicting interests may influence decisions and choices.</p>			<p>Describe how individuals are influenced by others and the media.</p>			<p>List examples of conflicting interests and the compromised resolutions for each interest. /</p> <p>List, small group, guided questions</p>		
<p>C. Develop strategies to support the achievement of short-and long-term health goals.</p>			<p>Identify short – and long – term health goals for each life cycle.</p>			<p>Design an implementation plan for a short and long-term health goal, and strategize to achieve the health goal. /</p> <p>Oral presentation, diagram plan</p>		
<p>D. Discuss the characteristics of a role model, and how explain role models influence the personal goals ethical standards of others.</p>			<p>Examine a realistic and unrealistic role model and their positive and negative impact on pre-adolescence/adolescence.</p>			<p>Draw a cartoon/poster of a role model, and describe the qualities of the expected role model. /</p> <p>Artwork, display</p>		

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Benchmarks By the end of Grade 6 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 6 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
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E. Evaluate personal and group contributions toward the achievement of a goal or task; analyze a group's ability to improve its performance, and provide appropriate feedback.	Recognize contributions made by various groups in school, home, community, etc.	Evaluate ones personal achievements and tell how to enhance the goal to the next level of achievement. / Analyze school, home, and community achievements and how to move to the next level of achievement. / Individual, written paragraph
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RESOURCES

<ol style="list-style-type: none"> 1. <i>Texts</i> 2. <i>Books</i> 3. <i>Materials</i> 4. <i>Tape recorder</i>
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GRADE 6 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

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<i>A. Medicines</i>	<i>B. Alcohol, Tobacco and Other Drug.</i>	<i>C. Dependency/Addiction and Treatment</i>
Benchmarks By the end of Grade 6 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 6 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:
A. Discuss the medicines used to treat common diseases and health conditions.	Describe commonly used over-the-counter drugs and their effect on common ailments.	Compare and contrast similarities and difference between over-the-counter drugs and prescription drugs. / Small group, chart, oral presentation
B. Describe ways to reduce the health impact of tobacco smoke on non-smokers.	Recognize the effects of second hand smoke on non smokers.	With a partner, role-play a smoker and a non smoker in a smoking environment- (i.e. home, with non-smoker present, etc.) / Role-play, presentation of skit
C. Identify ways to quit using alcohol, tobacco, and other drugs, and discuss factors that support an individual to quit.	Examine self-help groups and community agencies and explain their guidelines for quitting drugs.	Using the internet develop list of groups, organizations, and agencies that support an individual who is dependent on drugs. Computer, list, create a pamphlet
RESOURCES		
<ol style="list-style-type: none"> 1. Handouts 2. Charts 3. Guest speakers 		

GRADE 6 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships			B. Sexuality			C. Pregnancy and Parenting		
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A. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.			Demonstrate the ability to use interpersonal communication skills to enhance health. (Resistance skills).			Small groups act out scenes that depict healthful relationships with family members. / Small group, role-play, peer review		
B. Discuss strategies to remain abstinent and resist pressures to become sexually active.			Examine reasons for not being sexually active, and review responsible decision-making skills.			Create contemporary dating guidelines for age-appropriate adolescents. / Class discussion, guided questions, compare and contrast decisions		
C. Describe the signs and symptoms of pregnancy.			Identify risky behaviors among teens, and describe ways to reduce risks.			Guest speaker on identifying high risk behaviors and the effect of parenthood on teen's lifestyle. / Guided questioning		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Texts</i> 2. <i>Books</i> 3. <i>Guest speaker</i> 4. <i>Charts, paper and writing instrument (for teacher's use)</i> 5. <i>Materials</i> 6. <i>Computer-internet</i> 								

GRADE 6 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<p><i>A. Movement Skills</i> <i>B. Movement Concepts</i> <i>C. Strategy</i> <i>D. Sportsmanship, Rules and Safety</i> <i>E. Sports Psychology</i></p>		
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<p>A. Demonstrate the use of force and motion to impact the quality of physical movement.</p>	<p>Examine examples, and demonstrate different movements to execute force and motion.</p>	<p>Use holistic and rubric scoring to assess and evaluate movement skills. /</p> <p>Small group, teacher observation/checklist, students participation</p>
<p>B. Recognize proper and improper skill mechanics, and identify performance deficiencies.</p>	<p>Practice and execute selected game/sport skills to enhance muscular strength and/or endurance.</p>	<p>Plan and execute a program utilizing the learned and acquired skills that contribute to life-long activities. /</p> <p>Show progress of plan. /</p> <p>Students participation, small group, teacher observation, peer review</p>
<p>C. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.</p>	<p>Identify strategies of selected games and sports.</p>	<p>Apply strategies in modified game and sport situations. /</p> <p>Student participation teacher observation, written assessment</p>

GRADE 6 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity	B. Training	C. Achieving and Assessing Fitness
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<p>A. Differentiate among activities that improve skill fitness versus health-related fitness.</p>	<p>Compare and contrast the rewards of physical activity (mental, emotional, family social, physical health) to health-related fitness, muscular strength and endurance, flexibility, cardio-respiratory endurance, and body composition.</p>	<p>Relate these benefits to daily activities, household responsibilities, and life long skills. /</p> <p>Chart, small group</p>
<p>B. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness. (Frequency, Intensity and Time)</p>	<p>Understand principles of training to improve personal fitness goals as a lifestyle.</p>	<p>Design a circuit program including the basic principles of fitness. /</p>
<p>C. Engage in physical activity at a target heart rate for a minimum of 20 minutes.</p>	<p>Explain and demonstrate how to take a pulse (heart rate).</p>	<p>Use math skills to determine the heart rate, and listing activities that increase heart rate (i.e. running, walking, swimming, dancing, etc.) /</p> <p>60% target heart rate, 75% of maximum heart rate formula 20% minus your age multiplied by 60 for lower limit and by 75 for upper limit. For a 12-year old, the heart rate is 125 (208 x 60).</p>

RESOURCES

1. Gymnasium or space for activity
2. PE equipment – ropes, balls, scooters, cones, etc.
3. Computer-Internet