

PENINSULA SCHOOL DISTRICT
Health & Fitness Curriculum
Sixth Grade

1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)

Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.1 Develop fundamental and complex movement skills, as developmentally appropriate			
1.1.1 Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency	*		
1.1.2 Perform fundamental skills in a variety of movement activities	<p>Demonstrate developmentally appropriate fundamental and complex movement skills</p> <ul style="list-style-type: none"> • Perform a movement combinations in rhythmic activities (i.e., line dances, square dances) • Perform movement combinations in fundamental and complex skills (Basketball: dribble, bounce and chest pass; Soccer: dribble, static pass and trap ball; Throwing/Catching: correct foot forward, weight transfer, static catching) involved in team sports and group activities (i.e., small sided soccer, 3 on 3 basketball) • Perform fundamental movement combinations in fundamental and complex skills (Racquet sports: serve, grip) involved in individual sports (i.e., Pickleball: climbing wall) • Demonstrate mechanics of movement as applied to specific skills (i.e., throw a ball; step with opposite foot, opposite shoulder closest to target, reach back and extend arm fully) • Perform skills to improve core strength (i.e., crunches, single leg balances) • Describe activities that lead to an active life (daily living, recreational, sport, exercise, dance) 		

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.2 Safely participate in a variety of developmentally appropriate physical activities			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	*		
1.2.2 Demonstrate knowledge of rules and safety procedures, while participating cooperatively in individual, dual/team, and lifetime activities	Understand safety procedures and rules in a variety of developmentally appropriate physical activities <ul style="list-style-type: none"> • Apply rules and etiquette in a variety of games • Be aware of own personal space • Understand space and play a position in a modified game/activity • Respond to a signal to hold or move equipment 		
1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	*		
1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength-endurance-flexibility, and body compositions	Understand and begin to apply the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition <ul style="list-style-type: none"> • Examine a personal fitness assessment • Set realistic fitness goals based on current fitness measurement results and minimum health standards for age and gender • Describe fitness results • Describe anatomical and physiological functions (cardio and respiratory) • Participate in activities that promote physical fitness in the five components of fitness 		

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition			
1.4.1a Identify how bodily function and physical performance are affected by food consumption	*		
1.4.1b Recognize the benefits of movement, fitness, and nutrition			
1.4.2a Design nutrition goals, based on national dietary guidelines and individual activity needs	<p>Compose nutrition goals based on national dietary guidelines and individual activity needs</p> <ul style="list-style-type: none"> • Apply the dietary guidelines in making food choices • Explain the importance of food choices and portion size moderation in a healthy diet • Describe positive impacts of eating a variety of foods • Define the nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water) <p>Analyze the effects of activity, fitness, and nutrition practices</p> <ul style="list-style-type: none"> • Describe how caloric needs are affected by activity levels 		

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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. (Essential Academic Learning Requirement)

Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.1 Recognize patterns of growth and development			
2.1.1a Describe the structure and function of human body systems			
2.1.1b Identify hereditary factors that affect growth and development	*		
2.1.1c Describe the influence of nutrition on health and development			
2.1.2a Demonstrate understanding of the physical, emotional, intellectual, and social changes that occur during puberty	<p>Understand the body systems and their functions</p> <ul style="list-style-type: none"> Identify the structure and basic functions of key body systems (skeletal, muscular, nervous, respirator, cardiovascular, endocrine, lymphatic, digestive, and reproductive) <p>Understand the changes that occur during puberty</p> <ul style="list-style-type: none"> Identify the hormonal and physical changes that occur during puberty (growth, secondary sexual characteristics, hormonal attractions, expressing needs, wants, moods/feelings, sense of connectedness, and empowerment) <p>Know hereditary factors that affect growth development and health</p> <ul style="list-style-type: none"> Identify adolescent sleep patterns, needs, and recommendations <p>Analyze the benefits of maintaining healthy habits including exercise, nutrition, and rest habits for lifelong health</p>	<p>FLASH 5/6</p> <ul style="list-style-type: none"> Lesson 9, pg. 73-88: Puberty 	
2.1.2b Identify hereditary factors that affect growth, development, and health			
2.1.2c Describe how nutrition, exercise, and rest influence physical growth and lifelong health			

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.2 Understand the concept of control and prevention of disease			
2.2.1a Identify skills that help in the prevention of non-communicable diseases	*		
2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases			
2.2.2a Describe personal and health care practices that result in prevention, early detection, and treatment of communicable diseases	Understand the concepts and factors related to communicable diseases <ul style="list-style-type: none"> • Create a visual illusion that illustrates transmission, prevention (including immunizations), treatment of communicable diseases (i.e., colds, flu, blood-borne pathogens, measles, mumps, polio, Hepatitis A, B, C, etc.) 	F.L.A.S.H. <ul style="list-style-type: none"> • AIDS, pg. 1 KNOW <ul style="list-style-type: none"> • Lesson 1, pg. 123-145 	
2.2.2b Describe personal and health care practices that result in prevention, early detection, and treatment of non-communicable diseases	Understand the concepts and factors related to non-communicable diseases		

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.3 Acquire skills to live safely and reduce health risks, <i>continued</i>			
<p>2.3.2a Explain the adverse physical, emotional, and economic consequences of being sexually active</p> <p>2.3.2b Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community</p> <p>2.3.2c Recognize emergency situations and demonstrate skills to respond appropriately and safely</p>	<p>Understand the potential consequences of being sexually active</p> <p>Recognize types of abuse and risky situations</p> <ul style="list-style-type: none"> • Recognize emotional triggers and identify appropriate responses (anger management, conflict resolution, refusal/resistance skills) • Identify and demonstrate appropriate responses when dealing with harassment, bullying, and intimidation (sexual, gender, religion, disability, ethnic, race, age) <p>Know emergency situations and appropriate responses</p> <ul style="list-style-type: none"> • Identify basic First aid/CPR procedures (chest compressions, rescue, breathing, choking, and artificial electronic defibrillator) • Recognize emergency situations (home, school, natural disasters, water related accidents, injuries, etc.) and demonstrate appropriate responses • List actions necessary to implement universal precautions for blood-borne pathogens (see communicable diseases 2.2.2a) 	<p>KNOW</p> <ul style="list-style-type: none"> • Lesson 2, pg. 146-164 <p>KNOW</p> <ul style="list-style-type: none"> • Lesson 1, pg. 123-145 	

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
2.3 Acquire skills to live safely and reduce health risks, <i>continued</i>			
<p>2.3.2d Identify ways to use stress positively and develop short-term strategies to reduce harmful stress</p> <p>2.3.2e Anticipate situations that involve pressure to abuse legal or use illegal drugs, and plan how to reduce drug risks</p>	<p>Describe methods to prevent injury</p> <ul style="list-style-type: none"> • Demonstrate safe behaviors to minimize risk and prevent injury to self and others (pedestrian, bicycle, skateboard, swimming, boating) <p>Understand stress management</p> <p>Understand issues related to legal and illegal drug use and abuse</p> <ul style="list-style-type: none"> • Demonstrate strategies to respond to peer pressure • Compare and contrast legal and illegal drugs • Explain reasons for laws regulating use of alcohol and tobacco 	<p>KNOW</p> <ul style="list-style-type: none"> • Lesson 3, pg. 165-176 • Lesson 2, pg. 146-164 	

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3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)

Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.1 Understand how environmental factors affect one’s health (air, water, noise, chemicals)			
3.1.1 Identify environmental factors that affect health	*		
3.1.2 Describe the influence of environmental factors that positively and negatively affect health	Understand how environmental factors impact personal health <ul style="list-style-type: none"> • Recognize relationship between environmental factors and body systems • Recognize individual behaviors/actions that impact air, water, noise and chemical pollution 		
3.2 Gather and analyze health information			
3.2.1a Determine reliable sources of health information	*		
3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>			
3.2.2a Distinguish between safe and unsafe use of health-care products	Analyze health and fitness product information Analyze health information messages <ul style="list-style-type: none"> • Examine positive and negative health messages (media, peers, family, and community) Identify health care needs and sources for services and products		
3.2.2b Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages			
3.2.2c Analyze health care needs and identify sources of health care			

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Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
3.3 Use social skills to promote health and safety in a variety of situations			
3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others	*	KNOW • Lesson 2 & 3, pg. 146-176	
3.3.2 a Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships 3.3.2b Identify effective social skills to avoid risky situations (refer to 2.3.2b)	Integrate self-awareness/positive attitude and respect for others • Recognize importance of positive self-concept • Identify verbal and non-verbal communication skills • Describe roles/qualities of a good friend Apply effective social skills to avoid risky situations • Describe three positive social skills to avoid risky situations	F.L.A.S.H. • Self Esteem, pg. 25 KNOW • Lesson 2, pg. 146-164	
3.4 Understand how emotions influence decision making			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships 3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	*		
3.4.2 Describe how emotions may influence decision making and develop strategies about how to act in emotional situations	Analyze the effect of emotions on decision making • Identify five basic emotions and describe how they affect decision making skills	F.L.A.S.H. • Decision Making, pg. 51	

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4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)

Benchmark 1 Sixth Grade	A Peninsula Sixth Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
4.1 Analyze health and safety information			
4.1.1 Identify how fitness and healthy living are important for life goals	*		
4.1.2 Identify health and safety issues associated with daily living	Analyze daily health and safety habits and create a plan for improvement that supports a healthy lifestyle <ul style="list-style-type: none"> • Monitor health behaviors (e.g., diet, sleep, activity, safety) and set a goal for changing a behavior 		
4.2. Develop a health and fitness plan and a monitoring system			
4.2.1 Set daily goals for improving health and fitness practices	*		
4.2.2 Develop a personal health and fitness plan which includes a support and record keeping system to achieve health and fitness goals	Analyze and assess personal health and fitness data <ul style="list-style-type: none"> • Record/analyze personal health and fitness data including: <ul style="list-style-type: none"> ○ Cardio-respiratory ○ Flexibility ○ Muscular strength ○ Muscular endurance ○ Nutritional habits 		

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