

Sixth Grade Comprehensive Health and PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August - October</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions</p>	<p>FitnessGram Pretest: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Introduction to skills and knowledge of strategy by participating in lead-up sport games while working cooperatively with a group to accomplish a common goal (example: soccer, capture the flag, fitness ball, pin-game, cooperative learning games).</p> <p>Students will be introduced to fitness plans and how they can be a tool to monitor their progress toward a goal. Students will create a multi-day spreadsheet to plan and track their own personal data.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction.</p> <p>Students will partake in various dance activities and identify the concepts of force, flow, time and space within the rhythmic activity.</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test Skills Testing</p> <p>Benchmark Assessments: BOY FitnessGram Benchmark</p> <p>Alternative Assessments: Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1: Organize and transform data collected for the FitnessGram.</p>
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<p>November / January</p>	<p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety, and/or depression; and identify individuals, agencies or places in the community where assistance may be available.</p>	<p>Use the website below and have the students write down a couple of stressful situations that come up each week, how they dealt with them and how they felt afterward. Are there some things you might have handled differently?</p> <p>https://kidshealth.org/classroom/6to8/problems/emotions/stress_handout2.pdf</p> <p>Put a list of protective factors and risk factors on the board. Have students raise their hand and identify the protective factors. Then read scenarios and have students distinguish if the situation uses protective factors, if not what could be done.</p> <p>Students will watch youtube videos that outline different communication skills. When completed, students will write a summary paragraph of their takeaways from the video.</p> <p>Have students create a PSA on a growing health issue. Example Non communicable disease or air pollution.</p> <p>In groups, have students brainstorm ideas on how to tackle climate change. Post ideas around the room and</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Whole group/small group work stations Kahoot Quizlet</p> <p>Summative Assessments: Test Quizzes Written responses Project</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 6.RP.A.1 Understanding and using ratios for sample nutrition plans/meals.</p> <p>Technology Standard: 8.2.8.ED.3: Develop a proposal regarding a health issue.</p>
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<p>February - March</p>	<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading oneself and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p>	<p>Students will create student-generated bulletin boards highlighting the vocabulary learned in class relating to their current unit of instruction.</p> <p>Students will describe health enhancing behaviors and explain the significance of these behaviors in impacting their personal wellness.</p> <p>Students will participate in a variety of multicultural games or activities.</p> <p>Emotions pre and post check in.</p> <p>Students will use technology as a means to improve and monitor their fitness goals.</p> <p>Demonstrate a dance/yoga/aerobic sequence.</p> <p>Rules/procedures made by students to create a safe and cooperative environment.</p> <p>Students will understand the various forms of offensive and defensive strategies in various games.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework</p> <p>Summative Assessments: Test Quiz Skills Testing</p> <p>Alternative Assessments: Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1: Organize and transform data collected for fitness goals.</p>
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<p>April - June</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large</p>	<p>FitnessGram Post-Test: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Cooperative Learning Activities to promote an inclusive classroom.</p> <p>Students will utilize technology as a means to track their progress.</p> <p>Striking, throwing and catching skills.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction.</p> <p>Discuss rules and sports etiquette.</p> <p>Game and skill practice using offense and defense skills.</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions Work stations</p> <p>Summative Assessments: Unit tests Quizzes</p> <p>Benchmark: EOY FitnessGram EOY Benchmark</p> <p>Alternative Assessments: Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1: Organize and transform data collected for the FitnessGram.</p>
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The designated marking period for Health Instruction may differ each school year.

Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.