

**WEST JEFFERSON HILLS SCHOOL DISTRICT
HEALTH, SAFETY, & PHYSICAL EDUCATION CURRICULUM**

GRADE 6

<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.1 Concepts of Health</p>						
<p>A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes. •Education •Socioeconomic</p>	<p>Students will: •Identify causes and effects of puberty •Recognize the physical, emotional, social aspects of growth</p>	<ul style="list-style-type: none"> •Direct introduction •Field trips •Film presentation •Brainstorming •KWL charts •Independent practice •Cooperative learning groups •Modeling •Role playing fact sheets •Group discussion 	<ul style="list-style-type: none"> •“Wonder of Wonders” •Worksheets •Library resources •On-line resources •Films •Videos •Textbooks •Readings on current issues 	<ul style="list-style-type: none"> •Worksheets •Discussion •Evaluation •Teacher observation •Quizzes and tests •Skits •Formal/informal quizzes and tests •Teacher created assessments 	<ul style="list-style-type: none"> •Review •Re-teach •Reread •Individualized instruction •Peer tutoring •Support •Visual aids •Skits 	<ul style="list-style-type: none"> •Independent projects •Peer teaching •Project per student agreement •Research •Field trips

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10.1 Concepts of Health						
<p>B. Identify and describe the structure and function of the major body systems.</p> <ul style="list-style-type: none"> • Nervous • Muscular • Integumentary • Urinary • Endocrine • Reproductive • Immune 	<ul style="list-style-type: none"> • List and explain the parts and functions of the nervous, endocrine, urinary, immune, and reproductive systems. 	<ul style="list-style-type: none"> • Direct Instruction • Independent practice • KWL chart • Research projects using the information Processing Model 	<ul style="list-style-type: none"> • Textbook • Library resources, print & electronic • Videos 	<ul style="list-style-type: none"> • Worksheets • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects

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<p>10.1 Concepts of Health</p>						
<p>C. Analyze nutritional concepts that impact health.</p> <ul style="list-style-type: none"> • Caloric content of foods • Relationship of food intake and physical activity (energy output) • Nutrient requirements • Label reading • Healthful food selection 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the effects of the six major nutrients, and identify nutritional content of common foods • Recognize nutritional content as key to healthful food selection 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Videos • Nutrition charts • Worksheets • Food pyramid • Puzzles/Charts • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.1 Concepts of Health</p>						
<p>D. Explain factors that influence childhood and adolescent drug use.</p> <ul style="list-style-type: none"> • Peer influence • Body image (e.g., steroids, enhancers) • Social acceptance • Stress • Media influence • Decision-making/refusal skills • Rules, regulations and laws • Consequences 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the factors that influence adolescent drug use • Recognize that personal choice affects outcomes • Identify and apply coping skills 	<ul style="list-style-type: none"> • Role Playing • Modeling • Learning Centers • Independent practice • Discussion groups 	<ul style="list-style-type: none"> • Videos • Worksheets • Textbooks • 101 Ready To Use Drug Prevention Activities • Nutrition charts • Worksheets • Food pyramid • Food group assortment • Primary health/ safety curriculum 	<ul style="list-style-type: none"> • Discussions • Simulations • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • End of unit tests • Discussion • Cooperative group projects 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.1 Concepts of Health</p>						
<p>E. Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> • Diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) • Preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 	<ul style="list-style-type: none"> • Students will identify causes, symptoms and treatments/ prevention for life altering health problems 	<ul style="list-style-type: none"> • Readings on current health issues • Processing model 	<ul style="list-style-type: none"> • On-line resources • Library resources 			

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<p>10.2. Healthful Living</p>						
<p>A. Explain the relationship between personal health practices and individual well-being</p> <ul style="list-style-type: none"> • Immunizations • Health examinations 	<ul style="list-style-type: none"> • Students will recognize the importance of health examinations for personal health. 	<ul style="list-style-type: none"> • Direct Instruction • Discussion 	<ul style="list-style-type: none"> • Teacher created materials • Study guides • Videos 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Teacher observations • Student self-assessment • Cooperative group projects • Skits 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.2 Healthful Living</p>						
<p>B. Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> • Dietary guidelines/food selection • Sun exposure guidelines/sunscreen selection 	<ul style="list-style-type: none"> • Students will understand consequences of proper nutrition and sun exposure 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Student self assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Field Day • Field Trip

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<p>10.2 Healthful Living</p>						
<p>C. Explain the media's effect on health and safety issues.</p>	<ul style="list-style-type: none"> •Students will identify and understand the effect of the media on health and safety issues. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Creative Projects • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.2 Healthful Living</p>						
<p>D. Describe and apply the steps of a decision-making process to health and safety issues.</p>	<ul style="list-style-type: none"> • List and apply the steps of the decision-making process concerning health and safety issues. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.2 Healthful Living</p>						
<p>E. Analyze environmental factors that impact health.</p> <ul style="list-style-type: none"> •Indoor air quality (e.g., second-hand smoke, allergens) •Chemicals, metals, gases (e.g., lead, radon, carbon monoxide) •Radiation •Natural disasters 		<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Earth Day activities

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<p>10.3 Safety and Injury Prevention</p>						
<p>A. Explain and apply safe practices in the home, school and community.</p> <ul style="list-style-type: none"> • Emergencies (e.g., fire, natural disasters) • Personal safety (e.g., home alone, latch key, harassment) • Communication (e.g., telephone, Internet) • Violence prevention (e.g., gangs, weapons) 		<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • KWL chart • Discussion groups • Role playing • Guided practice • Research projects • Oral reports 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire and safety drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>B. Know and apply appropriate emergency responses.</p> <ul style="list-style-type: none"> • Basic first aid • Heimlich maneuver • Universal precautions 	<ul style="list-style-type: none"> • Apply basic emergency response techniques. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Guided practice 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications • Fire Drills

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<p>10.3 Safety and Injury Prevention</p>						
<p>C. Describe strategies to avoid or manage conflict and violence.</p> <ul style="list-style-type: none"> • Anger management • Peer mediation • Reflective listening • Negotiation 	<ul style="list-style-type: none"> • Students will • Identify strategies to manage/avoid conflict and violence. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • Warnings • Time out • Bully proofing 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs • Rules • Posters 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individual instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-teach • Real life applications • Audio/visual 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p>10.3 Safety and Injury Prevention</p>						
<p>D. Analyze the role of individual responsibility for safety during physical activity.</p>	<ul style="list-style-type: none"> • Students will • Wear proper attire for physical activity • Remove dangerous jewelry • Listen and follow rules/directions for the activity • Know and abide by rules of safe and appropriate conduct • Move through space in a safe manner • Respect the space of others • Use appropriate force • Stop when directed • Importance of warm-up/cool-down exercise • Addressing Asthmatic concerns 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Peer reminders • Group discussion • Warnings • Time out 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • Videos • Safety Signs • Posters • Class rules 	<ul style="list-style-type: none"> • Hands on activities • Discussions • Unit folders • Graphic organizers • Teacher made tests and quizzes • Projects • Charts • Teacher observations • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” 	<ul style="list-style-type: none"> • Re-teach • Individual instruction • Pre-teach • Alternative assignments • Extended time • Instructional games • Peer tutoring • Real life applications • Positive reinforcement of learning/behavior • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real life applications

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<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>10.4 Physical Activity</p>						
<p>A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<p>Students will participate in:</p> <ul style="list-style-type: none"> • Games of low organization • Sports related activities • Perceptual motor/ manipulative skills • Rhythmic dance • Stunts & tumbling • Creative movement • Basic locomotor skills • Fitness 	<ul style="list-style-type: none"> • Teacher directed • Cooperative learning • Peer instruction • Question and answer • Warm up • Anticipatory set • Introduce skill • Guided and independent practice • Lead up games • Games • Closure • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Pinnies • Lines on the floor, • Cones, spots • Batons • Pins • Bean bags • Balls • Rings • Mats • Bases • Scoops • Flag • Cage ball • Paddles • Hockey sticks(Q-tip) • Climbing apparatus • Adapted PE equipment • Juggling equipment • Scarves • Jump ropes • Stop watch • Nets • Rackets • Goals • Tape measure 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as “adapted curriculum” 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President’s Challenge • Family Fun Night • Peer tutoring • Stunts tumbling • Creative movement • Basic locomotor skills • Fitness

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<p>10.4 Physical Activity</p>						
<p>B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify light, moderate, and vigorous activities. • Rate various activities by which are the most demanding. • Explain the effect of exercise on the heart circulatory, muscular, skeletal, and respiratory systems • List activities/time he/she engages in on a regular basis • Compare activities with those of a partner and predict which will gain the largest effect on the fitness of body system 	<ul style="list-style-type: none"> • Teacher directed • Question and answer • Adaptations 	<ul style="list-style-type: none"> • Students choices of physical activity • Assorted PE equipment • Pedometers 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Adult Aide 	<ul style="list-style-type: none"> • Peer Tutoring • 15 min of whole school exercise, pamphlets, nutrition & exercise.

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<p>10.4 Physical Activity</p>						
<p>C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • Heart rate monitoring • Checking blood pressure • Fitness assessment 	<p>Students will:</p> <ul style="list-style-type: none"> • Explain that the heart beats faster after exercise • Participate in selected fitness assessments • Find a resting pulse and check pulse after vigorous activity • Find a resting respiratory rate and rate following vigorous exercise • Participate in selected fitness assessments 	<ul style="list-style-type: none"> • Teacher directed • Question and answer • Warm up • Introduce skill • Students with specific medical conditions/ limitations may participate in varying levels of activity (mild, moderate, strenuous) upon physician approval. They may also be excused from certain activities based on physician recommendation. These conditions/ limitations may be long or short term. 	<ul style="list-style-type: none"> • Sit and reach • Jump ropes • Stopwatches • Mats • Assorted PE equipment • Tape measure • Pull-up bar • Treadmill • Lines on floor 	<ul style="list-style-type: none"> • Participation skill development • Teacher observation • Peer feedback • Students identified with physical handicaps, disabilities, medical conditions, or special needs, performance and test scores will be adapted based on individual abilities • Grading/evaluation will be specifically identified as "adapted curriculum" • Sportsmanship 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Modeling • Adapt the skill • Break down the skill into parts • Modify rules/game strategies, time of play, distance, boundaries, speed, tempo for student with disabilities • Use of adapted PE equipment: Use of lighter, brighter, larger balls, softer balls, balloons, lower or enlarged targets or goals, larger striking equipment • Peer/adult support • Alternative activity 	<ul style="list-style-type: none"> • Jump rope for heart • Hoops for heart • Field day • NFL Punt, Pass, & Kick Contest • President's Challenge • Family Fun Night • Leadership roles • Demonstrator • Peer Tutoring

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10.4 Physical Activity						
D. Describe factors that affect childhood physical activity preferences. <ul style="list-style-type: none"> • Enjoyment • Personal interest • Social experience • Opportunities to learn new activities • Parental preference • Environment 	Students will: <ul style="list-style-type: none"> • Identify activities they enjoy • Engage in at home • Engage in on teams or classes in the community • Share interest/ enjoyment of various activities • Share activities they would like to try if given opportunities • Share activities their parents enjoy • Share recreational ideas of activities in the Pittsburgh area 	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations 	<ul style="list-style-type: none"> • Students' preferences 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion • Adult aide 	<ul style="list-style-type: none"> • Peer tutoring

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<p>10.4 Physical Activity</p>						
<p>E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> •Success-oriented activities •School-community resources •Variety of activities •Time on task 	<p>Students will:</p> <ul style="list-style-type: none"> •Identify outstanding student athletes in selected activities and ask them how much time they spend practicing their skills •Individually examine factors that have effected their motor skill development •Examine individual factors that effect motor skills development and make a prediction based on time spent in activity •Identify and describe positive and negative interaction of group members in physical activities •Act as referees, captains, team leaders, point guard, quarterback in game play •Engage in discussion of positive and negative interactions 	<ul style="list-style-type: none"> •Teacher directed •Classroom demonstration •Question & answer •Adaptations 	<ul style="list-style-type: none"> •Individual students' skill development 	<ul style="list-style-type: none"> •Verbal check for understanding •Classroom discussion •Adaptations 	<ul style="list-style-type: none"> •Checking for understanding •Repeat instruction •Peer discussion •Adult aide 	<ul style="list-style-type: none"> •Peer tutoring

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<p>10.4 Physical Activity</p>						
<p>F. Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> •Leading •Following •Teamwork •Etiquette •Adherence to rules 	<p>Students will:</p> <ul style="list-style-type: none"> •Discuss good sportsmanship •Give examples of poor sportsmanship •Discuss fair ways to solve conflicts •Describe qualities of a good leader •Discuss the qualities of a good “team player” 	<ul style="list-style-type: none"> •Teacher directed •Classroom demonstration •Question & answer •Adaptations •Co-operative learning 	<ul style="list-style-type: none"> •Student interaction •Assorted PE equipment 	<ul style="list-style-type: none"> •Verbal check for understanding •Classroom discussion •Adaptations •Teacher observation of classroom participation 	<ul style="list-style-type: none"> •Checking for understanding •Repeat instruction •Peer discussion •Adult aide 	<ul style="list-style-type: none"> •Peer tutoring •Instructions for captains of intramural teams

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10.5 Concepts, Principles, and Strategies of Movement						
<p>A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p>Student will explain how he/she is performing selected skills in:</p> <ul style="list-style-type: none"> •Sports related activities •Perceptual motor/ manipulative skills •Stunts/tumbling •Fitness activities •Track and field 	<ul style="list-style-type: none"> •Cooperative learning •Peer instruction •Question and answer •Classroom skill demonstration •Warm-up •Guided practice •Anticipatory set •Pair/share •Adaptations 		<ul style="list-style-type: none"> •Observation of classroom participation 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Positive reinforcement of behavior • Adapt the skill • Break down the skill into parts • Modify rules/ game strategies, time, distance, speed, for that student • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Leadership roles • Demonstrator • Community programs

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>B. Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> • Transfer between skills • Selecting relevant cues • Types of feedback • Movement efficiency • Product (outcome/result) 	<p>Student will explain how he/she is performing selected skills in:</p> <ul style="list-style-type: none"> • Sports related activities • Perceptual motor/ manipulative skills • Stunts/tumbling • Fitness activities • Track & field 	<ul style="list-style-type: none"> • Cooperative learning • Peer instruction • Question and answer • Classroom skill demonstration • Warm-up • Guided practice • Anticipatory set • Pair/share • Adaptations • Teacher directed • Circuit stations 	<ul style="list-style-type: none"> • Assorted PE equipment 	<ul style="list-style-type: none"> • Observation of classroom participation • Verbal check for understanding • Classroom discussion 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • More practice time • Positive reinforcement of behavior • Adapt the skill • Break down the skill into parts • Modify rules/ game strategies, time, distance, speed, for that student • Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> • Leadership roles • Demonstrator • Community programs • Peer tutoring

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>C. Describe the relationship between practice and skill development</p>	<p>Students will describe the effect of practice in learning skills.</p>	<ul style="list-style-type: none"> •Cooperative learning •Peer instruction •Question and answer •Classroom skill demonstration •Warm-up •Guided practice •Anticipatory set •Pair/share •Adaptations 	<ul style="list-style-type: none"> •Posters • Assorted PE equipment 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion • Adult aide 	<ul style="list-style-type: none"> • Peer tutoring

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10.5 Concepts, Principles, and Strategies of Movement						
D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness. <ul style="list-style-type: none"> • Cardio respiratory endurance • Muscular strength • Muscular endurance • Flexibility • Body composition 	Students will: <ul style="list-style-type: none"> • Identify exercises/ activities that improve various aspects of fitness. • Each choose three events for the sixth grad track meet • Choose appropriate activities for improving performance, warming up for events in the sixth grade track meet 	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations • Co-operative learning • Circuit stations 	<ul style="list-style-type: none"> • Assorted PE equipment • Posters 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion • Adult aide 	<ul style="list-style-type: none"> • Peer tutoring

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> •Newton’s Laws of Motion •Application of force •Static/dynamic balance •Levers •Flight 	<p>Student will explain how he/she is performing selected skills in:</p> <ul style="list-style-type: none"> •Sports related activities •Perceptual motor/ manipulative skills •Stunts/tumbling •Fitness activities •Students will apply these principles in learning the skills and practicing for their chosen events for the sixth grade •Sports related activities •Perceptual motor/ manipulative skills •Stunts/tumbling •Fitness activities 	<ul style="list-style-type: none"> •Teacher directed •Classroom demonstration •Question & answer •Adaptations •Co-operative learning 	<ul style="list-style-type: none"> • Assorted PE equipment 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations • Teacher observation of classroom participation 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction • Peer discussion • Adult aide 	<ul style="list-style-type: none"> • Peer tutoring

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<p>10.5 Concepts, Principles, and Strategies of Movement</p>						
<p>F. Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> •Give and go •One-on-one •Peer communication 	<p>Students will:</p> <ul style="list-style-type: none"> •Demonstrate understanding of these game strategies in various Lead Up games and Sports Related Activities. •Apply game strategies to various lead up games and sports related activities 	<ul style="list-style-type: none"> •Teacher directed •Classroom demonstration •Question & answer •Adaptations •Co-operative learning 	<ul style="list-style-type: none"> • Assorted PE equipment 	<ul style="list-style-type: none"> •Observation of classroom participation •Adaptations 	<ul style="list-style-type: none"> •Checking for understanding •Repeat instruction •Peer discussion •Adult aide •Adapt the skill •Break down the skill into parts •Modify rules/ game strategies, time, distance, speed for that student •Use of Adapted PE equipment: Use of lighter, brighter, larger, softer balls, balloons, lower or enlarged targets, or goals, larger striking equipment 	<ul style="list-style-type: none"> •Peer tutoring •Intramurals •Leadership roles •Demonstrations •Community programs