

**MCKEESPORT AREA SCHOOL DISTRICT
HEALTH & PHYSICAL EDUCATION CURRICULUM**

GRADE 6

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
10.1 Concepts of Health						
Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes. • Education • Socioeconomic 22	Students will: <ul style="list-style-type: none"> • Identify causes and effects of puberty • Recognize the physical, emotional, social aspects of growth 	<ul style="list-style-type: none"> • Direct introduction • Field trips • presentation • Brainstorming • KWL charts • Independent practice • Cooperative learning groups • Modeling • Role playing fact sheets • Group discussion 	<ul style="list-style-type: none"> • Worksheets • Library resources • On-line resources • 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 • Skill check list (qualitative, quantitative). 	<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						
B. Identify and describe the structure and function of the major body systems. <ul style="list-style-type: none"> • Nervous • Muscular • Circulatory • Digestion • Endocrine • Respiratory • Immune • Skeletal 	<ul style="list-style-type: none"> • List and explain the parts and functions of the nervous, endocrine, digestion, immune, and respiratory 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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10.1 Concepts of Health						
C. Analyze nutritional concepts that impact health. <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 	Students will: <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 	<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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10.1 Concepts of Health						
D. Explain factors that influence childhood and adolescent drug use. <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 	Students will: <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 • Textbooks • Worksheets • Library resources, print & electronic 	<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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10.1 Concepts of Health						
E. Identify health problems that can occur throughout life and describe ways to prevent them. <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 • Discussion groups 	<ul style="list-style-type: none"> • On-line resources • Library resources • Textbooks • Worksheets • Videos 	<ul style="list-style-type: none"> • 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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10.2. Healthful Living						
A. Explain the relationship between personal health practices and individual well-being • 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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10.2 Healthful Living						
B. Explain the relationship between health-related information and consumer choices. <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 choices 	<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"> •• 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 • Guest Speakers

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10.2 Healthful Living						
C. Explain the media's effect on health and safety issues.	<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 	<ul style="list-style-type: none"> • 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 • Guest Speakers

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10.2 Healthful Living						
D. Describe and apply the steps of a decision making process to health and safety issues.	<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 	<ul style="list-style-type: none"> • 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 • Guest Speakers

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10.3 Safety and Injury Prevention						
A. Explain and apply safe practices in the home, school and community. <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) 	Develop a safety evacuation plan for the home.	<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 • Cooperative Learning 	<ul style="list-style-type: none"> • Guest Speakers • Visuals • AIU Videos • Safety Signs • Power Point 	<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 • 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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10.3 Safety and Injury Prevention						
B. Know and apply appropriate emergency responses. <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 • Cooperative Learning 	<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 • 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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10.3 Safety and Injury Prevention						
C. Describe strategies to avoid or manage conflict and violence. <ul style="list-style-type: none"> • Anger management • Peer mediation • Reflective listening • Negotiation 	<ul style="list-style-type: none"> • Identify strategies to manage/avoid conflict and violence. • Implement a school wide anti-bullying program. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Learning Centers • Independent practice • Discussion groups • Role playing • 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 • 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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10.3 Safety and Injury Prevention						
D. Analyze the role of individual responsibility for safety during physical activity.	<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 • Group activity • Group fitness stations(safety) • Warnings • Time out • Instructional cues 	<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 • 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>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 • Stunts & tumbling • Creative movement • Basic locomotor skills • Fitness stations 	<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 • Pins • Balls • Mats • Bases • Hockey sticks(Q-tip) • Adapted PE equipment • 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 • Family Fun Night • Peer tutoring • Stunts tumbling • Creative movement • Basic locomotor skills • Fitness

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10.4 Physical Activity						
B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	Students will: <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 	<ul style="list-style-type: none"> • Verbal check for understanding • Classroom discussion • Adaptations 	<ul style="list-style-type: none"> • Checking for understanding • Repeat instruction 	<ul style="list-style-type: none"> • Peer Tutoring • Pick-up sports activities

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10.4 Physical Activity						
C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. <ul style="list-style-type: none"> • Heart rate monitoring • Checking blood pressure • Fitness assessment 	Students will: <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"> • Jump ropes • Stopwatches • Mats • Assorted PE equipment • Tape measure • Lines on floor • Cones • Polly spots • Medicine balls 	<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, beanbag, 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 • 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 • Sportsmanship 	<ul style="list-style-type: none"> • Teacher directed • Classroom demonstration • Question & answer • Adaptations 	<ul style="list-style-type: none"> • Students' preferences • Jump ropes • Stopwatches • Yoga mats 	<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 • Parental supervision 	<ul style="list-style-type: none"> • Peer tutoring Instructions for captains of intramural teams

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10.4 Physical Activity						
E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. <ul style="list-style-type: none"> • Success-oriented activities • School-community resources • Variety of activities • Time on task 	Students will: <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 affect 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 	<ul style="list-style-type: none"> • Peer tutoring Instructions for captains of intramural teams

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10.4 Physical Activity						
F. Identify and describe positive and negative interactions of group members in physical activities. <ul style="list-style-type: none"> • Leading • Following • Teamwork • Etiquette • Adherence to rules 	Students will: <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 • Cooperative 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 	<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						
A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	Student will explain how he/she is performing selected skills in: <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"> • Assorted PE equipment 	<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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10.5 Concepts, Principles, and Strategies of Movement						
B. Identify and apply the concepts of motor skill development to a variety of basic skills. <ul style="list-style-type: none"> • Transfer between skills • Selecting relevant cues • Types of feedback • Movement efficiency • Product (outcome/result) 	Student will explain how he/she is performing selected skills in: <ul style="list-style-type: none"> • Sports related activities • Perceptual motor/ manipulative skills • Stunts/tumbling • Fitness activities 	<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 • Learning cues 	<ul style="list-style-type: none"> • Assorted PE equipment • Adapted 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 • Team captains

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10.5 Concepts, Principles, and Strategies of Movement						
C. Describe the relationship between practice and skill development	Students will describe the effect of practice in learning skills.	<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 • Adapted 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 	<ul style="list-style-type: none"> • Group work

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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 • Adapted 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 	<ul style="list-style-type: none"> • Group work

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10.5 Concepts, Principles, and Strategies of Movement						
E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary. <ul style="list-style-type: none"> • Newton’s Laws of Motion • Application of force • Static/dynamic balance • Levers • Flight 	Student will explain how he/she is performing selected skills in: <ul style="list-style-type: none"> • Sports related activities • Perceptual motor/ manipulative skills • 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 • 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 • Adapted 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 	<ul style="list-style-type: none"> • Group work

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10.5 Concepts, Principles, and Strategies of Movement						
F. Identify and apply game strategies to basic games and physical activities. <ul style="list-style-type: none"> • Give and go • One-on-one • Peer communication 	Students will: <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 • Adapted 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 • 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"> • Group work • Intramurals • Leadership roles • Demonstrations • Community programs