

Grade 6
Health & Physical Education

These are the expectations for a student by the end of Sixth Grade.

Health and Physical Education at Owen J. Roberts Elementary Schools have a long tradition of quality instruction. The elementary health and physical education department continues to use the Pennsylvania State Standards to create meaningful lessons based on the individual benchmarks outlined in the standards. The curriculum itself is concept based; this means that multiple types of lessons, activities and assessments can be used by teachers to teach the different concepts.

The Pennsylvania Department of Education has outlined 5 categories for their standards in health and physical education. Students at all grade levels work on standards for concepts of health, healthful living, safety and injury prevention, physical activity, and concepts, principles and strategies of movement. Each of the standards has prescribed benchmarks that students work to achieve. The benchmarks for each standard describe what students should know and be able to do by the end of third, sixth, ninth, and twelfth grades. The elementary PE department uses these standards to develop curriculum, instruction, and assessment for the sequential benchmarks defined for achievement by the end of grade three and grade six with supports and interventions to make sure that all students achieve at a level that meets their specific needs.

Kindergarten students in all elementary schools participate in physical education 30 minutes per week. First through third grade students participate in physical education 45 minutes per week (with an additional 45 minutes depending on the quarter). Fourth through sixth grade students participate in physical education for 45 minutes per week as well, with an additional 45 minutes per week in health/fitness class. The curriculum for grades K-6 is designed to have students reach the designated benchmarks outlined in the third and sixth grade standards.

The list below delineates the PA States benchmark goals for health in grades 4-6. They are as follows:

Health Standards for Grades 4-6:

- **Identify and describe the stages of human development. Also, describe the growth and development changes that occur between childhood and adolescence, and the factors that influence these changes.**

  To complete this benchmark, 4th and 5th grade students will be invited into a growth and development movie and discussion lesson that will take place during one day of the school year. Parent permission for these lessons will be required.

- **Identify and know the locations of the major body systems and describe the structures and the functions of these systems.**

  To complete this benchmark, students will be asked to research the major body systems. During the research process, students will use multiple forms of technology and all available resources to create various individual and/or small group projects for assessment.

- **Analyze nutritional concepts and proper eating guidelines that impact an individual's health.**

  To complete this benchmark, students will be asked to research healthy nutritional practices that relate to making healthy meal choices. During the research process, students will use multiple forms of technology and all available resources to create various individual and/or small group projects for assessment.

- **Know age appropriate drug information and explain the factors that influence childhood and adolescent drug misuse.**

  To complete this benchmark, students will be asked to research drug related information as it relates to drug affects and effects on the body and lifestyle of the drug user. The risks of drug and alcohol addiction will be discussed and a no use message will be stressed as the best method to avoid problems related to drug and alcohol addiction. During the research process, students will use multiple forms of technology and all available resources to create various individual and/or small group projects for assessment.

- **Identify personal hygiene practices and the community professionals that promote health and prevent the spread of disease and explain the relationships between personal health practices and individual well-being.**

  To complete the first benchmark, students will be invited into a growth and development movie and discussion lesson that will take place during one day of the school year. Parent permission for these lessons will be required.

- **Identify the types and causes of common health problems that occur throughout life and describe ways to prevent them. Also, describe and apply how this information affects consumer choices.**

  To complete this benchmark, students will identify, describe and analyze common health related problems that occur and how they affect the body. Also, how to effectively treat these illnesses. In addition, students will discuss how health-related information influences consumer choices. During the research process, students will use multiple forms of technology and all available resources to create various individual and/or small group projects for assessment.

- **Identify and explain media sources that influence health and safety.**

  To complete this benchmark, students in grades 4-6 (mini-unit specifically within the 6th grade curriculum) will be asked to identify how technology, and social media can be used in a safe manner, specific examples of unsafe use/practices, and how to avoid the consequences of the misuse of these items/applications (apps).

- **Identify, describe and apply the decision making process as it applies to health and safety issues.**

  To complete this benchmark, students will be to identify the steps of the decision making process and use them successfully to make more deliberate, thoughtful decisions.

  1. Identify the problem
  2. Gather information and weigh the options
  3. Consider the consequences
  4. Make your decision
  5. Evaluate your decision

- **Identify and analyze environmental factors that affect health.**

  To complete this benchmark, students will identify current and past environmental factors that affect humans and their environment. Students will also analyze how these factors affect individuals and human populations.

- **Recognize, explain and apply safe practices in the home, school and community as it relates to emergency situations.**

  To complete this benchmark, students will identify, describe and apply the general steps to take in all types of emergency situations.

- **Recognize the signs of a conflict and identify/describe strategies to manage or avoid them.**

  To complete this benchmark, students will be able to use the strategies below to successfully manage all types of conflict situations.

  1. Clarify the disagreement
  2. Establish a common goal for both parties
  3. Discuss ways to meet the common goal
  4. Determine the barriers to the common goal
  5. Agree on the best method to resolve the conflict

The list below delineates the PA States benchmark goals for physical education in grades 4-6. They are as follows:

Physical Education Standards for Grades 4-6:

- **Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.**

  To complete this benchmark, students in grades 4-6 are required to successfully pass the Presidents Fitness Assessment used by the elementary PE department in grades 3-6 as a formal assessment piece in the fall and spring trimesters. This includes, but is not limited to, teaching students how to increase their muscular strength & endurance, flexibility, cardiovascular endurance and agility. The specific test items include push-ups, curl-ups, shuttle run agility test, sit and reach flexibility test, the mile run and the PACER endurance test. All of these test items are taught to the children in an age-appropriate manner, and are implemented in a variety of different ways to ensure student success in the short term and over their 7 years in elementary school.

- **Explain the effects of regular participation in moderate to vigorous physical activities on body systems, and apply ways to monitor and assess the body's responses. Also, describe the factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.**

  To complete this benchmark, students in grades 4-6 will understand and describe the body's responses to exercise at all levels of exertion. They will also learn and demonstrate ways to monitor the cardiovascular systems reaction to exercise. As a result, students should be able to apply these concepts to the scientific principles of metabolism, calorie burn, muscle development and the importance of diet and nutrition to a fit and healthy body.

- **Identify and describe positive and negative interactions of group members in physical activities.**

  To complete this benchmark, students in grades 4-6 will describe and demonstrate how teamwork and cooperation benefits all forms of activities and sports. They should then be able to apply these concepts in all school settings and outside of school in community sports and activities, as well as in their daily interaction with other students and adults in multiple types of settings.