

Standards Division Document Development Tool (Year Long Course) Course : 6 th Grade Health/Physical Education 2017-2018			
First Nine Weeks Standards: Mental and Emotional Health 6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being. 6.MEH.1.1 Implement a structured decision-making model to enhance health behaviors. 6.MEH.1.2 Execute a goal-setting plan to enhance health behaviors. 6.MEH.2 Analyze the potential outcome of positive stress management techniques. 6.MEH. 2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes. 6.MEH. 2.2	Second Nine Weeks Standards: Personal and Consumer Health 6.PCH.1 Understand wellness, disease prevention, and recognition of symptoms. 6.PCH.1.1 Explain the increase of incidence of disease and mortality over the last decades. 6.PCH.1.2 Differentiate between communicable and chronic diseases. 6.PCH.1.3 Recall symptoms associated with common communicable and chronic diseases. 6.PCH.1.4 Select methods of prevention based on the modes of transmission of communicable diseases. 6.PCH.1.5 Explain methods of protecting eyes and vision.	Third Nine Weeks Standards: Mental and Emotional Health 6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being. 6.MEH.1.1 Implement a structured decision-making model to enhance health behaviors. 6.MEH.1.2 Execute a goal-setting plan to enhance health behaviors. 6.MEH.2 Analyze the potential outcome of positive stress management techniques. 6.MEH. 2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes. 6.MEH. 2.2	Fourth Nine Weeks Standards: Personal and Consumer Health 6.PCH.1 Understand wellness, disease prevention, and recognition of symptoms. 6.PCH.1.1 Explain the increase of incidence of disease and mortality over the last decades. 6.PCH.1.2 Differentiate between communicable and chronic diseases. 6.PCH.1.3 Recall symptoms associated with common communicable and chronic diseases. 6.PCH.1.4 Select methods of prevention based on the modes of transmission of communicable diseases. 6.PCH.1.5 Explain methods of protecting eyes and vision.

<p>Differentiate between positive and negative stress management strategies.</p> <p>6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</p> <ul style="list-style-type: none">6.MEH.3.1 Interpret failure in terms of its potential for learning and growth.6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure. <p>Interpersonal Communication and Relationships</p> <p>6.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <ul style="list-style-type: none">6.ICR.1.1 Classify behaviors as either	<p>6.PCH.1.6 Summarize protective measures for ears and hearing.</p> <p>6.PCH.1.7 Summarize the triggers and symptoms for asthma and strategies for controlling asthma.</p> <p>6.PCH.2 Analyze health information and products.</p> <ul style="list-style-type: none">6.PCH.2.1 Analyze claims for health products and services.6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services. <p>6.PCH.3 Analyze measures necessary to protect the environment.</p> <ul style="list-style-type: none">6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.6.PCH.3.2 Implement plans to work collaboratively to improve the environment.	<p>Differentiate between positive and negative stress management strategies.</p> <p>6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</p> <ul style="list-style-type: none">6.MEH.3.1 Interpret failure in terms of its potential for learning and growth.6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure. <p>Interpersonal Communication and Relationships</p> <p>6.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <ul style="list-style-type: none">6.ICR.1.1 Classify behaviors as either productive or	<p>6.PCH.1.6 Summarize protective measures for ears and hearing.</p> <p>6.PCH.1.7 Summarize the triggers and symptoms for asthma and strategies for controlling asthma.</p> <p>6.PCH.2 Analyze health information and products.</p> <ul style="list-style-type: none">6.PCH.2.1 Analyze claims for health products and services.6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services. <p>6.PCH.3 Analyze measures necessary to protect the environment.</p> <ul style="list-style-type: none">6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.6.PCH.3.2 Implement plans to work collaboratively to improve the environment.
---	---	---	---

<p>productive or counterproductive to group functioning.</p> <p>6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p>6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.</p> <p>Nutrition And Physical Activity</p> <p>6.NPA.1 Analyze tools such as Dietary Guidelines and Nutrition Facts Label as they relate to the planning of healthy nutrition and fitness.</p> <p>6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.</p> <p>6.NPA.1.2 Evaluate the Nutrition Facts label</p>	<p>Interpersonal Communication and Relationships</p> <p>6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.</p> <p>6.ICR.2.1 Explain the impact of early sexual activity on physical, mental, emotional, and social health.</p> <p>6.ICR.2.2 Summarize the responsibilities of parenthood.</p> <p>6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p>6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.</p> <p>6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.</p> <p>6.ICR.2.6 Design</p>	<p>counterproductive to group functioning.</p> <p>6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p>6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.</p> <p>Nutrition And Physical Activity</p> <p>6.NPA.1 Analyze tools such as Dietary Guidelines and Nutrition Facts Label as they relate to the planning of healthy nutrition and fitness.</p> <p>6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.</p> <p>6.NPA.1.2 Evaluate the Nutrition Facts label with the advertisement of nutrition choices and</p>	<p>Interpersonal Communication and Relationships</p> <p>6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.</p> <p>6.ICR.2.1 Explain the impact of early sexual activity on physical, mental, emotional, and social health.</p> <p>6.ICR.2.2 Summarize the responsibilities of parenthood.</p> <p>6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p>6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.</p> <p>6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.</p> <p>6.ICR.2.6 Design</p>
--	---	--	---

<p>with the advertisement of nutrition choices and allowable claims on food labels.</p> <p>6.NPA.1.3 Apply MyPlate meal-planning guides to ethnic and vegetarian choices.</p> <p>6.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.</p> <p>6.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.</p> <p>6.NPA.2.2 Differentiate the health effects of beverages that are nutrient-dense with those high in sugar and calories.</p> <p>6.NPA.2.3 Implement a plan to consume adequate amounts of foods high in fiber.</p> <p>6.NPA.3 Apply lifelong</p>	<p>nonviolent solutions to conflicts based on an understanding of the perspectives of those involved.</p> <p>6.ICR.2.7 Explain the signs of an abusive relationship and access resources for help.</p> <p>6.ICR.3 Understand the changes that occur during puberty and adolescence.</p> <p>6.ICR.3.1 Identify the challenges associated with transitions in social relationships that take place during puberty and adolescence.</p> <p>6.ICR.3.2 Summarize the relationship between conception and the menstrual cycle.</p> <p>(MS) Motor Skills 6.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.6.MS.1.1 Use some</p>	<p>allowable claims on food labels.</p> <p>6.NPA.1.3 Apply MyPlate meal-planning guides to ethnic and vegetarian choices.</p> <p>6.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.</p> <p>6.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.</p> <p>6.NPA.2.2 Differentiate the health effects of beverages that are nutrient-dense with those high in sugar and calories.</p> <p>6.NPA.2.3 Implement a plan to consume adequate amounts of foods high in fiber.</p> <p>6.NPA.3 Apply lifelong nutrition and health-related fitness concepts to enhance</p>	<p>nonviolent solutions to conflicts based on an understanding of the perspectives of those involved.</p> <p>6.ICR.2.7 Explain the signs of an abusive relationship and access resources for help.</p> <p>6.ICR.3 Understand the changes that occur during puberty and adolescence.</p> <p>6.ICR.3.1 Identify the challenges associated with transitions in social relationships that take place during puberty and adolescence.</p> <p>6.ICR.3.2 Summarize the relationship between conception and the menstrual cycle.</p> <p>(MS) Motor Skills 6.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.6.MS.1.1 Use some</p>
--	---	---	---

<p>nutrition and health-related fitness concepts to enhance quality of life.</p> <p>6.NPA.3.1 Explain the relationships between food consumption, physical activity, and healthy weight management.</p> <p>6.NPA.3.2 Implement a personal wellness plan in nutrition and fitness to enhance quality of life.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>6.ATOD.1 Analyze influences that the use alcohol, tobacco, and other drugs.</p> <p>6.ATOD.1.1 Analyze the marketing and advertising by alcohol and tobacco companies in terms of strategies used to influence youth experimentation with their products.</p> <p>6.ATOD.1.2. Illustrate the effects of alcohol and other drugs on</p>	<p>specialized skills that are refined and appropriate for modified game play.</p> <p>PE.6.MS.1.2 Integrate locomotor and manipulative skills with a partner, in small- group, and in small- sided game situations.</p> <p>PE.6.MS.1.3 Explain the importance of practice to improve skill level.</p> <p>PE.6.MS.1.4 Use movement combinations in rhythmic activities.</p> <p>(MC) Movement Concepts</p> <p>6.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p>PE.6.MC.2.1 Apply principles of practice and conditioning that enhance movement</p>	<p>quality of life.</p> <p>6.NPA.3.1 Explain the relationships between food consumption, physical activity, and healthy weight management.</p> <p>6.NPA.3.2 Implement a personal wellness plan in nutrition and fitness to enhance quality of life.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>6.ATOD.1 Analyze influences that the use alcohol, tobacco, and other drugs.</p> <p>6.ATOD.1.1 Analyze the marketing and advertising by alcohol and tobacco companies in terms of strategies used to influence youth experimentation with their products.</p> <p>6.ATOD.1.2. Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships,</p>	<p>specialized skills that are refined and appropriate for modified game play.</p> <p>PE.6.MS.1.2 Integrate locomotor and manipulative skills with a partner, in small- group, and in small- sided game situations.</p> <p>PE.6.MS.1.3 Explain the importance of practice to improve skill level.</p> <p>PE.6.MS.1.4 Use movement combinations in rhythmic activities.</p> <p>(MC) Movement Concepts</p> <p>6.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p>PE.6.MC.2.1 Apply principles of practice and conditioning that enhance movement</p>
---	--	--	--

<p>behavior, judgment, family relationships, and long-term success.</p> <p>6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.</p> <p>6.ATOD.2.2. Summarize the short-term and long-term effects of being exposed to secondhand smoke.</p> <p>6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p> <p>6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p> <p>6.ATOD.3.2. Summarize the short-term and long-term</p>	<p>performance.</p> <p>PE.6.MC.2.2 Explain the mechanics of various skills or sequences of movement to improve performance.</p> <p>PE.6.MC.2.3 Explain when and why to use strategies and tactics within game play.</p> <p>PE.6.MC.2.4 Use information from a variety of sources, both internal and external, to guide and improve personal health.</p> <p>HF) Health-Related Fitness</p> <p>6.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</p> <p>PE.6.HF.3.1 Apply strategies that result in the achievement of gender and age-related standards on approved</p>	<p>and long-term success.</p> <p>6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.</p> <p>6.ATOD.2.2. Summarize the short-term and long-term effects of being exposed to secondhand smoke.</p> <p>6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p> <p>6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p> <p>6.ATOD.3.2. Summarize the short-term and long-term benefits of resistance to drug abuse.</p>	<p>performance.</p> <p>PE.6.MC.2.2 Explain the mechanics of various skills or sequences of movement to improve performance.</p> <p>PE.6.MC.2.3 Explain when and why to use strategies and tactics within game play.</p> <p>PE.6.MC.2.4 Use information from a variety of sources, both internal and external, to guide and improve personal health.</p> <p>(HF) Health-Related Fitness</p> <p>6.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</p> <p>PE.6.HF.3.1 Apply strategies that result in the achievement of gender and age-related standards on approved</p>
--	---	--	--

benefits of resistance to drug abuse.	<p>fitness assessments.</p> <p>PE.6.HF.3.2 Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.</p> <p>PE.6.HF.3.3 Evaluate personal fitness programs in terms of the basic principles of training.</p> <p>(PR) Personal/Social Responsibility</p> <p>6.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.</p> <p>PE.6.PR.4.1 Use appropriate strategies to seek greater independence from adults when completing assigned tasks.</p>		fitness assessments. <p>PE.6.HF.3.2 Use a variety of self-paced aerobic activities, keeping in the appropriate target heart rate zone/perceived exertion levels, including cool-down and appropriate post-activity stretching.</p> <p>PE.6.HF.3.3 Evaluate personal fitness programs in terms of the basic principles of training.</p> <p>(PR) Personal/Social Responsibility</p> <p>6.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.</p> <p>PE.6.PR.4.1 Use appropriate strategies to seek greater independence from adults when completing assigned tasks.</p>
---------------------------------------	---	--	--

	PE.6.PR.4.2 Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. PE.6.PR.4.3 Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.		PE.6.PR.4.2 Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations. PE.6.PR.4.3 Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.
First Semester Standards (Objectives that may take the full first semester to teach)		Second Semester Standards (Objectives that may take the full second semester to teach)	
Year Long Standards (Objectives that may take the full year to teach) Click here to enter text.			

Proposed Benchmark Frequency: Every 9 weeks Comments (optional):

Name of Person/People Submitting this form: Katelyn Williams, Debbie Hicks, Bonnie Schroder