

## 6th Grade Physical Education Pacing Guide

### Overarching

	PEL 1.6.1	Analyze and differentiate basic musculoskeletal techniques necessary to participate in selected movement forms (e.g., correct musculoskeletal errors while performing stretching, yoga, modified weightlifting, etc.)
	PEL 1.6.2	Examine spatial awareness when performing two or more elements of individual, dual, team, and lifetime sports (e.g., appropriate spacing during activities such as flag football, soccer)
	PEL 1.6.5	Use developed movement and motor skills to perform the following:
		*Individual activities
		*Dual activities
		*Team activities
		Recreational activities
	PEL 1.6.6	Implement necessary rules and strategies for competition in individual, dual, team, and recreational sports and activities
	PEL 2.6.6	Explore muscular strength building activities guided by the teacher (e.g., lunges, wall sits, resistance bands)
	PEL 2.6.12	Participate in exercises that can successfully build flexibility as a component of fitness
	PEL 3.6.3	Understand that movement facilitates cognition
	PEL 4.6.1	Understand the physical and environmental dangers associated with decisions made during different physical activities (e.g., standing too close to the batter, and terrain awareness)
	PEL 4.6.2	Keep the importance of winning and losing in perspective with other established goals and participation

First Nine Weeks

Unit: Safety, Rules, and Procedures	HW 10.6.9	Review safety procedures for the following:
		*Traffic
		*Bus
		*Fire
		*Weather
		*Food handling
	HW 10.6.11	Identify situations that threaten personal safety and may result in abuse (e.g., physical, social, mental, sexual)
	HW 10.6.12	Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)
	HW 10.6.1	Develop strategies and skills to demonstrate respect for others:
		*Conflict resolution
*Bullying (refer to Act 681 of 2003) (Code 6-18-514)		
PEL 2.6.9	Evaluate benefits that result from muscular endurance	
PEL 3.6.1	Compare and contrast various levels of health related fitness (e.g., low resting heart rate vs. high resting heart rate, high body fat percentage vs. low body fat percentage, strong bones vs. osteoporosis)	
PEL 2.6.2	Apply safe practices of the FITT principle as it relates to cardio-respiratory endurance:	
	*Frequency	
	*Intensity	
	*Time	
	*Type	
PEL 2.6.7	Apply safe practices of the FITT principle as it relates to muscular strength:	
	*Frequency	
	*Intensity	
	*Time	
	*Type	
PEL 2.6.10	Apply safe practices of the FITT principle as it relates to muscular endurance:	
	*Frequency	
	*Intensity	
	*Time	
	*Type	
PEL 2.6.13	Apply safe practices of the FITT principle as it relates to flexibility:	
	*Frequency	
	*Intensity	
	*Time	
	*Type	

## Second Nine Weeks

<b>Unit: Culture &amp; Dance</b>	PEL 1.6.4	Appraise and perform a variety of social and/or multi cultural dances (e.g., simple folk dances, square dances, line dances, waltzes, etc.)
	HW 10.6.4	Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness:
		*Regular bathing
		*Clean clothing
		*Clean hair
		*Deodorant
<b>Unit: Jump Rope/Rhythmic</b>	PEL 2.6.1	Understand that heart rate is directly proportional to the intensity of activity
<b>Unit: CPR/First Aid</b>	HW 10.6.10	Demonstrate first aid procedures and recognize steps of CPR, choking, bleeding, universal precautions (e.g., mask, gloves)
<b>Unit: Alcohol, Tobacco, &amp; Drugs</b>	HW 9.6.11	Examine the use and abuse of each drug category:
		*Stimulants
		*Depressants
		*Hallucinogens
		*Narcotics
	HW 6.6.3	Identify causes of cancer (e.g., heredity, sun, tobacco, food additives, lack of dietary fiber, environment)
	HW 9.6.2	Identify risky behaviors that increase the possibility of developing diseases
	HW 9.6.3	Identify physical, psychological and social consequences of tobacco use
	HW 10.6.7	Discuss the oral health hazards of using tobacco products
	HW 9.6.4	Discuss tobacco as a gateway drug
	HW 9.6.6	Discuss alcohol-related myths
	HW 9.6.5	Discuss alcohol as a gateway drug
	HW 9.6.8	Identify the short-term effects of marijuana use on the body:
		*Lack of coordination
		*Distortion
		*Increased sensitivity
	HW 9.6.9	Identify the long-term effects of marijuana use on the body:
		*Nervous system
		*Reproductive system
		*Respiratory system
HW 9.6.10	Discuss legal consequences of marijuana use	
HW 9.6.7	Discuss marijuana as a gateway drug	
HW 9.6.1	Determine and analyze possible consequences of prolonged use of non-prescription/ over-the-counter and prescription drugs	
HW 9.6.12	Practice ways to resist peer pressure (e.g., role play, skits)	
HW 9.6.13	Identify family and peer influences in avoiding the use of all addictive substances	

### Third Nine Weeks

<b>Unit: Individual, Dual, &amp; Team Recreational Activities</b>	PEL 3.6.2	Explore recreational activities in the community that meet the needs of various skill levels and interests
<b>Unit: Nutrition &amp; Oral Health</b>	HW 11.6.1	Compare and contrast nutrient density in healthy and unhealthy snacks
	HW 11.6.5	Compare and contrast nutrient information on a variety of food labels
	PEL 2.6.4	Compare caloric intake versus caloric expenditure to promote a proper level of fitness (e.g., daily food log, caloric intake calculator, caloric expenditure calculator)
	HW 11.6.2	Recognize and examine factors that contribute to personal eating behaviors (e.g., hunger versus appetite, stress, environment, family/culture, media, peers)
	HW 7.6.3	Examine how the media/advertising portrays body image
	HW 11.6.4	Examine nutrient deficiencies in the body (e.g., anemia, night blindness)
	HW 10.6.5	Describe the process of tooth decay as it relates to nutritional habits
	HW 10.6.6	Identify ways to maintain proper dental health that will reduce the risk of tooth decay and gum disease:
		*Choose healthy snacks
		*Avoid using tobacco
		*Take proper care of gums and teeth
		*Use tooth paste and drinking water with flouride
		*Use dental sealants
	HW 10.6.8	Identify the risks of oral piercing on oral health
HW 11.6.3	Describe the basic principles associated with the development of a healthy meal plan	
HW 11.6.6	Explain how to create a healthy meal plan based on MyPyramid Guidelines ( <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> )	
<b>Unit: Rolling &amp; Striking (Bowling, whiffle ball, hockey, etc.)</b>	PEL 1.6.3	Develop and refine the sequences of rolling, balance, and weight transfer demonstrating smooth transition (e.g., gymnastic sequences, aerobic dance)

## Fourth Nine Weeks

<b>Unit: Health/Fitness Assessment (Track/Field, assessments, etc.)</b>	PEL 2.6.3	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)
	PEL 2.6.8	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)
	PEL 2.6.11	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
	PEL 2.6.14	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
	PEL 2.6.5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
	PEL 2.6.9	Evaluate benefits that result from muscular endurance
	PEL 3.6.1	Compare and contrast various levels of health related fitness (e.g., low resting heart rate vs. high resting heart rate, high body fat percentage vs. low body fat percentage, strong bones vs. osteoporosis)
<b>Unit: Communicable &amp; Non- communicable Diseases</b>	HW 5.6.1	Examine the relationship between organs, tissues, and cells that forms body systems
	HW 5.6.2	Examine changes that occur during puberty (e.g., secondary sexual characteristics)
	HW 8.6.4	Examine peer interaction associated with puberty and the importance of setting limits *Refusal skills
	HW 8.6.2	Understand abstinence as it relates to risky behaviors
	HW 6.6.2	Identify risky behaviors that increase the possibility of developing diseases
	HW 6.6.1	Identify behaviors that increase the risk of contracting a communicable disease (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)
	HW 6.6.4	Identify how HIV is transmitted: (contracted)
		*Body fluids
		*Sharing needles (i.e., intravenous drug use, body piercing, tattoos)
		*Blood
		*Sexual contact
	HW 6.6.5	Identify the myths associated with contracting HIV (e.g., holding hands/touching, hugging, mosquitoes, sweat and tears, donating blood)
	HW 8.6.3	Identify appropriate ways to express love within relationships:
		*Family
		*Peers
		*Romantic relationships
HW 8.6.1	Describe how communication can affect the behavior of family life and peers:	
	*Dynamic changes	
	*Communication enhancers	
	*Sibling rivalry	
	*Family pride	
HW 10.6.2	Identify the benefits of safe behavior and the consequences of risky behavior (e.g., seatbelts, sexual activity, teen pregnancy, drugs, alcohol, all types of abuse, dietary supplements, conflict resolution)	
HW 10.6.3	Recognize the warning signs of depression and suicidal thoughts	
HW 7.6.2	List resources that provide health services and situations requiring health care services	

	HW 7.6.1	Discuss how water pollutants affect health:
		*Sewage
		*Pesticides
		Fertilizers