

Scope and Sequence 6th Grade Health Enhancement

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3th Quarter</u>	<u>4rd Quarter</u>
1.)Cyber Safety & Anti-Bullying, 2.) Resiliency Skills, ←-----SOS----->	1.) Nutrition ----->	1.) Safety, and First Aid 2.) Tobacco, Marijuana, Inhalants, and eCig Education/Media Influence	1.) Puberty and Hygiene 1.)Body Systems, & Injury Prevention
HE 1.1 (Runs across all units for the year) (a.) Analyze the relationship between healthy behaviors and personal health (b.) Describe the benefits of and barriers to practicing healthy behaviors (c.)Differentiate between behaviors that promote health enhancing strategies for issues such as substance abuse, nutrition, exercise, injury/disease prevention and stress management, including Indian cultures and practices (d.) Analyze the potential consequences of engaging in risky behaviors			
Cyber Safety and Anti-Bullying HE 1.4 a. Analyze how environmental factors can affect personal health	Nutrition HE 7.1 a. Analyze healthy practices and behaviors that will maintain or improve the health of self and others	Tobacco, Marijuana, Inhalants, and eCig Education HE 7.1. Analyze healthy practices and behaviors that will maintain or improve the health of self and others	Puberty and Hygiene HE 1.4 a. Analyze how environmental factors can affect personal health
H.E. 1.6 a. Analyze ways in which safe and healthy school and community environments can promote personal health	HE 3.1 a. Analyze the validity of health information, products, and services	HE 1.4 a. Analyze how environmental factors can affect personal health	H.E 1.8 a. Explain how appropriate health care can promote personal health
H.E. 4.1 a. Apply effective verbal and nonverbal communication skills to enhance health, including American Indian cultures and practices	H.E 1.4 a. Analyze how environmental factors can affect personal health	H.E 2.4 a. Analyze how messages from media influence health behaviors	H.E. 1.3 a. Explain universal precaution practices in the prevention of communicable diseases
H.E 8.2 a. Demonstrate how to influence and support others to make positive health choices b. Work cooperatively to advocate for healthy individuals, families, and schools			Body Systems H.E.1.9 a. Define body systems, their function and their interrelationship with one another b. Identify basic structures and functions of the male and female reproductive health systems
H.E 6.2 a. Apply strategies and skills needed to attain a personal			HE 1.4 a. Analyze how environmental factors can affect personal health



	health goal b. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities			
	Resiliency Skills HE 7.1a. Analyze healthy practices and behaviors that will maintain or improve the health of self and others			Injury Prevention, Safety, and First Aid HE 1.4a. Analyze how environmental factors that can affect personal health
	HE 1.4 a. Analyze how environmental factors can affect personal health			H.E. 4.4 a. Demonstrate how to ask for assistance to enhance the health and safety of self and others

Physical Education Scope and Sequence

	<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>
	<p>S2.M4 Games & sports Invasion games Reducing space by changing size & shape Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>S3.M2 Engages in physical activity Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p>S3.M12 Fitness knowledge Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)</p> <p>S4.M1 Personal responsibility Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)</p> <p>S4.M4 Working with others Accepts differences among physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)</p> <p>S5.M1 Health Describes how being physically active leads to a healthy body. (S5.M1.6)</p>			



S1.M4 Games & sports Invasion games Passing & receiving Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)

S1.M11 Games & sports Invasion games Defensive skills Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)

S2.M1 Games & sports Invasion games Creating space with movement Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)

S1.M4 Games & sports Invasion games Passing & receiving Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)

S1.M11 Games & sports Invasion games Defensive skills Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)

S2.M6 Games & sports Invasion games Transitions Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)

S2.M6 Games & sports Invasion games Transitions Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)

S1.M10 Games & sports Invasion games Shooting on goal Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)