



# 6th Grade Wellness Scope, Sequence, Standards & Learning Targets for Assessment

*Stewartville Public Schools*

Month	6 <sup>th</sup> Grade PE	6th Grade Health
<b>August/ September</b>	Fitnessgram Testing Bicycle Unit	Fitnessgram Recording and Goal Setting. Minnesota Walk, Bike, Fun Understanding Your Health and Wellness
<b>October</b>	Tennis Styx Lacrosse Soccer	Drug Abuse Resistance Education (DARE) Knowing How Your Body Works. Developing Good Personal Hygiene.
<b>November</b>	Futsal Sabaki ball	Getting the Sleep You Need. Understanding Mental and Emotional Health. Understanding Mental Illness.
<b>December</b>	Archery Basketball (Elks Hoop) Fitnessgram Testing	National Archery in the Schools Program Nutrition for Health and Sports Physical Activity and Effects on Your Body. Service Learning in Your Community
<b>January</b>	Badminton Pickleball Eclipseball	Service Learning Presentations. DARE Graduation Tobacco and Vaping Alcohol
<b>February</b>	Dances of the Decades Weight Room Basics Combatives	Medications and Drugs Understanding and Preventing Diseases.
<b>March</b>	Table tennis Flickerball Team Handball Tchoukball	Promoting safety and preventing injuries. Protecting Environmental Health. Promoting Healthy Relationships.
<b>April</b>	Speedball Scoops Kick/soft/wiffle ball	Preventing and Responding to Violence. Human Growth and Development.
<b>May/June</b>	Crickett Ultimate Rings Track and Field Fitnessgram Testing	Summer Readiness: Water, Skin Extra PE on good weather days. FG Goals review



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**\*\*The areas highlighted below in yellow are the standards/benchmarks that will be in Skyward. 4 graded areas for PE (1-demonstrate correct technique, 2-demonstrate proper offensive and defensive movement, 3-describe rules in quizzes, 4-demonstrate sportsmanship); 6 graded areas for Health = 10 total graded areas.**

Physical Education Standard Notion	Standard	Learning Targets Assessed	Teacher Observables
PE.S1	The student will demonstrate competency in a variety of motor skills and movement patterns.	Demonstrate correct technique for basic skills in at least two individual-performance activities.	Archery, Serving in a variety of sports, Throwing, Bicycle signals/riding, etc <a href="#">Assessment Form for Strength Training</a>
PE.S2	Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Demonstrate offensive & defensive strategies & movement in striking and field games.  Describe the basic skills, rules, and tactics needed for participation	Every day - Across all large/small competitive group games  All quizzes - Across all units/activities FitnessGram Testing Weight Training
PE.S3	Develop personal and social skills related to movement.	Demonstrate effective communication, teamwork, effort, and sportsmanship during team-based activities.	Basketball, Soccer/Futsal, Volleyball, Non-Traditional, Team Sports, Softball, Kickball, Lacrosse, Field, Hockey, Floor Hockey, Football Everyday- Across all units and activities

Health Education Standard Notion	Standard	Learning Targets Assessed	Teacher Observables
H.S1	Use functional health information to support health and well-being of self and others.	1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 1.8.6 Analyze how individual, interpersonal, community, and	Summer readiness, Male and Female Reproduction, Alcohol, Drugs, and Vaping; D.A.R.E.  Service Learning Unit, Nutrition Unit, Media and



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		environmental factors impact health and well-being.	the Brain,
H.S2	<b>Analyze influences that affect health and well-being of self and others.</b>	2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	Media and the Brain; Nutrition; Drugs, alcohol, tobacco, vaping;  Drugs, alcohol, tobacco, vaping; nutrition;
H.S3	<b>Access valid and reliable resources to support health and well-being of self and others.</b>	3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. 3.8.5 Use strategies to manage misinformation and disinformation.	First Aid Units; digital media; Drug, alcohol, tobacco, and vaping;  Nutrition; Human Development; First Aid Units  Human Reproduction; digital media;
H.S4	<b>Use interpersonal communication skills to support health and well-being of self and others.</b>	4.8.3 Use various communication strategies to seek and offer support and assistance. 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations. 4.8.5 Use refusal skills and strategies in a variety of situations. 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 4.8.10 Demonstrate ways to communicate empathy and compassion.	Drug, alcohol, and Vaping, Relationships  Relationships; drug, alcohol, tobacco, vaping;  Alcohol, Drugs, and Vaping; Relationships, Relationships  Kindness Unit



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H.S5	<b>Use a decision-making process to support health and well-being of self and others.</b>	5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.8.6 Evaluate the results of a health-related decision on self and others.	Red Cross Unit; Alcohol, Drugs, and Vaping; Relationships,  Check, call, care in first aid; drug, alcohol, tobacco, vape unit; relationships; STI's; digital media  Teen pregnancy; STI's; nutrition; drug, alcohol, vaping; digital media
H.S6	<b>Use a goal-setting process to support health and well-being of self and others.</b>	6.8.1 Assess personal health and well-being to identify focus areas for goal-setting. 6.8.3 Develop a goal and explain how it supports health and well-being. 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.	Fitnessgram Testing, Self assessments from health triangle, nutrition, digital media,  FG and assessments listed above  FG, strength training, and other assessments listed above
H.S8	<b>Advocate to promote health and well-being of self and others.</b>	8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.	Relationships, Alcohol, Drug, and Vaping, Nutrition, Digital Footprints Summer Readiness Series

Note to self: remember to check out [health world education](https://www.healthworldeducation.com/) site for classroom resources. Some are free, but most have a cost. Find out the cost.