

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		This pacing guide for the 6 <sup>th</sup> grade curriculum is subject to change. Students and parents will be notified if a change occurs  <b>March 1<sup>st</sup> – June (Last Day) Calendar (Part 2 of 2)</b>
CLASS	6 <sup>TH</sup> HPED	
TEACHER		

PROJECT PHASE	STARTING	ENDING	PROJECT PHASE	STARTING	ENDING
FLICKER BALL	3.1	3.15	BASEBALL/SOFTBALL	5.31	Until Last Day
DIESEASE & HEALTH CONDITIONS	3.15	3.24	NO SCHOOL		
FAMILY LIFE (SEXUAL EDUCATION)	4.4	4.15			
SCOOPS (INTRO TO LAX)	4.18	4.29			
FINAL FITNESS TESTING	5.2	5.6			
ULIMATE FRISBEE/UF GOLF	5.9	5.20			
SUN SAFETY/SUMMER SAFETY	5.23	5.27			

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	1	2	5	6	7	8	9	10	11
13	14	15	16	17	18	19	1	1	2	3	4	5	6	1	1	2	3	4	5	6	2	3	4	5	6	7	8
20	21	22	23	24	25	26	7	8	9	10	11	12	13	2	3	4	5	6	7	8	1	2	3	4	5	6	7

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

2	2	2	3	3			2	2	2	2	2	3	2	3	3				2	2	2	2	3			
7	8	9	0	1			4	5	6	7	8	9	0	9	0	1			6	7	8	9	0			

Time Frame	Topic Flickerball	Standards	Resources Printed Technology	Assessments
6 <sup>th</sup> Gr. HPED 3/1-15	<p>TSWBAT:</p> <ul style="list-style-type: none"> <li>TSWBAT: demonstrate accurate throwing and catching skills to teammates, offensive and defensive skills.</li> <li>TSWBAT: demonstrate aim for a targeted area.</li> <li>TSWBAT: explain why it is important to have good offensive and defensive skills</li> <li>TSWBAT: identify why it is important to stretch and run</li> <li>TSWBAT: grasp how the concept of spacing during play will enhance passing and offensive opportunities.</li> </ul>	<p>{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>{HE.5-6.2.2.6.B.2} Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>{HE.5-6.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>{HE.5-6.} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<p>CW/HW worksheets and handouts</p> <p>Please see curriculum</p>	<p><a href="http://www.pecentral.org">www.pecentral.org</a> FlickerBall Website for drills and skills</p> <p>Google Forms</p> <ul style="list-style-type: none"> <li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li> <li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship, offensive and defensive skills )</li> <li>Pre/Post Tests on Google Forms</li> <li>Student self-evaluation</li> <li>Student to student evaluations</li> </ul>

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

<ul style="list-style-type: none"> <li>• TSWBAT: recognize the importance of balance and correct defensive position.</li> <li>• TSWBAT: recognize which health-related components of fitness are achieved from playing Flickerball.</li> <li>• TSWBAT: show how to correctly pass a flickerball using the cues</li> <li>• TSWBAT: demonstrate correct defensive position.</li> <li>• TSWBAT: perform the layup shot demonstrating the proper mechanics.</li> <li>• TSWBAT: display good sportsmanship during play in victory or defeat.</li> <li>• TSWBAT: utilize the concept of teamwork during play.</li> <li>• TSWBAT: demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.</li> </ul>	<p>{HE.5-6.} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>{HE.5-6.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>{HE.5-6.2.5.6.B.2} Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>{HE.5-6.} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>{HE.5-6.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>{HE.5-6.2.5.6.C.2} Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>{HE.5-6.} There is a strong cultural, ethnic, and historical</p>			
--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<ul style="list-style-type: none"><li>TSWBAT: be sensitive to the differences in physical ability levels of other students</li></ul>	<p>background associated with competitive sports and dance.</p> <p>{HE.5-6.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>{HE.5-6.2.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>			
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic Disease and Health Conditions	Standards	Resources Printed Technology	Assessments
6 <sup>th</sup> Gr. HPED 3/15-24	TSWBAT: <ul style="list-style-type: none"> <li>Understand the difference between diseases, injuries, and conditions.</li> <li>Select a disease, injury, or condition that they or someone they know has been affected by and research prevention and treatment methods.</li> <li>Use internet research skills to find, compile, and summarize information.</li> <li>Design a way to raise community awareness about the selected disease, injury, or condition, and/or a</li> </ul>	{HE.5-6.} The early detection and treatment of diseases and health conditions impact one's health.  {HE.5-6.2.1.6.C.1} Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.  {HE.5-6.2.1.6.C.2} Determine the impact of public health strategies in preventing diseases and health conditions.  {HE.5-6.2.1.6.C.3} Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	Diseases, injuries, and condition cards (one for each group of students)  CW/HW worksheets  See Curriculum	<a href="http://educators.brainpop.com/lesson-plan/diseases-injuries-and-conditions">http://educators.brainpop.com/lesson-plan/diseases-injuries-and-conditions</a> <ul style="list-style-type: none"> <li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li> <li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship)</li> <li>Formal is done through record keeping and is based on the class work, test/quizzes, homework, Bell Ringers</li> <li>Pre/Post Test</li> <li>Classwork/ Homework</li> </ul>

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	related foundation or charity.	<p>{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>{HE.5-6.2.1.6.D.1} Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>{HE.5-6.2.1.6.D.3} Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>{HE.5-6.} Applying first-aid procedures can minimize injury and save lives.</p> <p>{HE.5-6.} Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>{HE.5-6.2.2.6.A.1} Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>{HE.5-6.} Every health-related decision has short- and long-term</p>			
--	--------------------------------	---	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		<p>consequences and affects the ability to reach health goals.</p> <p>{HE.5-6.2.2.6.B.1} Use effective decision-making strategies.</p> <p>{HE.5-6.} Health literacy includes the ability to compare and evaluate health resources.</p> <p>{HE.5-6.2.2.6.E.1} Determine the validity and reliability of different types of health resources.</p> <p>{HE.5-6.} Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems</p>			
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic <b>Family Life (Sexual Education)</b>	Standards	Resources Printed Technology	Assessments
6 <sup>th</sup> Gr. HPED 4/4-15	TSWBAT: <ul style="list-style-type: none"> <li>Students will define self-esteem</li> <li>Students will list the benefits of high self-esteem</li> <li>Students will identify factors that influence the development of self-esteem</li> <li>Students will describe the ways you can improve your self-esteem</li> <li>Students will identify why good communication is important.</li> <li>Students will differentiate between the 3 communication styles.</li> </ul>	<p>{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>{HE.5-6.} Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>{HE.5-6.2.1.6.E.3} Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>{HE.5-6.} Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>{HE.5-6.2.2.6.A.1} Demonstrate verbal and nonverbal interpersonal</p>	<p>CW/HW handouts</p> <p>Please see curriculum</p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p> <p>Google Forms</p> <p>Health data Flash drive</p> <p>Governmental based sites</p> <p>CDC</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p>	<ul style="list-style-type: none"> <li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li> <li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship)</li> <li>Formal is done through record keeping and is based on the class work, test/quizzes, homework, Bell Rings</li> <li>Pre/Post Test</li> <li>Classwork/ Homework</li> </ul>



SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

<ul style="list-style-type: none"> <li>Students will identify different types of body language.</li> <li>Students will identify what active listening is.</li> <li>Students will identify the 10 skills needed for a healthy life.</li> <li>Students will identify things that they are good that will have a positive influence on their self esteem.</li> <li>Students will be able to participate in a communication activity that will help them see the benefits of 2-way communication verses 1-way communication.</li> <li>Students will state why teen relationships are important.</li> <li>Students will list positive characteristics to look for in a boyfriend/girlfriend</li> <li>Students will describe appropriate dating behavior.</li> </ul>	<p>communication in various settings that impact the health of oneself and others.</p> <p>{HE.5-6.2.2.6.A.2} Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>{HE.5-6.} Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>{HE.5-6.2.2.6.C.1} Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>{HE.5-6.2.2.6.C.2} Predict situations that may challenge an individual's core ethical values.</p> <p>{HE.5-6.} Healthy relationships require a mutual commitment.</p> <p>{HE.5-6.2.4.6.A.1} Compare and contrast how families may change over time.</p> <p>{HE.5-6.2.4.6.A.2} Analyze the characteristics of healthy friendships and other relationships.</p> <p>{HE.5-6.2.4.6.A.3} Examine the types of relationships</p>			
--	---	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

<ul style="list-style-type: none"> <li>Students will state two things you can do to maintain a healthy relationship with a partner.</li> <li>Students will be able to distinguish between flirting and sexual harassment.</li> <li>Students will be able to define sexual harassment.</li> <li>Students will be able to define sexting.</li> <li>Students will know how to stop and prevent sexual harassment and sexting.</li> <li>Students will define peer pressure.</li> <li>Students will be able to identify three types of direct pressure.</li> <li>Students will be able to identify three types of indirect pressure.</li> <li>Students will be able to define internal pressure.</li> </ul>	<p>adolescents may experience.</p> <p>{HE.5-6.2.4.6.A.4} Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>{HE.5-6.2.4.6.A.5} Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>{HE.5-6.} Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>{HE.5-6.2.4.6.B.1} Compare growth patterns of males and females during adolescence.</p> <p>{HE.5-6.} Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>{HE.5-6.2.4.6.B.2} Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>{HE.5-6.2.4.6.B.3} Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p>			
--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<ul style="list-style-type: none"> <li>Students will be able to define external pressure.</li> <li>Students will state an example of each of the twelve types of refusal skills.</li> <li>Students will identify verbal and nonverbal refusal skills.</li> <li>Students will identify the organs of the female and male systems.</li> <li>Students will describe the functions of each of the organs of the female/male reproductive systems that develop during puberty.</li> <li>Students will compare the physical changes that occur in boys and girls during adolescence.</li> <li>Students will describe the mental and emotional changes that occur during adolescence.</li> </ul>	<p>{HE.5-6.2.4.6.B.4} Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>{HE.5-6.} Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>{HPE.2.4.6.B.2} Summarize strategies to remain abstinent and resist pressures to become sexually active.</p>			
--	---	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<ul style="list-style-type: none"><li>• Students will describe the social changes that occur during adolescence.</li><li>• Students will identify the added responsibilities teens have during adolescence.</li><li>• Students will name three ways that changes during adolescence have affected their lives.</li></ul>				
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic Scoops ( Intro to LAX)	Standards	Resources Printed Technology	Assessments	
6 <sup>th</sup> Gr. HPED 4/18-29	TSWBAT: <ul style="list-style-type: none"><li>TSWBAT: demonstrate accurate throwing and catching skills to teammates, offensive and defensive skills.</li><li>TSWBAT: demonstrate aim for a targeted area.</li><li>TSWBAT: explain why it is important to have good offensive and defensive skills</li><li>TSWBAT: identify why it is important to stretch and run</li><li>TSWBAT: grasp how the concept of spacing during play will enhance passing and offensive opportunities.</li><li>TSWBAT: recognize the importance of balance and correct defensive position.</li><li>TSWBAT: recognize which health-related components of fitness are achieved from playing Scoops (LAX).</li></ul>	{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.  {HE.5-6.2.2.6.B.2} Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.  {HE.5-6.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.  {HE.5-6.} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.  {HE.5-6.} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	CW/HW worksheets and handouts  Please see curriculum	<a href="http://www.pecentral.org">www.pecentral.org</a> Scoops/LAX Website for drills and skills  Google Forms	<ul style="list-style-type: none"><li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li><li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship, offensive and defensive skills )</li><li>Pre/Post Tests on Google Forms</li><li>Student self-evaluation</li><li>Student to student evaluations</li></ul>

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<ul style="list-style-type: none"> <li>• TSWBAT: show how to correctly pass a scoop ball using the cues</li> <li>• TSWBAT: demonstrate correct defensive position.</li> <li>• TSWBAT: perform the layup shot demonstrating the proper mechanics.</li> <li>• TSWBAT: display good sportsmanship during play in victory or defeat.</li> <li>• TSWBAT: utilize the concept of teamwork during play.</li> <li>• TSWBAT: demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.</li> <li>• TSWBAT: be sensitive to the differences in physical ability levels of other students</li> </ul>	<p>{HE.5-6.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>{HE.5-6.2.5.6.B.2} Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>{HE.5-6.} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>{HE.5-6.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>{HE.5-6.2.5.6.C.2} Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>{HE.5-6.} There is a strong cultural, ethnic, and historical background</p>			
--	---	---	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		<p>associated with competitive sports and dance.</p> <p>{HE.5-6.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>{HE.5-6.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>			
--	--	---	--	--	--

Time Frame	Topic	Standards	Res ources	Assessments
	<b>Fitness Testing Part 3</b>			

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

			Printed Tec hnol ogy		
6 <sup>th</sup> Gr. HPED 5/2-6	TSWBAT:				
	<ul style="list-style-type: none"> <li>TSW develop the skills necessary to measure their own fitness and physical activity.</li> <li>TSW will also maintain regular participation in physical activity and analyze and evaluate their level of involvement in physical activity.</li> <li>TSW be able to find their resting heart rate before and after activity</li> <li>To prepare and motivate students to engage in physical activity outside of school and throughout life</li> <li>To provide opportunities for students to develop healthy habits while gaining an</li> </ul>	<p>{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>{HE.5-6.2.2.6.B.2} Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>{HE.5-6.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>{HE.5-6.} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>{HE.5-6.} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games,</p>	Workout Posters demonstrating fitness exercising	<a href="http://www.pecentral.org">www.pecentral.org</a> <a href="https://www.presidentschallenge.org">https://www.presidentschallenge.org</a> Google Forms	<ul style="list-style-type: none"> <li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li> <li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship)</li> <li>Formal is done through record keeping and is based on the Presidential Fitness Testing</li> <li>Measuring Heart Rate</li> </ul> <p><b>Fitness Testing: 8 PT Tests</b></p> <p>The Physical Fitness Test recognizes students for their level of physical fitness in five <a href="#">activities</a>:</p> <ul style="list-style-type: none"> <li>Sitl-ups (or partial curl-ups)</li> <li>Shuttle run</li> <li>Endurance run/walk</li> <li>Pull-ups (or right angle push-ups or flexed-arm hang)</li> <li>Push Up</li> <li>V-sit reach (or sit and reach)</li> <li>Vertical Leap</li> </ul>



SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<p>appreciation for its importance throughout life</p>	<p>sports, and other activity situations.</p> <p>{HE.5-6.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>{HE.5-6.2.5.6.B.2} Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>{HE.5-6.} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>{HE.5-6.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>{HE.5-6.2.5.6.C.2} Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>		<ul style="list-style-type: none"> <li>Board Jump</li> </ul> <p>Self-Evaluation and Goal Setting</p>
--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		<p>{HE.5-6.} There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>{HE.5-6.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>{HE.5-6.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>			
--	--	---	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic <b>Ultimate Frisbee/UF Golf</b>	Standards	Resources Printed Technology	Assessments	
6 <sup>th</sup> Gr. HPED 5/9-20	TSWBAT: <ul style="list-style-type: none"><li>TSWBAT: demonstrate accurate throwing and catching skills to teammates, offensive and defensive skills.</li><li>TSWBAT: demonstrate aim for a targeted area.</li><li>TSWBAT: explain why it is important to have good offensive and defensive skills</li><li>TSWBAT: identify why it is important to stretch and run</li><li>TSWBAT: grasp how the concept of spacing during play will enhance passing and offensive opportunities.</li><li>TSWBAT: recognize the importance of balance and correct defensive position.</li><li>TSWBAT: recognize which health-related components</li></ul>	{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.  {HE.5-6.2.2.6.B.2} Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.  {HE.5-6.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.  {HE.5-6.} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.  {HE.5-6.} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.  {HE.5-6.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities	CW/HW worksheets and handouts  Please see curriculum	<a href="http://www.pecentral.org">www.pecentral.org</a> UF Website for drills and skills  Google Forms	<ul style="list-style-type: none"><li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li><li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship, offensive and defensive skills )</li><li>Pre/Post Tests on Google Forms</li><li>Student self-evaluation</li><li>Student to student evaluations</li></ul>

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<p>of fitness are achieved from playing Ultimate Frisbee</p> <ul style="list-style-type: none"> <li>• TSWBAT: show how to correctly pass a frisbee using the cues</li> <li>• TSWBAT: demonstrate correct defensive position.</li> <li>• TSWBAT: perform the different passing demonstrating the proper mechanics.</li> <li>• TSWBAT: display good sportsmanship during play in victory or defeat.</li> <li>• TSWBAT: utilize the concept of teamwork during play.</li> <li>• TSWBAT: demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.</li> <li>• TSWBAT: be sensitive to the differences in physical ability levels of other students</li> </ul>	<p>{HE.5-6.2.5.6.B.2} Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>{HE.5-6.} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>{HE.5-6.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>{HE.5-6.2.5.6.C.2} Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>{HE.5-6.} There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>{HE.5-6.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>{HE.5-6.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p>			
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic	Standards	Resources	Assessments	
	Sun Safety/ Summer Safety		Printed Technology		
6 <sup>th</sup> Gr. HPED 5/23-27	TSWBAT: <ul style="list-style-type: none"><li>The sun has beneficial and harmful effects for living things.</li><li>The sun has rays that we cannot see called UV radiation.</li><li>UV radiation is at its maximum at certain times of the day and year.</li><li>UV radiation levels are independent of temperature.</li><li>UV radiation from the sun can have harmful effects on people, including sunburn, skin damage, eye damage, and skin ageing.</li><li>All sources of UV radiation, including tanning beds, can cause damage.</li><li>Minimizing outdoor activities at peak UV radiation times is one way to avoid exposure.</li><li>Staying in the shade is a way of reducing UV exposure.</li><li>Wearing protective clothing, sunscreen, and sunglasses helps to minimize UV exposure. Suntan and sunburn are signs of skin damage.</li><li>Young people can resist the pressure to get a suntan.</li><li>Young people can make sensible decisions about using sun protection.</li><li>Sunscreen does not completely block UV radiation.</li></ul>	{HE.5-6.} The early detection and treatment of diseases and health conditions impact one's health.  {HE.5-6.2.1.6.C.1} Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.  {HE.5-6.2.1.6.C.2} Determine the impact of public health strategies in preventing diseases and health conditions.  {HE.5-6.2.1.6.C.3} Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.  {HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes	CW/HW handout  Please see curriculum	<a href="http://www.brainpop.com">www.brainpop.com</a>  Google Forms  Health data Flash drive  Governmental based sites  <a href="http://www.pecentral.org">www.pecentral.org</a>	<ul style="list-style-type: none"><li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li><li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship)</li><li>Formal is done through record keeping and is based on the class work, test/quizzes, homework, Bell Ringers</li><li>Pre/Post Test</li><li>Classwork/ Homework</li></ul>

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<ul style="list-style-type: none"> <li>• The Earth has a protective shield called the ozone layer, which blocks most of the harmful rays from the sun.</li> <li>• Ways to prevent injuries include checking for depth and entering water feet first.</li> <li>• Swimming with a buddy and having adult supervision are essential to water safety.</li> <li>• Ways to stay afloat include treading water and wearing a life jacket.</li> <li>• Unlike a life jacket, an inflatable toy is not a reliable flotation device.</li> <li>• Lightning and thunder are signals to leave the water immediately and seek shelter.</li> <li>• When swimmers need to use the bathroom, they should leave the water and find a bathroom facility.</li> <li>• To help students understand the importance of wearing a bicycle helmet and how to properly fit one.</li> <li>• Identify and demonstrate the rules of biking and sharing the road.</li> <li>• Explain why it is important to wear a helmet</li> </ul>	<p>to the safety of self and others.</p> <p>{HE.5-6.2.1.6.D.1} Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>{HE.5-6.2.1.6.D.3} Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>{HE.5-6.} Applying first-aid procedures can minimize injury and save lives.</p> <p>{HE.5-6.} Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>{HE.5-6.2.2.6.A.1} Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>{HE.5-6.} Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>			
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		<p>{HE.5-6.2.2.6.B.1} Use effective decision-making strategies.</p> <p>{HE.5-6.} Health literacy includes the ability to compare and evaluate health resources.</p> <p>{HE.5-6.2.2.6.E.1} Determine the validity and reliability of different types of health resources.</p> <p>{HE.5-6.} Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>			
--	--	--	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

Time Frame	Topic Baseball/Softball	Standards	Resources Printed Technology	Assessments	
6 <sup>th</sup> Gr. HPED 5/31- END	TSWBAT: <ul style="list-style-type: none"><li>TSWBAT: demonstrate accurate throwing and catching skills to teammates, offensive and defensive skills.</li><li>TSWBAT: demonstrate aim for a targeted area.</li><li>TSWBAT: explain why it is important to have good offensive and defensive skills</li><li>TSWBAT: identify why it is important to stretch and run</li><li>TSWBAT: grasp how the concept of spacing during play will enhance passing and offensive opportunities.</li><li>TSWBAT: recognize the importance of balance and correct defensive position.</li><li>TSWBAT: recognize which health-related components</li></ul>	<p>{HE.5-6.} Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>{HE.5-6.2.2.6.B.2} Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>{HE.5-6.2.2.6.C.3} Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>{HE.5-6.} Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>{HE.5-6.} There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>{HE.5-6.2.5.6.B.1} Demonstrate the use of offensive, defensive, and cooperative strategies in</p>	<p>CW/HW worksheets and handouts</p> <p>Please see curriculum</p>	<p><a href="http://www.pecentral.org">www.pecentral.org</a> Baseball/Softball Website for drills and skills</p> <p>Google Forms</p>	<ul style="list-style-type: none"><li>Class Participation is based up Grading System- 5 points is the highest points earned for the day</li><li>Informal observation is noted by teacher( ex. Participation , prepared, sportsmanship, offensive and defensive skills )</li><li>Pre/Post Tests on Google Forms</li><li>Student self-evaluation</li><li>Student to student evaluations</li></ul>



SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

	<p>of fitness are achieved from playing Ultimate Frisbee</p> <ul style="list-style-type: none"> <li>• TSWBAT: show how to correctly pass a frisbee using the cues</li> <li>• TSWBAT: demonstrate correct defensive position.</li> <li>• TSWBAT: perform the different passing demonstrating the proper mechanics.</li> <li>• TSWBAT: display good sportsmanship during play in victory or defeat.</li> <li>• TSWBAT: utilize the concept of teamwork during play.</li> <li>• TSWBAT: demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.</li> <li>• TSWBAT: be sensitive to the differences in physical ability levels of other students</li> </ul>	<p>individual, dual, and team activities.</p> <p>{HE.5-6.2.5.6.B.2} Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>{HE.5-6.} Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>{HE.5-6.2.5.6.C.1} Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>{HE.5-6.2.5.6.C.2} Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>{HE.5-6.} There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>{HE.5-6.2.5.6.C.3} Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>{HE.5-6.2.6.6.A.6} Explain and apply the training principles of frequency, intensity, time, and</p>			
--	--	---	--	--	--

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY  
6<sup>TH</sup> GR. HPED CURRICULUM PACING GUIDE  
2025-2026

		type (FITT) to improve personal fitness.			
--	--	--	--	--	--