

# Lemont-Bromberek Combined School District 113A

## Sixth Grade Physical Development and Health Goals

Students will:

### Health-Enhancing Physical Activity

- Demonstrate selected sports skills using correct form in game situations. (R)
- Perform locomotor and/or non-locomotor skills while manipulating objects. (R)
- Utilize feedback including available technology to improve skill performance. (I)
- Demonstrate movement where balance is established, lost and gained. (R)
- **Exhibit mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow-through, return to base) in a variety of manipulative skills. (M)**
- **Perform a variety of movement sequences as found in line, aerobic, folk dances and other rhythmic activities (e.g., jump rope). (M)**
- Observe safety procedures/rules when participating in group physical activity and adhere to safety procedures during activity. (R)
- **Follow appropriate game rules. (M)**
- **Demonstrate knowledge of components of good sportsmanship. (M)**
- Recognize potentially unsafe situations, facilities and/or equipment. (R)
- Apply basic offensive and defensive strategies (e.g., give and go, one on one defense, clear communication) in small group cooperative or competitive activities. (R)
- Coordinate dance movements with a partner. (R)
- Exhibit confidence when moving in the presence of others. (R)
- **Perform rhythmic activities. (M)**
- Describe the various dance formations. (R)
- **Develop and combine various locomotor and non-locomotor movements into dance patterns. (M)**
- **Coordinate body movements with music. (M)**
- **Coordinate dance movements. (M)**

### Physical Fitness/Self-Assessment

- Define the four parts of FITT: Frequency, Intensity, Time and Type. (I)
- Describe and apply basic principles of training (e.g., FITT, overload, progression) and their relationship to implementing safe and appropriate personal fitness programs. (I)
- Participate in a standardized physical fitness program. (R)
- Complete a health-related fitness assessment and score at an acceptable level. (R)
- Explain the concept of target heart rate and the importance of monitoring their work-outs. (R)
- Explain the purpose of aerobic activity. (R)
- **Demonstrate proper techniques of exercises and stretches. (M)**
- Use measurement and assessment data (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skin fold calipers) to develop personal goals for improvement in at least two fitness components. (R)
- Identify their own physical strengths and weaknesses. (I)
- Analyze personal interests and capabilities in regard to one's exercise behaviors. (I)
- Identify the critical aspects of a healthy lifestyle. (R)
- Explain the critical role of physical fitness in their daily lives. (R)
- Identify local programs and facilities (e.g., ice rinks, roller rinks). (I)
- Identify local parks (e.g., fields, pools, bike paths, hiking trails). (I)

- **Explain the short-term and long-term benefits of warm-ups and cool-downs. (M)**
- Develop and/or improve the various components of fitness. (R)
- Describe the basic muscular system and the proper terminology of the major muscle groups. (I)
- Demonstrate a basic understanding of the various components of fitness: cardio respiratory endurance, muscular endurance, flexibility, agility, coordination, balance and power. (R)

## Team Building

- **Demonstrate respect for differences, fair play and sportsmanship in physical activity settings. (M)**
- Examine strategies for resolving disagreements concerning rules discrepancies without teacher intervention during physical activities. (R)
- Identify a variety of supportive roles within a cooperative group setting. (R)
- Demonstrate effective leadership skills while interacting with others during structured group physical activity. (R)
- Identify consequences of a variety of behavioral choices when participating in structured group physical activity. (R)
- Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical education. (R)
- Apply the safety rules and precautions necessary for enjoyable and safe participation in various activities. (R)
- Follow directions for developing a safe environment. (R)
- Demonstrate proper use of equipment in various activities. (R)
- **Demonstrate proper sports etiquette. (M)**
- Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings. (R)

## Health Promotion

- Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene). (I)
- **List ways to keep hair and nails properly groomed. (M)**
- **Explain the relationship between posture and health. (M)**
- **Describe the importance of dreams and sleep in maintaining good health. (M)**
- Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious). (I)
- **Recognize the importance of proper skin care. (M)**
- **Recognize the importance of proper hair care. (M)**
- **Recognize that proper hygiene can contribute to a positive self-image. (M)**
- Explain the importance of regular health screening (eye, dental, physical). (I)
- **Explain the possible consequences that prolonged exposure to stress may have on the body. (M)**
- **List steps necessary for maintaining healthy teeth and gums. (M)**
- Take a pulse in preparation for an emergency situation. (I) (covered in PE)
- **Develop an emergency plan for use in their homes. (M)**
- Explain what information should be given to the police/paramedics in case of an emergency. (I)
- **Discuss how or where to find telephone numbers needed in an emergency. (M)**
- **Demonstrate effective responses for emergency situations. (M)**
- **Apply basic first aid procedures (e.g., bleeding, bloody nose, shock, weather-related injuries, etc.). (M)**
- **Discuss procedures to be followed if fire is suspected. (M)**
- **Describe common emergency procedures (e.g., fire, weather). (M)**
- Apply basic first aid procedures (e.g., CPR, abdominal thrust maneuver). (I)

- **Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons, burns). (M)**
- **Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian). (M)**
- Explore health-related careers. (I)
- **Explain treatment for severe bleeding. (M)**
- List steps required for rescue breathing. (I)
- List steps for the treatment of poisoning. (I)
- **Identify the different types of burns and the specific treatment for each. (M)**
- Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire). (I)
- **Recall actions and procedures that will lessen the impact of emergencies on a person's health. (M)**
- Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning). (I)
- Know where to go for health care and medicines. (I)
- Compare and contrast safety and hygiene of other people and/or cultures. (I)
- Analyze hazards associated with prolonged exposure to the sun (ultra-violet rays). (I)
- Analyze tanning products and their effectiveness in preventing health-related problems. (I)
- Compare healthy environments and healthy people to unhealthy environments and unhealthy people. (I)

## Body Systems

- Explain what muscles do for the body. (I) (covered in PE and 7<sup>th</sup> grade health)
- Identify what gives the body its size and shape. (I) (covered in PE and 7<sup>th</sup> grade health)
- **Identify disorders that are associated with sleep. (M)**
- **Identify factors that contribute to the damage of our eyes, ears, skin, hair, nails and posture. (M)**
- **Recognize that there is a relationship between age and the amount of sleep required. (M)**
- **List choices that have a positive influence on health. (M)**
- **List choices that have a negative influence on health. (M)**
- **Identify the components of a healthy lifestyle. (M)**
- **Discuss the effects of sleep deprivation on the body. (M)**
- Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and social growth and development in the future. (I, R, M)
- **Discuss how making healthy choices can help a person live a more healthy life. (M)**
- Recognize the effects of personal health practices/choices on physical, mental, emotional and social well-being. (I, R, M)
- Recognize outward signs of mental and emotional health. (I)

## Health/Well-Being

- **Discover how personal hygiene affects an individual. (M)**
- **Compare and contrast consequences for good and bad health choices. (M)**
- **List ways cleanliness affects personal hygiene/health. (M)**

## Safety

- **Summarize the relationship between unnecessary risks and accidents. (M)**
- **Identify places to avoid because of potential danger. (M)**
- **Identify safe places and activities. (M)**
- Establish a plan of action for avoiding dangerous situations. (I)
- **Analyze the possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest alternative options. (M)**

- Identify and practice safe procedures related to bus transportation. (R-State Mandate) (covered in PE)
- Recognize the danger of and avoid abduction. (R-State Mandate)
- Recognize methods for the prevention and avoidance of alcohol, drug and substance abuse. (R-State Mandate)
- Recognize consequences of alcohol, drug and substance abuse. (R-State Mandate)
- Recognize the consequences of being involved in an exclusive group (i.e., gang) through development of conflict resolution, cultural sensitivity, personal goal setting and the resistance of peer pressure. (R-State Mandate) (covered in advisory/2<sup>nd</sup> step/homeroom; Lemont Police Department may provide assistance)
- Identify Internet threats, risks and safety strategies related to child predators, fraud and other dangers. (R-State Mandate) (Internet safety only covered in 7<sup>th</sup> grade – currently covered in advisory/homeroom)
- Develop an age-appropriate awareness about sexual abuse, assault and prevention, including teen dating violence. (State Mandate)

## **Nutrition**

- Identify the six main nutrients. (I)
- Determine what foods you should eat to obtain a balanced diet. (I)
- Recognize foods high in fiber. (I)
- Discuss how to use MyPlate as a guidance system. (I)
- List the names of the five food groups. (I)
- Recognize influences on your food choices. (I)
- Identify guidelines to make healthy food choices. (I)
- Analyze key nutrients in food products. (I)
- Explain how to maintain a healthy weight. (I)
- Identify problem eating behaviors. (I)

## **Drugs**

- Define drug. (I)
- Describe drug abuse. (I)
- Identify risk associated with drug use. (I)
- Demonstrate steps to make healthful choices. (I)
- Identify commonly used drugs. (I)
- Explain how different drugs affect the body. (I)
- Identify dangers on different drugs. (I)
- Describe reasons drug use is harmful to teens. (I)
- Explain how drug use may lead to crime. (I)
- Describe reasons to be drug free. (I)
- Define alternative. (I)
- Identify alternatives to drug use. (I)
- Practice refusal skills. (I)