

Sixth Grade Physical Education Curriculum

Unit: Team, Individual and Dual Sports		Time: September-December	Standards: 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movements in smooth flowing sequences in isolated settings (ie. skill practice) and applied settings (ie. games, sports, dance, and recreational activities). 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior 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
Essential Questions <ul style="list-style-type: none"> • What are specific strategies I need to be successful when playing sports and games? • How can I perform skills correctly both when practicing and during game play? • How can I change the way I use skills in different environments? 	Enduring Understandings <ul style="list-style-type: none"> • Students will use offensive and defensive strategies during gameplay. Students will use throwing and catching in game play. • Students will maintain a volley of at least 3 hits over a net. • Students will modify dribble in response to other players and the environment during game play. • Students will compare and contrast strategies used in sports and games. • Students will use self-check lists and peer-check lists to determine use of skills and strategies during game play. • Students will explain and demonstrate good sportsmanship. • Students will move safely during game play using body management skills and control. 		
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ During small-sided games and lead-up games for soccer, basketball, floor hockey, football, softball, and volleyball, students will complete self-check and peer-check task sheets indicating use of offense, defensive and cooperative strategies specific that activity. During peer activities, students will give partners feedback and indicate improvement on a check-list. (2.5.6.A.4, 2.5.6.B.1, 2.5.6.B.2) ➤ Teacher will use a checklist to observe and track students performing the strategies and rules of the activity during lead-up and small-sided games for soccer, softball, basketball, floor hockey, football, and volleyball. (2.5.6.B.1, 2.5.6.B.2, 2.5.6.C.2) ➤ Students will create a bulletin explaining good sportsmanship for both spectators and players. Teacher will assess using a rubric. (2.5.6.C.1) 			Other Assessments <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check
			Materials <ul style="list-style-type: none"> • Playing cards • Fitness Dice • Dice • Yarn Balls • Cones • Poly-spots • Lines • Beanbags • Jump Ropes • Scooters • Music • Ipod • Balls • Pedometers

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SUGGESTED ACTIVITIES

- Small sided games (3v3, 4v4, 5v5)
- Relays using game specific skills
- Stations using game specific skills
- Whole class skill practice and drills (mirror teacher or peer)
- Practice passing to a wall, partner or small group
- Peers teach and demonstrate skills
- Lead-up games for invasion games: Dribbling line-tag, Pirates/Knock-Out, Pac-Man, Keep Away
- Jigsaw activity to learn a dance
- Create-a-dance (small groups make a sequence of 4 steps and then groups are combined to create a longer sequence).
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.
- Students create sportsmanship bulletin board.

REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Play non-competitive games

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
- Increase distance to target
- Decrease size of target

Suggested Websites

- <https://openphysed.org/>
- <https://www.gonoodle.com/>
- www.pecentral.com
- www.pelink4u.com
- www.pedigest.com

Cross-Curricular Connections

21st Century Skills: CRP11 Use technology to improve productivity. Students will use music and pedometers for motivation.

Technology: 8.1.8.A.4 Fitness scores are graphed and analyzed.

SEL: Relationship skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Language Arts: SL.6.1 Students will engage in collaborative discussion about sportsmanship and factors that help and hurt fitness.

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Unit: Group Games and Dance		Time: January-March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I combine movements to create a dance? • Why is following the rules and using sportsmanship important? • From where do some dances and some of the games we play originate? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will perform teacher-taught dances and create their own dance. • Students will use self-check lists and peer-check lists to determine movement errors and skill development. • Students will relate the origin and rules of at least one activity to a different culture. 	<p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>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>2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ During large group games like Ultimate Frisbee and Hyperspace, students will complete a self-check worksheet indicating use of offense, defensive and cooperative strategies specific that activity. During peer activities, students will give partners feedback and indicate improvement on a check-list. (2.5.6.A.4, 2.5.6.B.1, 2.5.6.B.2) ➤ Teacher will use a checklist to observe and track students performing the strategies and rules of the activity during group games like Hyperspace and Ultimate Frisbee. (2.5.6.B.1, 2.5.6.B.2, 2.5.6.C.2) ➤ Students will create a bulletin board explaining good sportsmanship for both players and observers.(2.5.6.C.1) ➤ Students will research the rules and origin of at least one activity from a different culture and report information to class. Teacher will assess using a rubric. (2.5.6.C.3) ➤ Students will create-a-dance. Dance will be assessed using a rubric (2.5.6.A.3) 		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-check 	
		<p>Materials</p> <ul style="list-style-type: none"> • Playing cards • Fitness Dice • Dice • Yarn Balls • Cones • Poly-spots • Lines • Beanbags • Jump Ropes • Scooters • Music • Ipod • Balls • Pedometers 	

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SUGGESTED ACTIVITIES

- Group Games: Ultimate ball/Frisbee, Hyperspace, 4-Corners, Veggie Monster, It (Pop-Up Tag), Swamp Ball, Capture the Flag, 4-Square
- Relays using game specific skills
- Stations using game specific skills
- Whole class skill practice and drills (mirror teacher or peer)
- Practice passing to a wall, partner or small group
- Peers teach and demonstrate skills
- Jigsaw activity to learn a dance
- Create-a-dance
- Exit slip on which students indicate the use of (or lack of use of) skills, strategies and sportsmanship during practice or game play.

REINFORCEMENT

- Peer to Peer practice
- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Play non-competitive games

ENRICHMENT

- Peer teach/coach, demonstrate to class
- Peer teach/coach, demonstrate to class
- Modify equipment: decrease size of ball, increase weight of ball
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Suggested Website

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Language Arts: SL.6.1 Students will engage in collaborative discussion about sportsmanship and factors that help and hurt fitness.

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Unit: Fitness		Time: April-June	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the benefits of physical activities? • What can I do to improve my fitness for health and performance in the activities I enjoy? • What things that may get in the way of physical fitness? • What are factors that affect personal fitness and health? • How do performance-enhancing substances affect health? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will choose a physical activity and explain the social, emotional and health benefits. • Students will develop a fitness plan and use the FITT principle to improve personal fitness. • Students will explain two or more factors that help or hurt the development of fitness and well-being. 		<p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long- term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ Students will select a physical activity they enjoy and present to the class the social, emotional and health benefits of that activity. Teacher will assess using a rubric. (2.6.6.A.1) ➤ Students will create a fitness plan to improve 2 or more components of fitness based on their Fitnessgram scores. Students will use the training principles of frequency, intensity, time and type when making their plan. The plan will include a variety of moderate and vigorous physical activities and students will list any things that may help or get in the way of achieving their goals (e.g., health status, interests and available time). (2.6.6.A.2, 2.6.6.A.3,2.6.6.A.6) ➤ Students will keep a log of fitness activities they engaged in while working towards their fitness goals.(2.6.6.A.4, 2.6.6.A.5) ➤ After engaging in a series of stations, students will complete a worksheet differentiating health-related versus skill-related fitness activities.(2.6.6.A.1) ➤ In small groups, students will create a chart with two columns differentiating factors that may help and factors that may hurt personal fitness and health. The chart may include health status, interests, environmental conditions, and available time physical activity, healthy eating, and body composition and the use of performance enhancing substances.(2.6.6.A.4, 2.6.6.A.6, 2.6.6.A.7) 			<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Performance tasks ✓ Self-chec
			<p>Materials</p> <ul style="list-style-type: none"> • Playing cards • Fitness Dice • Dice • Yarn Balls • Cones • Poly-spots • Lines • Beanbags • Jump Ropes • Scooters • Music • Ipod • Balls • Pedometers • Medicine balls • Stopwatch

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SUGGESTED ACTIVITIES

- Fitnessgram fitness assessments (PACER, push-up, curl-ups, sit and reach, trunk lift)
- Students have time to work on fitness goals
- Fitness stations
- Fitness relays
- Tag games with fitness-related re-entry tasks
- Fitness Bingo
- Jump rope challenges
- Students create fitness routines
- Dance activities, like Freeze Dance
- Fitness 4 Corners
- Race Track
- Minute-to-Win It Fitness
- Cup Stacking

REINFORCEMENT

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ENRICHMENT

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Language Arts or Math: SL.6.1 Students will engage in collaborative discussion about sportsmanship and factors that help and hurt fitness.