

Grade, Course: 6th Grade Physical Education

Strand: Collaboration Activities

National Content Area Standards:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The physically literate individual applies, knowledge of concepts, principles, strategies and tactics, related to movement and performance.

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The physically literate individual recognizes that value of physical activity for health, enjoyment, challenge, self-expression and /or social interaction.

S4.M3.6

S4.M4.6

S4.M5.6

S5.M6.6

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- How do a person's unique talents contribute to a larger community?
- How can communication enhance my personal health and develop positive relationships?
- How can assertive communication skills help me to develop a healthy lifestyle?
- How can you help your group solve the problem assigned to them?

Understandings: Students will understand THAT . . .

- Recognizing your own talents and using them successfully
- There are differences of ability levels and you may need to cooperate with some and collaborate with others
- To solve problems they will need to use listening and communicating skills
- To solve problems they will need to try a variety of techniques to find the best solution

Knowledge:

- Define teamwork
- List the skills required to become a positive team player
- Determine appropriate playing level based on self-evaluation
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Skills:

- Designing teams
- Assign group roles based on preference and equal involvement
- Demonstrate appropriate interpersonal skills
- Demonstrate appropriate social attitudes and conduct

Grade, Course: 6th Physical Education

Strand: Fitness

National Content Area Standards:

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S3.M1.6

S3.M2.6

S3.M3.6

S3.M6.6

S3.M7.6

S3.M8.6

S3.M9.6

S3.M10.6

S3.M11.6

S3.M12.6

S3.M14.6

S3.M16.6

S1.M7.6

S5.M1.6

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- Label an exercise with the components of physical fitness?
- How do you achieve your physical fitness goals?
- How do you select an appropriate physical fitness activity?
- How do you predict your pace with your current level of fitness?
- How can goal setting enhance and improve my health?
- What activities can you participate in outside of school that will keep

Understandings: Students will understand THAT . . .

- One exercise can fall under more then one component of fitness
- Physical fitness goals allow one to stay accountable
- The community offers many resources and promotes opportunities to expand their fitness
- Proper estimating will allow individuals to assess the success of their exercise program.

you physically active and that you will enjoy?	
<u>Knowledge:</u> <ul style="list-style-type: none"> • Apply the 5 components of fitness • How to monitor body changes during exercise • Resting heart rate • Describe body changes occurring during physical activity • Track and record fitness performance • Analyze fitness activity to determine body area exercised • Identify a preferred fitness activity and classify it with the components of fitness • Estimate fitness scores based on prior personal results • Decisions to avoid dehydration over exertion during physical activity • Applies warm up and cool down principles • Self-evaluates his/her fitness performance (improvement) • 	<u>Skills:</u> <ul style="list-style-type: none"> • Check heart rate (resting/during exercise) • Check heart rate (resting/during exercise) • One mile walk/run • Pacer • Curl-up • Jump and Reach • Arm Hang • Fitness Stations (matching the 5 components of fitness) • Fitness lower organized games • Goal setting • Monitor Body changes during exercise • Develop a healthy lifestyle by making exercise part of the classroom routine • Develop self discipline

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Strand: Games Skills & Strategies

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S1.M2.6

S1.M3.6

S1.M4.6

S1.M5.6

S1.M6.6

S1.M6.6

S1.M8.6

S1.M9.6

S1.M10.6

S1.M11.6

S1.M12.6

S1.M13.6

S1.M15.6

S1.M17.6

S1.M21.6

S1.M24.6

S2.M1.6

S2.M2.6

S2.M3.6

S2.M6.6

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- What criteria are used to place individuals in a game position?
- How does employing a strategies change the impact of the game?

Understandings: Students will understand THAT . . .

- Combining game skills and strategies
- Collaboration of as a team using multiple strategies
- Strategies in a variety of game situations
- Critical elements include learning cues to reinforce correct form
- Physical activity provides an opportunity for positive social interactions
- Physical activity can increase concentration and academic performance

Knowledge:

- **Game positions**
- **Team Spacing**
- **Basic skills**
- **Offensive Positions**
- **Defensive Posititons**
- **Defensive strategies**
- **Offensive strategies**
- **Participates in activities that provide enjoyment and challenges**

Skills:

- Dribbling (hands or feet)
- Shooting (hands or feet)
- Lay-ups
- Catching /Trapping (hands or feet)
- Punting
- Passing
- Throwing
- Volley
- Serve
- Striking with a long handled implement.
- Dodging/Eluding
- Pivot
- Faking
- Running
- Jumping
- Employ offensive and defensive strategies

Grade, Course: 6th Physical Education

Strand: Rules and Fair play

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S4.M6.6

S1.M7.6

S5.M6.6

PA Content Area Standards:

10.3.6 10.4.6 10.5.6

PA Core Standards:

Essential Questions:

- How does my behavior reflect my personal choices?
- What can I do to prevent and resolve conflict?

Understandings: Students will understand THAT . . .

- Proper attire is needed for safe participation
- My reactions to a situation will have a consequence
- Officials/referees/ teachers/coaches deserve a level of respect and good sportsmanship
- Players and opponents deserve a level of respect and good sportsmanship

Knowledge:

- Basic field rules boundary, court or field markings
- Fouls
- Scoring

- Game etiquette
- Spectator etiquette
- Safe footwear and attire for the activity
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Skills:

- Playing an organized Basketball game
- Playing an organized Soccer game
- Playing an organized Floor Hockey game
- Playing an organized Volleyball game
- Participating in Track & Field
- Participating in lower organized Games
- Accepting results, fouls, penalties in a respectful honest manner
- Game procedures (rotation of players, Start games)
- Respectful of own team and opponents.
- Proper treatment of officials
- Promote the spirit of certain qualities like sports-man ship, team spirit, leadership, patience, self-restrain co-operation, sociability and those other qualities of character and citizenship.
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