

Grade 6 Physical and Health Education

Units of Study

UNIT 1:	"Zone In" (FITNESS)	Duration: 7 weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Balance, Choice. Includes using training zones to improve fitness. • Subject Specific Skills: Heart rate zones, interpret heart rate training data, set goals, develop and execute a fitness session, analyse and evaluate the effectiveness of a plan. • Learning Experiences: In this unit, students will explore how they can use physical activity to improve cardiovascular endurance and understand nutrition to improve health. Students will set a fitness goal and create a plan for a fitness session to improve their health, and finally, evaluate the effectiveness of their plan. 		
UNIT 2:	"SAVING NEMO" (AQUATICS)	Duration: 7 weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Interactions, Movement. Includes how swimming and snorkeling can help us to appreciate the environment and become more aware of sustainability issues. • Subject Specific Skills: Students will develop their freestyle and backstroke technique; snorkeling skills; research sustainability topics related to marine environments; give and receive feedback • Learning Experiences: In this unit, students will continue to develop their swim strokes - particularly freestyle and backstroke. Students explore various snorkeling skills and research a sustainability topic that affects marine ecosystems locally and globally. 		
UNIT 3:	"PEACE & CONFLICT" (MOVEMENT)	Duration: 7 weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Movement, Perspectives. Includes movement concepts (relationships/formation, force and time) • Subject Specific Skills: Students will explore various movement skills, select, collaborate, plan and organise movements into a sequence. They will perform, review and reflect on the performance of this sequence and the effectiveness of the plan. • Learning Experiences: In this unit, students will learn how to apply movement concepts (relationships/formation, force and time) during a movement sequence to portray the perspectives of peace and conflict. They will select a goal aimed to develop their health and movement performance. Based on the knowledge learnt, students will create and execute a plan to improve their final movement performance. 		
UNIT 4:	"No I In Team" (WORLD GAMES)	Duration: 7 weeks (16 hours)
<ul style="list-style-type: none"> • Concepts: Refinement, Choice. Includes defensive and offensive strategies; communication and teamwork. • Subject Specific Skills: Students will learn cricket skills such as throwing, catching, batting and fielding. They will also learn communication skills that can be applied during gameplay. • Learning Experiences: In this unit, students explore various striking and fielding strategies while learning how to play cricket. Students develop skills that support the effective function of a team and they investigate the difference between offensive and defensive roles in game play. 		

Grade 6 Physical and Health Education

Unit 1: “Zone In” (Fitness)

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students will explore how they can use various activities, sports, and exercises to improve cardiovascular endurance. Students will learn about heart rates, training zones, and explore how different activities affect their heart rate. Students will set a fitness goal, create a fitness session to improve their health, and finally, evaluate the effectiveness of their plan. Throughout the unit, students will also investigate how sugar affects our health.

KEY CONCEPT:
Development

Related Concepts / Subject Specific:

Choice, Balance. Includes using training zones to improve fitness.

STATEMENT OF INQUIRY:

Understanding the way our body develops and adapts helps us to make healthy choices.

INQUIRY QUESTIONS:

Factual:

What is resting heart rate?
What is resting working heart rate?
What is a training zone?

Conceptual:

How can we use training zones to help improve our performance?

Debatable:

Are aerobic or anaerobic activities better for our health?

**OBJECTIVES AND
ASSESSMENT CRITERIA:**

**A: Knowing and
Understanding**

i. outlines physical and health education factual, procedural and conceptual knowledge
ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
iii. applies physical and health terminology consistently to communicate understanding.

**B: Planning for
Performance**

i. Identifies goals to enhance performance
ii. constructs a plan for improving physical activity and health

**D: Reflecting and
Improving
Performance**

ii. describes the effectiveness of a plan based on the outcome

ATLs:

Thinking
Self-Management

RESOURCES:

- Heart rate monitors
- Online fitness resources

SUMMATIVE ASSESSMENT TASKS:

- Demonstration of fitness knowledge and understanding throughout the summative tasks including goal setting, constructing a fitness session and describing and summarizing the effectiveness of the training plan.

Grade 6 Physical and Health Education

Unit 2: “Saving Nemo” (AQUATICS)

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students will continue to develop their swim strokes - particularly freestyle and backstroke. Students explore various snorkeling skills, which will be practiced at the pool and the South Beach. They also research a sustainability topic that affects marine ecosystems locally and globally. The culminating activity is a snorkel trip to the Red Sea where students gain an appreciation for the marine environment and consider how their interaction influences their understanding of sustainability.

KEY CONCEPT:
Relationships

Related Concepts / Subject Specific:

Interactions, Movement. Includes sustainability topics and swimming and snorkeling skills.

STATEMENT OF INQUIRY:

Our relationship with and appreciation of the environment influences our understanding of sustainability.

INQUIRY QUESTIONS:

Factual:

What skills do we need to snorkel at the Red Sea?
What are the key factors for effective snorkeling?
What does an efficient swimmer look like?

Conceptual:

How can movement in the environment increase our understanding?
Why is interaction with nature important?

Debatable:

Are interactions needed to appreciate the environment?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

i. outlines physical and health education factual, procedural and conceptual knowledge
ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
iii. applies physical and health terminology consistently to communicate understanding

C: Criterion C: Applying and performing

i. recalls and applies a range of skills and techniques
iii. recalls and applies information to perform effectively

ATLs:

Communication
Social
Research

RESOURCES:

- Online Sustainability articles
- Online swimming and snorkeling resources
- Google Photos for formative feedback
- iPad Apps - SloPro

SUMMATIVE ASSESSMENT TASKS:

1. Swimming and Snorkeling performance assessment
2. Written research assignment related to sustainability and their experience snorkeling at the Red Sea

Grade 6 Physical and Health Education

Unit 3: “Peace and Conflict” (Movement)

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students will learn how to apply movement concepts (relationships/formation, force and time) during a movement sequence to portray the perspectives of peace and conflict. An emphasis is also made on communication skills and how to give and receive feedback on their performance. During this unit, students will select a goal aimed to develop their health and movement performance. Based on the knowledge learnt, they will create and execute a plan to improve their final movement performance.

KEY CONCEPT:
Communication

Related Concepts / Subject Specific:

Movement, Perspectives. Movement concepts (relationships/formation, force and time)

STATEMENT OF INQUIRY:

Through movement, we can communicate a range of interactions and perspectives

INQUIRY QUESTIONS:

Factual:

What are movement concepts? Which moves can be used to portray the interactions between people, communities and nations?

Conceptual:

How can the understanding of the perspectives of others inform our interactions? How can we move to communicate a mood, theme or message? Why use movement to communicate relationships?

Debatable:

To what extent can we use physical activity to resolve conflict?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Planning for Performance

- i. identifies goals to enhance performance
- ii. constructs a plan for improving physical activity and health

C: Applying and Performing

- i. recalls and applies a range of skills and techniques
- ii. recalls and applies a range of strategies and movement concepts
- iii. recalls and applies information to perform effectively.

D: Reflecting and Improving Performance

- i. identifies and demonstrates strategies to enhance interpersonal skills
- ii. describes the effectiveness of a plan based on the outcome
- iii. describes and summarizes performance.

ATLs:

Creative Thinking
Communication

RESOURCES / LITERATURE OPTIONS:

- Online and classroom movement resources
- iPad Apps: Balance it, SloPro

SUMMATIVE ASSESSMENT TASKS:

1. Goal setting; construct a plan; describe the effectiveness of movement plan to improve
2. Group peace/conflict gymnastic movement sequence performance

Grade 6 Physical and Health Education

Unit 4: “No I in Team” (World Sports)

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students explore various striking and fielding strategies while learning how to play cricket. Students investigate how a team functions, learn the different offensive and defensive roles, and evaluate their cricket performance. Throughout the unit, students also learn how to apply communication skills and use teacher and peer feedback to improve their cricket performance.

KEY CONCEPT:
Relationships

Related Concepts / Subject Specific:

Refinement, Choice. Includes defensive and offensive strategies; communication and teamwork.

STATEMENT OF INQUIRY:

Making decisions as part of a team and refining team strategies may help a team be successful

INQUIRY QUESTIONS:

Factual:

Why is a unified team more successful?

Conceptual:

How does being an effective team member develop our understanding of others?

Debatable:

Are individual decisions more important than a team decision?

OBJECTIVES AND ASSESSMENT CRITERIA:

C: Applying and performing

- i. recalls and applies a range of skills and techniques
- ii. recalls and applies a range of strategies and movement concepts
- iii. recalls and applies information to perform effectively.

D: Reflecting and Improving Performance

- i. identifies and demonstrates strategies to enhance interpersonal skills
- lii. describes and summarizes performance

ATLs:

Communication

RESOURCES:

- Cricket Rules and Regulations Handbook
- PHE Resources
- Flipgrid

SUMMATIVE ASSESSMENT TASKS:

1. Cricket performance
2. Evaluate performance and communication skills reflection using Flipgrid