

**Randolph Township Schools**  
**Department of Health and Physical Education**  
**Randolph Middle School**  
**Physical Education Curriculum**  
**Grade 6**

*“Great things are done by a series of small things brought together.”*  
*~Vincent Van Gogh*

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**Randolph Township Schools Department of  
Health and Physical Education  
Grade 6 Physical Education Curriculum**

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**Randolph Township Schools  
Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Randolph Township Schools Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to state standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

## **RANDOLPH TOWNSHIP BOARD OF EDUCATION EDUCATIONAL GOALS VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

**Randolph Township Schools**  
**Health and Physical Education**  
**Physical Education Grade 6**

Introduction

The purpose of physical education focuses on taking personal responsibility for one's overall health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Physical education is a tool by which our students can realize the benefits of further education, productive exercise, responsible leadership, and personal fulfillment.

Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

To that end, this course will provide students with educational experiences that enable them to acquire knowledge and the ability to apply these necessary skills and to experience the benefits of learning and the values of wellness. We will guide all students in discovering, valuing and developing their unique talents to realize their potential, while being focused on a lifetime of wellness as a physically literate individual. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Grade 6 Physical Education**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT</b>	<b>CONTENT - UNIT OF STUDY FOR WELLNESS PHYSICAL EDUCATION COMPONENT THROUGHOUT ENTIRE YEAR</b>
8 weeks	I	Target and Invasion Activities
7 weeks	II	Net Games, Striking, and Fielding Activities
8 weeks	III	Fitness, Dance, and Rhythmic Activities
4 weeks	IV	Cooperative Activities

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit I: Target and Invasion Games**

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

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</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</p>	<p>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities.</p>	<ul style="list-style-type: none"> <li>□ How do the fundamental concepts of games and sports lead to success?</li> </ul>
	<p>Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.</p>	<ul style="list-style-type: none"> <li>□ Why is it important to be able to give feedback to peers?</li> </ul>
	<p>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>	<ul style="list-style-type: none"> <li>□ Why is it so important to work together with your team?</li> <li>□ How would individual success transfer into group success?</li> </ul>
	<p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<ul style="list-style-type: none"> <li>□ Why are proper behaviors and successful participation imperative during games, sports and activities?</li> </ul>
	<p>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p>	<ul style="list-style-type: none"> <li>□ Why should you be aware of games that are played around the world?</li> </ul>

<p>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 style="text-align: center;"><b>KNOWLEDGE</b></p> <p><b>Students will know:</b></p> <p>Throwing and striking involves proper technique.</p> <p>Altering arm and implement speeds will produce different results.</p> <p>Hands and arms are needed to catch a moving object.</p> <p>Accurate passes and practicing strategy improve performance.</p> <p>Spatial awareness enhances gameplay.</p> <p>How to keep possession of the ball while moving.</p>	<p style="text-align: center;"><b>SKILLS</b></p> <p><b>Students will be able to:</b></p> <p>Demonstrates a mature throwing pattern for a modified target including while stationary, and leading pass to a moving receiver.</p> <p>Strikes, with an implement, a stationary or moving object for accuracy and distance.</p> <p>Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> <p>Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed.</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.</p> <p>Creates open space by using locomotor movements in combination with movement and using the width and length of the field or court.</p> <p>Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go.</p> <p>Hand or foot-dribbles with dominant side using a change of speed and direction in a variety of practice tasks.</p>
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	<p>To use correct body positioning on defense.</p> <p>How to work with others in a safe environment.</p> <p><b>Key Terms:</b> catch, throw, sprint, dodge, flee, kick, shoot, roll, strike, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, reaction time, boundary lines, game rules, offense, defense, off-ball movement, spatial awareness</p>	<p>Maintains defensive-ready position and reduces open space on defense by making the body larger, reducing passing angles, and preventing successful passes.</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities and identifies the rules and etiquette for physical activities, games and dance activities.</p>
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- ❑ Consistent participation as evidenced by a participation rubric
- ❑ Using self/peer reflection to determine starting and ending points
- ❑ Discovery learning activities with culminating performance tasks
- ❑ Activity logs
- ❑ Reflection journals

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- ❑ **Target Games:** Dolphin Golf, Bean Bag Slider Tag, Mat Ball, Pin Knockdown Activities, Castle Ball, Backyard games (Bocce, Cornhole, Ladder Ball, Foxtail, Lawn Darts, KanJam, Horseshoes, Bowling activities, Bucket Blitz games)
- ❑ **Invasion Games:** Team Handball, Tag Games, Guardians of the Treasure, Capture the Flag activities, Soccer skill activities and lead-up games (Steal the Treasure), Pirates of the Caribbean, Basketball skill activities and lead-up games (Card Shark Frenzy, Popcorn Basketball)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit I: Target and Invasion Games**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 Weeks</b>	<b>Target and Invasion Games</b> <ul style="list-style-type: none"> <li>□ Backyard games</li> <li>□ Team sports/activities</li> <li>□ Individual skill activities</li> <li>□ Tag games</li> </ul>	<b>Internet Resources (including but not limited to)</b> <a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America) <a href="http://www.pgpedia.com">www.pgpedia.com</a> (National Association for Sport and Physical Education) <a href="http://www.gophersport.com/resources/physical-education-site-resources">http://www.gophersport.com/resources/physical-education-site-resources</a> (Gopher Sports Resources) <a href="http://www.sparkpe.org/physical-education-resources/">http://www.sparkpe.org/physical-education-resources/</a> (Spark PE) <a href="https://greatactivitiesonline.com/">https://greatactivitiesonline.com/</a> (Great Activities) <a href="http://www.physedgames.com">www.physedgames.com</a> (Phys. Ed Games) <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit II: Net Games, Striking and Fielding Activities**

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

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<ul style="list-style-type: none"> <li>□ How do the fundamentals of execution lead to accuracy and success?</li> </ul>
	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	<ul style="list-style-type: none"> <li>□ How does the use of team strategies ultimately lead to individual and team success?</li> <li>□ When might you know that you need to analyze your performance or receive help from a peer?</li> </ul>
	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	<ul style="list-style-type: none"> <li>□ What is needed for games, sports and activities to be enjoyed by the individuals involved?</li> </ul>
2.5.6.B.2 Compare and contrast strategies used to impact	<b>KNOWLEDGE</b>	<b>SKILLS</b>

<p>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><b>Students will know:</b></p> <p>Varying speeds when striking alters distance and accuracy.</p> <p>Proper balance enhances proper striking mechanics.</p> <p>Accurate catching improves ball possession.</p> <p>Maintaining awareness enhances gameplay.</p> <p>The ability to work with others creates a safe environment.</p>	<p><b>Students will be able to:</b></p> <p>Performs a legal underhand serve, with or without an implement, with control for net and wall games.</p> <p>Identifies open spaces and attempts to strike object into that space.</p> <p>Transfers weight with correct timing for the striking pattern.</p> <p>Catches, with a mature pattern, from different trajectories using a variety of objects.</p> <p>Identifies the correct defensive play based on the situation (e.g., number of outs).</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</p> <p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities.</p>
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	<p><b>Key Terms:</b> serve, set, bump, catch, throw, sprint, dodge, shoot, roll, strike, pass, rally scoring, boundary lines, game/activity rules, coordination, reaction time, kick, set, defensive positioning, base running, coordination, reaction time</p>	
<p><b>ASSESSMENT EVIDENCE:</b> <i>Students will show their learning by the following techniques, including but not limited to:</i></p> <ul style="list-style-type: none"> <li>□ Consistent participation as evidenced by a participation rubric</li> <li>□ Using self/peer reflection to determine starting and ending points</li> <li>□ Discovery learning activities with culminating performancetasks</li> <li>□ Activity logs</li> <li>□ Reflection journals</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b> <i>Students will demonstrate the skills through the following activities, including but not limited to:</i></p> <ul style="list-style-type: none"> <li>□ <b>Net Games:</b> Volleyball lead-up games (Newcomb, Nitro Ball) and activities, Clean Your Backyard, Deck Tennis</li> <li>□ <b>Striking and Fielding:</b> Caterpillar Kickball, Foursquare, Tee/wiffle ball, Yard Ball, Omnikin, Cricket</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit II: Net, Striking and Fielding Activities**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
7 Weeks	<p><b>Net Games, Striking and Fielding Activities</b></p> <ul style="list-style-type: none"> <li>□ Team games</li> <li>□ Lead-up activities</li> <li>□ Skill-building activities</li> </ul>	<p><b>Internet Resources (including but not limited to)</b>  <a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America)  <a href="http://www.pgpedia.com">www.pgpedia.com</a> (National Association for Sport and Physical Education)  <a href="http://www.gophersport.com/resources/physical-education-site-resources">http://www.gophersport.com/resources/physical-education-site-resources</a>            (Gopher Sports Resources)  <a href="http://www.sparkpe.org/physical-education-resources/">http://www.sparkpe.org/physical-education-resources/</a> (Spark PE)  <a href="https://greatactivitiesonline.com/">https://greatactivitiesonline.com/</a> (Great Activities)  <a href="http://www.physedgames.com">www.physedgames.com</a> (Phys. Ed Games)  <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit III: Fitness, Dance and Rhythmic Activities**

TRANSFER: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<ul style="list-style-type: none"> <li>□ How does performing fitness-related skills and activities improve physical health?</li> </ul>
	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	<ul style="list-style-type: none"> <li>□ Why is it important to use proper training techniques?</li> <li>□ How can you incorporate physical activity into my daily lifestyle?</li> </ul>
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.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p>Students will know:</p> <p>Agility, speed, balance, coordination, power, and reaction time are the components of skill-related fitness.</p> <p>Aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance are different components of physical fitness.</p>	<p>Students will be able to:</p> <p>Identifies the components of skill-related fitness.</p> <p>Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</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>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>The overload principle applies to fitness.</p> <p>A warm-up and cool down are essential.</p> <p>There is a correlation between resting heart rate and aerobic fitness.</p> <p>The ability to work with others creates a safe environment.</p> <p>Sequence, speed, and movement varies throughout dance.</p> <p>Physical fitness is beneficial to your overall health.</p> <p>Individual physical fitness components can be improved.</p>	<p>Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type).</p> <p>Describes the role of warm-ups and cool-downs before and after physical activity.</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness.</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities.</p> <p>Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.</p> <p>Varies application of force during dance activities.</p> <p>Describes how being physically active leads to a healthy body.</p> <p>Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</p>
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	<p><b>Key Terms:</b> FITT principle, aerobic, anaerobic, flexibility, muscular strength, muscular endurance, cardiovascular endurance, core strength, body composition, resting heart rate, target heart rate, weight training, agility, power, speed, balance, coordination, physical literacy, wellness, unintentional injuries, rhythm, synchronization, pattern, repetition, respect, cooperation, coordination</p>	
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Consistent participation as evidenced by a participation rubric
- Using self/peer reflection to determine starting and ending points
- Discovery learning activities with culminating performance tasks
- Activity logs
- Reflective journals
- Dance routine self/peer assessment via rubric

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Fitness:** Cup stacking, track and field events, fitness stations, agility lines, relays, fitness card activities, tag games, Monopoly Fitness, pyramid activities, fitness testing, Hula Hoop Four Square
- **Dance and Rhythmic Activities:** Square dancing, rhythmic activities (warm-up to music/rhythm)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit III: Fitness, Dance and Rhythmic Activities**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 Weeks</b>	<b>Fitness, Dance and Rhythmic Activities</b> <ul style="list-style-type: none"> <li>□ Fitness testing</li> <li>□ Track and field events</li> <li>□ Tag games</li> <li>□ Social Dance</li> </ul>	<b>Internet Resources (including but not limited to)</b> <a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America) <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.fitness.gov">www.fitness.gov</a> (President’s Council on Fitness, Sports and Nutrition) <a href="http://www.heart.org">www.heart.org</a> (American Heart Association) <a href="http://www.njahperd.org">www.njahperd.org</a> (NJ Association of Health, Physical Education, Recreation & Dance Resources) <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit IV: Cooperative Activities**

TRANSFER: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</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>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<ul style="list-style-type: none"> <li>☐ What are the qualities of a good leader?</li> <li>☐ What are the qualities of a successful team?</li> </ul>
	<p>Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.</p>	<ul style="list-style-type: none"> <li>☐ How does good communication affect the success of a group?</li> <li>☐ How can team building activities increase the ability to effectively work with others in the future?</li> </ul>
	<p>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>	<ul style="list-style-type: none"> <li>☐ Why do you think that team goals would be more important than individual goals?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>Students will know:</p> <p>Respect for equipment and communication with classmates improve atmosphere.</p>	<p>Students will be able to:</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</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>Helping others and being helped by others is a lifelong skill.</p> <p>Speak and listen are essential to communication.</p> <p>Open communication will aid problem solving.</p> <p>Sportsmanship involves yourself, peers, and equipment.</p> <p><b>Key Terms:</b> cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision making, feedback, encouragement</p>	<p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> <p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities.</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Consistent participation as evidenced by a participation rubric
- Using self/peer reflection to determine starting and ending points
- Discovery learning activities with culminating performancetasks
- Activity logs
- Reflective journals

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Cooperative Activities:** Field day activities, Alaskan Baseball, Project Adventure games (Island Volleyball, Mega Pass, low ropes course), Kinect4 puzzle mat, Rock/Paper/Scissors activities, Omnikin

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grade 6 Physical Education**  
**Unit IV: Cooperative Activities**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<b>Cooperative Activities</b> <ul style="list-style-type: none"> <li>□ Project Adventure activities</li> <li>□ Team-building</li> </ul>	<b>Internet Resources (including but not limited to)</b> <a href="http://www.pa.org">www.pa.org</a> (Project Adventure) <a href="http://www.wssa.com">www.wssa.com</a> (World Cup Stacking) <a href="http://www.physedgames.com">www.physedgames.com</a> (Phys. Ed Games) <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)