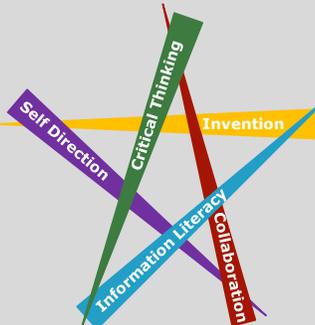


**Curriculum Development Course at a Glance
Planning for 6th Grade Physical Education**

| Content Area | Physical Education | Grade Level | 6 th Grade |
|--|---|---------------------|-----------------------|
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. Movement Competence and Understanding | 1. Demonstrate beginning strategies for a variety of games and sports | PE09-GR.6-S.1-GLE.1 | |
| | 2. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding | PE09-GR.6-S.1-GLE.2 | |
| | 3. Use information from a variety of resources to improve performance | PE09-GR.6-S.1-GLE.3 | |
| 2. Physical and Personal Wellness | 1. Set personal goals for improving health-related fitness | PE09-GR.6-S.2-GLE.1 | |
| | 2. Demonstrate the ability to perform self-paced cardiovascular endurance activities | PE09-GR.6-S.2-GLE.2 | |
| | 3. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness | PE09-GR.6-S.2-GLE.3 | |
| 3. Emotional and Social Wellness | 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation | PE09-GR.6-S.3-GLE.1 | |
| | 2. Work cooperatively and productively in a group | PE09-GR.6-S.3-GLE.2 | |
| 4. Prevention and Risk Management | 1. Demonstrate knowledge of safe practices in a physical activity setting | PE09-GR.6-S.4-GLE.1 | |

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*




Colorado's Comprehensive Health and Physical Education Standards

| Unit Titles | Length of Unit/Contact Hours | | Unit Number/Sequence |
|---|------------------------------|-------------|----------------------|
| Self-Sustainability | Q – 1 week | S – 1 week | 1 |
| Small Group and Teamwork Strategies | Q – 2 weeks | S – 3 weeks | 2 |
| Understanding Safe Practices in Physical Activity | Q – 2 weeks | S – 4 weeks | 3 |
| Practical Applications of Knowledge | Q – 2 weeks | S – 3 weeks | 4 |
| Playing the Game | Q – 2 weeks | S – 7 weeks | 5 |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

| | | | | | |
|---|--|--|---|-----------------|------------------|
| Unit Title | Self - Sustainability | | Length of Unit | 2 Weeks/Quarter | 4 Weeks/Semester |
| Focusing Lens(es) | Fitness | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.2-GLE.1 PE09-GR.6-S.2-GLE.2 PE09-GR.6-S.2-GLE.3 | | |
| Depth of Knowledge (Inquiry Questions/Engaging-Debatable): | <ul style="list-style-type: none"> Why can a peer of the same age and same size have a completely different pace during cardiovascular activity? (PE09-GR.6-S.2-GLE.2-EO.a,b; IQ.1) What are the five components of health related fitness and what are activities that you enjoy doing to improve each component? (PE09-GR.6-S.2-GLE.1-EO. b; IQ 1,3,4) How does an individual demonstrate taking responsibility for his or her own physical fitness and how does that demonstrate responsibility for one's own health being an essential step towards developing and maintaining a healthy, active lifestyle (PE09-GR.6-S.2-GLE.3-EO.a,b,c; IQ. 2; N.2,3) | | | | |
| Physical Education Standards Addressed | <ul style="list-style-type: none"> Physical and Personal Wellness - Standard 2 | | | | |
| Concepts | Understanding, Identification, Goal Setting, Self Awareness, Application, Knowledge, Personal Wellness | | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|--|--|
| | Factual | Conceptual |
| Knowledge of health related fitness, with an understanding of proper goal setting, can lead to improved personal wellness. | What are five activities that address, and improve, multiple health related fitness concepts at the same time? | How can a person improve their health related fitness without any equipment? |
| Identifying proper warm-up, exercise, and cool down practices, can be applied to a variety of activities. | What are two components of a good warm-up and cool down? | How can a poor warm-up or cool-down negatively affect a person's workout? |
| Personal wellness is the responsibility of one's self and a self-aware person can apply different techniques to improve and maintain wellness. | What are three things that a person should do on a regular basis to remain aware of their personal wellness? | How can a person use different resistance training techniques to improve their muscular strength and muscular endurance? |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Compare individual physical fitness goals with research based standards for good health (PE09-GR.6-S.2-GLE.1-EO.a)
- Identify target heart rate and activities that will help to improve cardiovascular endurance, muscular strength, Muscular endurance, flexibility and body composition (PE09-GR.6-S.2-GLE.1-EO.b) and (PE09-GR.6-S.2-GLE.2-EO.b)
- Sets realistic fitness goals and monitor the intensity of one's heart rate during physical activity (PE09-GR.6-S.2-GLE.2-EO.b) and (PE09-GR.6-S.2-GLE.2-EO.a)
- Participate in self-selected activities outside of the class that require muscular strength and endurance (PE09-GR.6-S.2-GLE.3-EO.a)
- Strive to attain fitness goals through participation in physical activity of individual choosing (PE09-GR.6-S.2-GLE.3-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

identify the health related fitness components and participate in setting realistic physical fitness goals that will allow them to strive for a more active and healthy lifestyle.

Academic Vocabulary:

Compare, Identify, Improve, Monitor, Participate, Require, Realistic, Strive

Technical Vocabulary:

Physical Fitness Goals, Cardiovascular endurance, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Intensity, Heart Rate

Instructional Resources:

SPARK – 6-8 – Fitness: Page 13, 15, 23, 25, 31, 33, 41
 SPARKfolio – 6-8 – All Skill Cards in Fitness
 TPSR: Goal Setting and Class Contracts Page 74-80

Appendix 6

- PE Active Homework Assignment- 6-1
- PE Class Contract- 6-2
- Personal Plans- 6-3

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

| | | | | | |
|---|--|--|---|-----------------|------------------|
| Unit Title | Small Group and Teamwork Strategies | | Length of Unit | 2 Weeks/Quarter | 3 Weeks/Semester |
| Focusing Lens(es) | Cooperation | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.1-GLE.2 PE09-GR.6-S.3-GLE.1 PE09-GR.6-S.3-GLE.2 | | |
| Depth of Knowledge (Inquiry Questions/Engaging-Debatable): | <ul style="list-style-type: none"> Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.3) What variety of modifications could be made in a game of basketball, volleyball, or other game to include others of beginning to advanced skills and disabilities on the same team or game? ((PE09-GR.6-S.3-GLE.1-EO.a,b,c; IQ.2) and (PE09-GR.6-S.3-GLE.2-EO.b,d; IQ.2) How can a group make sure that they include everyone, regardless of skill level or background, into their activity and make sure that they can make a contribution to the group? (PE09-GR.6-S.3-GLE.1-EO.a,b,c,d; N.2,3) | | | | |
| Physical Education Standards Addressed | <ul style="list-style-type: none"> Movement Competence and Understanding - Standard 1 Emotional and Social Wellness | | | | |
| Concepts | Participation, Evaluation, Analysis, Diversity, Identification, Peer Interaction, Cooperation, Conflict Resolution | | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|--|--|
| | Factual | Conceptual |
| Participation in cooperative activities with people of diverse backgrounds can enhance the activity for all participants. | Name three nontraditional sport activities that require you to work cooperatively. | Why is it important to utilize all players on a basketball team? |
| Identifying different skill levels of group members can allow you to evaluate and analyze your group for more success. | What are three rules that you can modify in a volleyball game to make it so that everyone can be successful? | Is it possible for everyone to have the same skill level in an activity? Is it important for everyone to have the same skill? Explain. |
| Utilizing appropriate conflict resolution skills will lead to better cooperation with team members of different skill levels and diverse backgrounds. | What are two conflict resolution skills that can be used to solve issues with a teammate? Opponent? | When conflict arises, is it better to ignore it or to address it appropriately? Explain. |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Participate in and understand the value of initiative and cooperative activities (PE09-GR.6-S.1-GLE.2-EO.a)
- Develop a problem solving skill assessment (PE09-GR.6-S.1-GLE.2-EO.b)
- Evaluate individual responsibility in group efforts (PE09-GR.6-S.3-GLE.1-EO.a)
- Demonstrate an acceptance of differences among friends in physical development (PE09-GR.6-S.3-GLE.1-EO.b)
- Participate in activities that address diversity (PE09-GR.6-S.3-GLE.1-EO.c)
- Establish and accomplish goals in both cooperative and competitive activities (PE09-GR.6-S.3-GLE.2-EO.a)
- Identify and define the role of each participant in a cooperative physical activity (PE09-GR.6-S.3-GLE.2-EO.b)
- Analyze possible solution to a movement problem in a cooperative physical activity and come to a consensus on the best solution (PE09-GR.6-S.3-GLE.2-EO.c)
- Demonstrate the ability to resolve conflicts with peers (PE09-GR.6-S.3-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

understand that by including people of various skill levels and diverse backgrounds, that everyone will be able to enjoy the activity more and gain a better understanding of each other’s backgrounds.

Academic Vocabulary:

Participate, understand, value, initiative, develop, evaluate, responsibility, demonstrate, acceptance of, diversity, establish, accomplish, identify, define, role, analyze, consensus, conflicts, resolve

Technical Vocabulary:

Cooperative activities, skill assessment, physical development, competitive activities, movement

Instructional Resources:

SPARK – Cooperatives: Page 3, 11, 15, 19, 31, 35, 39; World Games: Page 7
 SPARKfolio – Cooperatives: Human Pizza, Cooperative Poker Adventure Race
 TPSR: Goal Setting and Class Contracts Page 74-80; Levels of Responsibility Page 21, 34, 43
 Complete Guide to Sport Education: Chapter 8
 SPARKFolio Cooperatives Unit Test
 SPARKFolio Cooperatives Peer Coaching Assessment
 SPARKFolio Cooperatives Self-Check Assessment

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

| Unit Title | Practical Applications of Knowledge | | Length of Unit | 2 Weeks/Quarter | 3 Weeks/Semester |
|--|---|---|---|-----------------|------------------|
| Focusing Lens(es) | Strategy | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.1-GLE.1 PE09-GR.6-S.1-GLE.3 PE09-GR.6-S.3-GLE.1 | | |
| Depth of Knowledge (Inquiry Questions/Engaging-Debatable): | <ul style="list-style-type: none"> Why is it important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d; IQ.2) When would the use of video feedback be more useful for learning a skill than feedback from a peer or teacher? (PE09-GR.6-S.1-GLE.3-EO.b; IQ.2) What resources could one use to improve performance and what resources work best for you? (PE09-GR.6-S.1-GLE.3-EO.b; IQ.2,3) | | | | |
| Physical Education Standards Addressed | <ul style="list-style-type: none"> Movement Competence and Understanding - Standard 1 Social and Emotional Wellness - Standard 3 | | | | |
| Concepts | Cooperation, Relationship, Application, Knowledge | | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|--|---|
| | Factual | Conceptual |
| By building relationships with other students it will allow them to cooperate in group and team activities. | What are three games/activities where you feel that you must have a good relationship with peers to be successful? | Is it important to have trust in a person to have a good relationship with them and/or be able to cooperate with them? Explain. |
| The knowledge and ability of performing a skill in one sport can also make it applicable to other sports (i.e., overhand serve in volleyball and tennis) | What are five skills that are similar in different sports and what are their differences? | Are offense and defense, in the definition of the word, the same in all sports? Should they be played similar in all sports? Explain. |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object (PE09-GR.6-S.1-GLE.3)
- Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology (PE09-GR.6-S.1-GLE.3)
- Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person ((PE09-GR.6-S.1-GLE.3)
- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities (PE09-GR.6-S.1-GLE.1)
- Combine motor skills to play a lead up or modified game (PE09-GR.6-S.1-GLE.1)
- Describe ways to create more space between an offensive player and a defensive player (PE09-GR.6-S.1-GLE.1)
- Participate in activities with individuals of various skill levels (PE09-GR.6-S.3-GLE.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

have the ability to take skills and strategies from one sport and transfer them to other sports, where they are applicable.

Academic Vocabulary:

Understanding, Knowledge, Strategies, Analyze, Correct, Provide, Feedback, Develop, Participate, Combine, Speed, Direction, Pathways, Complex, Combine, Describe

Technical Vocabulary:

Open Space, Receive, Intercept, Pass, Movement Patterns, Instruction Technology, Cooperative Movement, Loco motor, Object Manipulation, Offensive Strategy, Defensive Strategy, Speed, Direction, Pathways, lead-up, relationships, modified game, space, Offensive and Defensive Player

Instructional Resources:

SPARK – 6-8 – Basketball: Page 9, 17; Football: Page 5, 23; Hockey: Page 5, 17, 21; Racquets & Paddles: Page 23 Soccer: Page 3, 5, 19, 29; Softball: Page 21, 25; Volleyball: Page 21, 23, 25
SPARKfolio – 6-8 – Basketball: Station Cards; Football: Cue Cards; Hockey: Cue Cards; Racquets & Paddles: Cue Cards, Soccer: Station Cards, Volleyball: Cue Cards
Complete Guide to Sport Education: Chapter 6
Teaching Sport Concepts & Skills : Chapter 4, 5, 6, 8, 9, 10, 11

Appendix 6

- **Basketball Performance Assessment Rubric- 6-4**
- **Basketball Skill Assessment-6-5**
- **Team Handball Assessment Rubric- 6-6**

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

- | | |
|--|--|
| | <ul style="list-style-type: none">• Basketball Written Assessment- 6-7• Team Handball Written Assessment- 6-8 |
|--|--|

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

| | | | | | |
|---|---|--|-----------------------|----------------|-----------------|
| Unit Title | Understanding Safe Practices in Physical Activity | | Length of Unit | 1 Week/Quarter | 1 Week/Semester |
| Focusing Lens(es) | Safety | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.4-GLE.1 | | |
| Depth of Knowledge (Inquiry Questions/Engaging-Debatable): | <ul style="list-style-type: none"> • Why do sports have different or similar safety practices? (PE09-GR.6-S.4-GLE.1-EO.a,c; IQ.4) • Why does physical activity require such an emphasis on safety? (PE09-GR.6-S.4-GLE.1-EO.a,c) • Why is a behavior safe in one activity and unsafe in another activity (PE09-GR.6-S.4-GLE.1-EO.a,c) | | | | |
| Physical Education Standards Addressed | <ul style="list-style-type: none"> • Prevention and Risk Management - Standard 4 | | | | |
| Concepts | Safety, Participation, Demonstration, Knowledge | | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|--|
| | Factual | Conceptual |
| Participating in activities in a safe and responsible manner can make for a more pleasurable experience for all. | Name three safety considerations when playing a racket sport? | Why is it important for all competitors to safely participate in a sport/activity? |
| Knowing how to safely demonstrate safety practices are important keys to participating in physical activity | What are five safety considerations that a person/class should always follow when working in the weight room? | Is it important to always have a partner/group when participating in physical activity? Explain. |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Demonstrate the safe use of rackets, bats, and other long handled implements by maintaining a safe distance when using them (PE09-GR.6-S.4-GLE.1-EO.a,c)
- Differentiate and demonstrate between safe, unsafe and responsible behaviors while engaging in and participating in fitness activities (PE09-GR.6-S.4-GLE.1-EO.d,e)
- Explain safety considerations prior to participation in invasion, net/wall, target and fielding/run scoring games(PE09-GR.6-S.4-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

will be able to safely participate in activities that require the use of implements and other potentially dangerous equipment.

Academic Vocabulary:

Maintain, Explain, Demonstrate, Differentiate, Display

Technical Vocabulary:

Implements, Invasion, Net/Wall, Target, Fielding/Run-Scoring Games, Rackets, Bats, Long Handled Implements, Safe, Un-Safe, Responsible, Engaging

Instructional Resources:

SPARK – 6-8 – The First Five Lessons Page 3-8; Fitness: Page v; Dance: Page v; Basketball: Page v; Cooperatives: Page v; Dance: Page vi; Flying Disc: Page v; Football: Page v; Golf: Page v; Handball: Page v; Handball: Page v; Hockey: Page vi; Jump Rope: Page v; Racquets and Paddles: Page v; Soccer: Page v; Softball: Page v; Stunts and Tumbling: Page vi; Track and Field: Page v; Volleyball: Page v; World Games: Page v Limited Space: Page v
 SPARKfolio – 6-8 – The First Five Lessons Responsibility and Respect in Physical Education Cards; Football: Unit Test
 TPSR: Levels of Responsibility Page 43

Appendix 6

- Badminton Self-Assessment- 6-9
- Effort and Responsibility Self-Assessment- 6-10
- Safety Written Test-6-11
- TPSR Rubric- 6-12

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

| | | | | | |
|---|---|--|-----------------------|-----------------|------------------|
| Unit Title | Playing the Game | | Length of Unit | 2 Weeks/Quarter | 7 Weeks/Semester |
| Focusing Lens(es) | Skill Development/Progression | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.6-S.1-GLE.1 | | |
| Depth of Knowledge (Inquiry Questions/Engaging-Debatable): | <ul style="list-style-type: none"> • What are some sports that require more skill and strategy than others (PE09-GR.6-S.1-GLE.1-EO.a; IQ.5) • Why is it more important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a; IQ2) • Why do individuals who learn to move safely, effectively, and efficiently feel more confident and comfortable in their performance of motor skills? Are they more likely to participate in health-enhancing activities later in life? (PE09-GR.6-S.1-GLE.1-EO.a,b,c; N.1) | | | | |
| Physical Education Standards Addressed | <ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 | | | | |
| Concepts | Teamwork, Application, Strategy, Development, Progression | | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|--|--|
| | Factual | Conceptual |
| Applying different strategies to a game or sport can help develop them as a player and as a team. | What are three general strategies that can carry over to multiple sports/activities? | Does a sports team that runs the same offensive strategy well pose more of a threat than a team that runs multiple strategies, but not as well? Why? |
| The ability to work as an effective and efficient team requires teamwork, communication, and strategy. | What are three different ways a team can communicate with each other during a game? | Why is it important to have communication during sports and activities when you are part of a team? |
| Development of fundamental skills requires progression from least complex to most complex. | What are four different skills a quarterback must possess to be an effective player? | Can a player have poor fundamental skills yet still be a highly effective player? Explain. |

Curriculum Development Overview
Unit Planning for 6th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Volley an object repeatedly with a partner, using the forearm pass (PE09-GR.6-S.1-GLE.1-EO.a)
- Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke (PE09-GR.6-S.1-GLE.1-EO.b)
- Strike an object consistently, using an implement or body part, so that the object travels in the intended direction at the desired height (PE09-GR.6-S.1-GLE.1-EO.c,d)
- Dribble and pass a ball to a partner while being guarded (PE09-GR.6-S.1-GLE.1-EO.e)
- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns (PE09-GR.6-S.1-GLE.1-EO.f)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

use different forms of manipulation to strike an object so that it travels in an intended direction, based on the sport or activity.

Academic Vocabulary:

Repeatedly, Continuously, Consistently, Travels, Intended, Desired, Patterns

Technical Vocabulary:

Volley, Forearm Pass, Strike, Paddle, Forehand Stroke, Backhand Stroke, Body Parts, Implement, Dribble, Pass, Guarded, Throw, Accurately, Applied Force, Underhand, Overhand, Side-arm Movement (throw)

Instructional Resources:

SPARK – 6-8 – Volleyball: Page 9; Soccer: Page 7, 9; Basketball: Page 11, 13, 15; Flying Disc: All; Football: Page 3; Softball: Page 11, 15, 19
 SPARKfolio – 6-8 – Volleyball, Soccer, and Basketball Cue Cards
 Complete Guide to Sport Education: Chapter 6, Page 101-102
 Teaching Sport Concepts & Skills : Chapters 9 & 10
 SPARKfolio Basketball Coulda, Shoulda, Woulda!

Appendix 6th Grade

- Volleyball Skills Test- 6-13
- Ultimate Frisbee Rubric-6-14
- Volleyball Written Assessment- 6-15
- Ultimate Frisbee Written Assessment- 6-16