

Wilson Area School District Planned Course Guide

Title of planned course: 6th Grade Physical Education

Subject Area: Physical Education

Grade Level: 6th Grade

Course Description: During each lesson in physical education, students will be expected to learn and exercise.

Sixth grade physical education students are exposed to a variety of activities throughout the school year with the main purpose behind all activities being to drive the following big ideas:

- Team Skills
 - Work through the steps of problem solving when presented with various challenges
 - Apply principles of trust and trustworthiness within team setting
 - Demonstrate understanding of leadership skills in the framework of a team
- Athletic Skills
 - Ability to make oneself available for a reception and ability to identify open targets for a pass in the various activities
 - Ability to choose proper method of manipulating objects with upper and lower body based on game situation
 - Precise and accurate use of sporting equipment within the various sports
- Fitness
 - Explain how various sports and activities impact the components of fitness
 - Understand the role of fitness in overall healthful living throughout a lifetime
 - Understand how to improve muscular endurance and muscular strength respectively

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Brandon Tigar

Curriculum Map

August: Introduction to physical education: Safety guidelines and course expectations

September: Soccer

October: Handball

November: Frisbee

December: Hockey/Lacrosse

January: Cooperative Games

February: Basketball

March: Badminton/Pickleball

April: Volleyball

May: Diamond Games

June: Wrap-up activities

Planned Course Materials

Course Title: 6th Grade Physical Education

Teacher Resources:

- Dynamic Physical Education for Elementary School Children (Kirchner)
- Dynamic Physical Education for Elementary School Children (Pangrazi)
- The Ultimate Sport Lead-Up Game Book (Bailey)
- The Great Games Handbook for Elementary Physical Education (Tiller)
- Great Activities: K-6 Physical Education Games and Activities
- PE2theMax (Hughes)
- Pre-Sport Skills Activities Program (Turner)
- Fitness for Children (Hinson)
- Active Bodies, Active Brains (Clancy)
- No Standing Around In My Gym (Hughes)
- P.E. Central
- Mr. Gym
- PE4Life
- Aahperd.org
- Pelinks4u
- Openphysed.org

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Introduction to Physical Education: Safety guidelines, course expectations and procedures.

Time frame: 2 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Select a square court game that I can enjoy with my classmates.
- Use language that motivates others to be active and to enjoy physical activity with others.
- Discuss what it means to be an encouraging friend.
- Be physically active every day for at least 60 minutes.
- Use physical activity opportunities as a way to spend time with friends and family.
- Discuss ways that my personal language reflects kindness.

Core Activities: Students will complete/participate in the following:

- Volley Tabata
- 2-Square
- 4-Square

Extensions: 4-Square tournament

Remediation:

- Use a variety of different playground balls (size, material, weight, colors, etc.).
- Allow students to explore and choose from the options.
- Use large, brightly colored organizational markers and lines to help clearly define courts.
- Use different colored cones or spots to desired student placement and positioning.
- Use spot markers to create travel routes.
- Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level.
- Vary movement expectations to increase equity. For example, allow different volleying alternatives.
- Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone.
- Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues.
- If indoors, adjust lighting (e.g., brighter or lighter).
- Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.
- Be flexible. Adjust as needed. One size doesn't fit all.
- Establish consistent, predictable routines.
- Be concise. Speak slowly & clearly with a well-defined beginning & end.
- Give 1-step vs multiple-step directions.
- Provide time for students to process instruction.
- Give choice to motivate students.
- Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphised.org
- Square Court Games Official Rules
- Square Court Games PE Vocab
- Activity Log
- YouTube Videos
- Discussion Questions

Assessments: Class discussion questions

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Soccer

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- Discuss offensive and defensive strategies used in the game of Soccer Tag.
- Identify the components of health- and skill-related fitness and how physical activity influences both.
- Help classmates who have been tagged by rescuing them with a pass.
- Make and receive at least 5 accurate passes.
- Review and recite the critical cues for both passing and trapping.
- Maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- Encourage my partner to work toward improvement throughout the Windows activity.
- Use a running approach as I make clearing kicks toward each Soccer Golf target.
- Review and recite the critical cues for a clearing kick and a punt.
- Make at least 1 association between physical activity and good health, supporting my answer with facts and evidence.
- Explain why good health is a part of personal responsibility.
- Use a mature kicking pattern to kick the ball into the goal, in the air and on the ground.
- Discuss the relationship between a mature kicking pattern and kicking accuracy.
- Maximize my activity time by staying engaged in this activity without teacher reminders.
- Work safely with my group members, kicking only when and where it is safe and appropriate.

Core Activities: Students will complete/participate in the following:

- Soccer Tag
- Windows
- Soccer Golf
- Shooting Thunder

Extensions:

- Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.
- Add goalkeepers to some or all of the goals.
- Play a speed round. Players must sprint to their ball after each kick.
- The chaser becomes a goalkeeper.

Remediation:

- Use a high-5 to rescue tagged players rather than a pass.
- All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.

- Play “Captain and Crew.” Each group is a team and all players move their soccer balls and kick from the ball that lands closest to the target.
- Remove the goal and provide ample open space toward which the groups can kick.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 24 Soccer Balls
- 12 12” Cones
- 24 Low Profile Cones
- 12 Hula Hoops
- 3 Rubber Chickens
- 37 Academic Language Cards
- 8 Station Cards
- 1 Holistic Rubric
- 1 Self Check Assessment

Assessments:

- Self assessment
- Academic language quiz
- Holistic performance rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Handball

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Use proper grip for striking with a long-handled implement.
- Recite the cues for striking an object with a long-handled implement.
- Remain actively engaged in order to accumulate physical activity minutes.
- Work safely while striking foam balls.
- Combine locomotor skills (walk/jog) with foot dribbling/passing.
- Identify and apply basic offensive and defensive strategies.
- Discuss the health benefits of participating in today's activity.
- Work safely with my partner and classmates.
- Demonstrate throwing and catching cues in order to pass and shoot accurately.
- Identify and discuss basic skills and strategies needed to gain an offensive advantage.
- Remain actively engaged in order to enhance my fitness.
- Work safely while staying active.
- Use all of the skill cues for throwing to a target.
- Discuss the reasons why I enjoy different physical activities.
- Remain actively engaged in order to accumulate physical activity minutes.
- Maintain control of my actions and throws in order to keep myself and my classmates safe.
- Use a combination of skills and movement concepts.
- Apply my understanding of open space.
- Remain actively engaged in order to enhance my fitness.
- Work safely while staying active.

Core Activities: Students will complete/participate in the following:

- Over There
- Four Corners
- Switch
- The grouch
- Team Handball

Extensions:

- Offensive players unlock elbows and travel together while staying approximately 6 to 10 feet apart.
- Add a second ball to the activity. This could be a different type of ball (e.g., a football).
- Divide the class into 2 teams. Each team will shoot on 1 goal only. The grouch will "defend" their team's goal by tossing yarn balls back out of the goal as quickly as they can. Grouches will work to toss the balls into open space, away from the opposing team.
- Add 1 or 2 roaming defenders attempting to knock the balls away from both teams.

Remediation:

- Use long-handled implements of various lengths, weights, shapes, and colors.
- Allow students to roll foam balls with their hands.
- Provide an auditory cue at each goal.
- Utilize brightly colored boundaries and equipment.
- Allow teams to continue as offense/defense for a set time, followed by an auditory cue to switch roles.
- Teammates must hand the ball off to teammates rather than passing/tossing.
- Vary the number of players on offense and defense to give one an advantage.
- Pairs work together with one partner gathering the ball and the other shooting.
- Use safe passable objects of various sizes, shapes, colors, and textures.
- Play the game without goalies, focusing on traveling with the ball and shooting
- Use larger, stacked goals to increase opportunities for shooting success.
- Play without goalies.
- Implement a 5-, or 3-second rule for players holding the ball.
- Require a minimum number of passes prior to shooting.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 2 Pair of MultiGoals (with stacker cords)
- 36 Foam Balls
- 24 Spot Markers
- 24 Foam Noodles 2' to 4' lengths
- 24 Low Profile Cones
- 6 12" Game Cones
- 12 Colored Wrist Bands or Pinnies
- 24 Fleece Balls
- 4 GenMove Balls
- Fitness Relay Cards
- Cue & Movement Concept Cards
- Academic Language Posters
- Selected Assessments

Assessments:

- Self assessment
- Academic language quiz
- Holistic performance rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Frisbee

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Demonstrate clean cuts in order to get open to receive the disc.
- Understand the importance of moving to open space while using offensive concepts.
- Stay engaged throughout the entire activity.
- Follow the rules and respect the equipment.
- Demonstrate proper technique when throwing and catching the disc.
- Discuss the roles of the cutter and the handler in Ultimate Disc.
- Participate and remain actively engaged.
- Demonstrate the spirit of the game and respect my peers and the equipment.
- Demonstrate proper throwing & catching technique.
- Explain proper throwing cues and apply proper technique in game settings.
- Demonstrate the health-related fitness components as they relate to Ultimate.
- Be aware of my surroundings and work safely with a partner during skill practice.
- Apply my skills to a game-like situation of Ultimate Disc.
- Apply tactics/strategies in game situations.
- Demonstrate 1 component of health-related fitness during our Mini-Ultimate game.
- Follow the rules and respect my teammates.
- Demonstrate a leading pass to my partner.
- Understand the importance of throwing a leading pass in Ultimate Disc.
- Demonstrate cardiorespiratory endurance while participating in partner activities.
- Follow the rules and maintain the spirit of the game.
- Apply my skills in a game of Ultimate Disc.
- Apply the strategies I've learned in a game of Ultimate Disc.
- Discuss health-related fitness as it relates to Ultimate Disc.
- Demonstrate good sportsmanship, etiquette, and spirit of the game.

Core Activities: Students will complete/participate in the following:

- Hot Box
- Goaltimate
- Toss-Up
- Mini-Ultimate
- Throw and Go
- Ultimate Disc

Extensions:

- Students must complete 3 backhand passes and 3 forehand passes before they can score a point.
- Have the students develop a different type of end zone for scoring. The students can create multiple goals and end zones in the playing area.
- Students attempt to throw the disc at an arced angle instead of straight ahead.

- Provide enough space for students to safely experiment with disc angles and arcs.
- Add an extra player to each team, making the game 5 v 5. You cannot pass to the same teammate who just passed you the disc.
- Split students into groups of 3. Play as described above, but with the 3rd student playing defense.
- Run a multi-day Ultimate Disc tournament. Provide time at the start of each class for students to run a team practice.

Remediation:

- Decrease the number of catches needed before scoring a point.
- Add more 4'x4' end zones to the playing area.
- Make the goals bigger.
- Increase or decrease the size of the field to meet the needs of your students.
- Use multiple goals for each team.
- Use a foam ball rather than a disc.
- Use foam or smaller-sized discs.
- Decrease the distance between partners to increase chances of success.
- Provide different tossables to use instead of a flying disc.
- Rather than scoring points by getting into the end zone, students can score by getting into a hoop, hitting a cone, or making a certain number of consecutive passes.
- Use foam or smaller-sized discs.
- Decrease the distance between partners to increase chances of success.
- Increase (or decrease) the size of the field.
- Use a foam ball or other tossable that encourages success.
- Provide brightly colored boundary makers.
- Provide an auditory signal in the end zones.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 12 Foam Flying Discs
- 12 Regulation Flying Discs
- 24 Low Profile Cones
- 12 Hoops
- 12 Large Cones
- 6 Task Tents
- 4 Pop-Up Goals
- 12 Pinnies
- Academic Language Posters

- Throw and Catch Cue Charts
- Ultimate Disc Rules Reference
- Universal Design Adaptations

Assessments:

- Holistic Performance Rubric
- Purposeful Practice Plan
- Spirit of the Game Exit Slip
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Hockey and/or Lacrosse (modify for one or the other)

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Apply the concepts of opening and closing space.
- Discuss the concepts of open and closed space as it relates to lacrosse/hockey.
- Stay actively engaged in all activities.
- Maintain control of my body movements and behaviors to promote safety.
- Demonstrate the cues for catching a lacrosse/hockey ball.
- Discuss the challenges of catching with a lacrosse/hockey stick.
- Stay actively engaged in all activities.
- Use positive self talk while learning lacrosse skills.
- Combine the skills of fielding ground balls and cradling with moving in open space.
- Discuss the enjoyment and importance of participating in challenging activities.
- Stay actively engaged in all activities.
- Use positive self talk while learning lacrosse skills.
- Look for and move into open space while fleeing taggers.
- Discuss strategies and tactics for fleeing.
- Stay actively engaged in all activities.
- Work independently and safely with 0 safety reminders from the teacher.
- Combine lacrosse/hockey skills in order to help my team score goals in the basket.
- Discuss the importance of changing speed and direction in game situations.
- Stay actively engaged in all activities.
- Use positive language while communicating with my teammates.

Core Activities:

- Sharks in the Sea
- Partner Toss & Catch
- Musical Lax/hockey
- Lax/hockey Tag
- Lacrosse/hockey Basketball

Extensions:

- Focus practice at Level 3.
- Add cones throughout the activity area. When students approach a cone, they practice dodges.
- Remove goal players and replace baskets/buckets with a pop-up goal in each corner.

Remediation:

- Increase or decrease the number of sharks.
- Use brightly colored boundary makers.
- Use different types of balls to decrease or increase the difficulty level.
- Do not allow lift checking.

- Use balls of various sizes, shapes, colors, and textures.
- Use balls that provide auditory signals.
- Allow students to roll the ball back and forth, working with lacrosse sticks.
- Use visual start and stop signals.
- Use different types and sizes of balls to make scooping ground balls less or more challenging.
- Increase or decrease the number of taggers.
- Modify the reentry task to match the needs and abilities of the students.
- Change the locomotor requirements based on the needs and abilities of the students.
- Provide auditory signals on goals.
- Use a variety of safe passable objects, allowing students to pass the ball with feet or along the ground.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 24 Lacrosse/hockey Sticks
- 24 Soft Lacrosse/hockey-Sized Balls
- 24 Lacrosse/hockey-sized Foam Balls
- 24 Tennis Balls
- 24 Bean Bags
- 6 Cones
- 24 Low-Profile Cones
- 6 Task Tents
- 12 Hoops
- 4 Small Foam Noodles
- 1 Music Player
- 4 Buckets or Baskets
- Hand Placement and Skill Cue Charts
- Academic Language Posters
- Station Cards
- Module Assessments

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Cooperative Games (Roundnet)

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.D-F, 10.5.6.A, C & F

Essential content/objectives: The students will be able to:

- Demonstrate below-chest & above-chest passes.
- Identify the components of skill-related fitness required for successful participation in Roundnet.
- Work consistently to improve my skill-related fitness during all self-passing challenges.
- Listen to feedback and use suggestions to improve my Roundnet skills.
- Use accurate tosses with appropriate force.
- Describe the similarities and differences between the different types of bounces used in Roundnet.
- Actively engage in all practice tasks in order to improve my skill-related fitness.
- Make positive suggestions to my partner and group in order to help improve our performance.
- Maintain my balance while focusing on accuracy while passing.
- Compare and contrast health-related and skill-related fitness as each relates to Roundnet.
- Identify the skill-related fitness component(s) most important for passing.
- Encourage my classmates by offering positive feedback on their performance.
- Pass and spike using all skill cues.
- List the fitness benefits of playing Roundnet.
- Distinguish between skill-related and health related fitness benefits.
- Respond appropriately to all challenges in order to promote a positive activity environment for all.
- Complete all passing pentathlon tasks.
- Accurately record performance data on the Passing Pentathlon Skill Card.
- Accurately rate my overall effort on the Skill Card.
- Extend my effort in order to help my partner and myself improve our passing skills.
- Spike the ball with a mature striking pattern, focusing on all cues.
- Develop a plan of action in order to help my partner and myself improve our spiking skills.
- Define coordination and explain how it relates to Roundnet.
- Respond appropriately to all challenges in order to promote a positive activity environment for all.
- Accurately record performance data.
- Accept the differences between my partner and myself and use encouragement and positive feedback in our communications.
- Select spike placement in order to make the defender move to make a catch.
- Discuss how force and timing impact spike placement.
- Remain actively engaged throughout all activities.
- Act appropriately and with proper Roundnet etiquette.
- Position myself to reduce offensive options during defensive challenges.
- Define the terms anticipation and positioning as they relate to Roundnet.
- Contribute to a positive activity environment.
- Combine Roundnet striking and positioning skills with offensive and defensive tactics.

- Discuss the importance of social interaction.
- Remain actively engaged in Roundnet games.
- Demonstrate the importance of social interaction as it applies to Spirit of the Game.
- Select spike type and placement based on the location of the defense.
- Discuss how placement, force, and timing impact the effectiveness of spikes.
- Review the components of fitness impacted by participation in Roundnet.
- Respond appropriately to various social situations that arise in cooperative activity settings.
- Perform a strike serve to begin each rally.
- Discuss the importance of applying the rules and etiquette of game play.
- Demonstrate the importance of applying rules and etiquette of game play.

Core Activities: Students will complete/participate in the following:

- Self-Passing Challenges
- Spikeball® Bounce & Catch
- Partner Passing Plays
- Rally Time
- Partner Passing Pentathlon
- Selfie Spikes
- Spiking Pentathlon
- Make 'em Move
- Anticipate & Position
- Roundnet 4 Rookies
- Team Tactics
- Roundnet 4 Pros (student choice)

Extensions:

- Prompt students to create their own challenges.
- Use this same activity format to practice spike serves.
- Limit teams to 2 hits (i.e., 1 pass and 1 spike).
- Decrease the size of the target (e.g., place a sticker or mark on each spot).
- Add a second defender to the activity.
- Add a "Professional" level requiring 30 successes for each challenge.
- Progress to Roundnet 4 Pros.
- Students must make at least 1 pass per rally using a body part other than the hand

Remediation:

- Use a balloon or lightweight ball.
- Remove the Spikeball® Net from this task.
- Students bounce a ball back and forth.
- Allow students to choose a ball that they are comfortable catching.
- Increase the size of the net/target or remove the net altogether.
- Complete one challenge at a time rather than giving all pentathlon challenges at the start of the activity.
- Some challenges can be easily modified to match students' ability and comfort.
- Remove or increase the size of the target.
- Provide a raised surface.
- Students focus on positioning their hands based on the trajectory of the spiked balloon.
- Play the game using a balloon and small desk as the spiking surface.
- Spiker must hit the ball in the direction of 1 of the 2 opponents.
- Focus this activity on challenge level 1 using a balloon or lightweight ball.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 6 Spikeball® Combo Set
- 6 Replacement Spikeballs®
- 24 Low Profile Cones
- 6 Game Cones
- 6 Task Tents
- 12 Premium No-Kink Hoops (36")
- 24 Non-slip Spots
- 5 Skill Challenge Cards
- 2 Pentathlon Skill Cards
- 3 Skill Cue Charts
- 1 Holistic Performance Rubric
- 1 Academic Language Quiz

Assessments:

- Holistic Performance Rubric
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Basketball

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Demonstrate critical cues for passing, receiving, and dribbling.
- Discuss the importance of critical cues and their role in skill development.
- Remain active and accumulate MVPA minutes.
- Cooperate with a variety of partners, respecting all skill levels.
- Demonstrate the critical cues for dribbling while avoiding defenders.
- Recite critical cues for dribbling.
- Remain active and accumulate MVPA minutes.
- Personally exhibit and be able to discuss the importance of responsibility behaviors.
- Make and receive leading passes with my team.
- Discuss the importance of cutting into open space after making a pass.
- Stay actively engaged at the intensity needed to raise my heart rate.
- Demonstrate cooperation with my classmates as we work toward a common goal.
- Demonstrate all critical cues for shooting.
- Recite critical cues for shooting.
- Stay actively engaged at the intensity needed to raise my heart rate.
- Use positive language to encourage my teammates and avoid trash talk or negative criticism.
- Demonstrate a fake (v-cut or jab step) and a give and go in order to create open space to make or receive passes.
- Discuss offensive tactics used in basketball.
- Demonstrate rules and etiquette of basketball by self-officiating.
- Demonstrate all critical cues for shooting.
- Discuss a growth mindset plan for challenging myself and improving my basketball skills.
- Stay actively engaged at the intensity needed to raise my heart rate.
- Use positive language with my challengers and avoid trash talk.
- Demonstrate a variety of offensive tactics to create open space.
- Discuss offensive tactics used in basketball.
- Stay actively engaged at the intensity needed to raise my heart rate.
- Transition from offense to defense and demonstrate defensive tactics to reduce open space.
- Discuss defensive tactics used in basketball.

Core Activities: The students will be able to:

- All-Star Passing
- Dribble Stoppers
- Corner to Corner
- Money in the Bank
- Three to a Hoop
- Challenger
- POKE
- Kareem Abdul Jabbar

Extensions:

- Utilize an auditory cue to signal a dribble change of direction. When the students hear the cue, they perform a crossover dribble and continue dribbling with the opposite hand.
- Using low-profile cones, create small game grids of 5 offensive players, 2 defensive players, and 1 ball.
- Offense must dribble 3 times and then make an accurate pass to a teammate.
- Offense scores a point each time every player receives a pass.
- Rotate defenders every 1–2 minutes.
- Add 4 defenders. Defenders can move throughout the activity area, deflecting or intercepting passes. If a pass is intercepted, the defender scores 1 point, returns the ball to the passing team, and defends elsewhere.
- For each follow-up shot, students must rebound the ball and dribble back to the spot to take their 2nd shot. Only 1 follow-up shot per turn.
- Capture the Corner modification: Create even teams of 2 or 3. Send a team to each goal to play as defenders. All other teams with a basketball. When a team scores at a goal, they “capture the goal” and are the new defenders. The previous defenders take the ball and attack a different goal.
- Designate 1 goal as the “champions” goal. When students win 3 challenges in a row at a goal, they become champions and move to the champions goal to face off with another champion. Winners at the champion goal get to wear an invisible champion belt for the rest of the day.
- Play the game above with no defense. Players must dribble to a spot, then pass to a spot, then dribble to a spot, and then pass — continuing this pattern and counting spots.
- Play 3v3 basketball without a high-post player.

Remediation:

- Use a ball that will support success for all students.
- All students can choose to work at either level 1 or level 2.
- Provide a partner to assist students who could benefit from the support.
- Increase or decrease the size of the boundaries, depending on the needs and abilities of your students.
- Decrease the number of defenders.
- Add auditory signals at target spots to assist students with a visual impairment.
- Use foam balls (or another variety of ball) to assist with passing and catching.
- Create larger and/or additional targets.
- Increase boundary area to create more open space.
- Decrease the height of the goals.
- Use auditory cues to help students shoot toward the goal.
- Decrease the shooting distance.
- Use different size/weight balls.
- Decrease the height of the goals or provide goals at different heights, allowing students to choose.
- Decrease the number of defenders at each goal.
- Modify the rules for passing, traveling, and double dribbling.
- Use clear and brightly colored markers to help students visualize boundaries and pathways.
- Pair students and play 2v2 with a high-skilled player helping students who have unique needs.
- Increase the length of the foam noodle used by defenders.
- Increase or decrease the size of the activity area based on the needs of your students.
- Increase the size and number of spot markers.
- Designate high-skilled players helping as the post players for students who have unique needs.

Instructional Methods:

- openphysed.org
- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- 24 Basketballs
- 24 Spot Markers
- 24 Low-Profile Cones
- 6 Large Cones
- 12 Pinnies
- 6 Hula Hoops
- 3 Small Foam Noodles
- 6 Task Tents
- Basketball Social and Emotional Learning Journal
- Academic Language Posters
- Station Cards
- Half-Court Basketball Rules
- Various Assessments

Assessments:

- Self-Assessment Worksheet Academic
- Language Quiz
- Holistic Performance Rubric
- Basketball SEL Journal Pages

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Badminton/Pickleball (modify for one or the other)

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Control the paddle and ball using the correct grip.
- Identify and discuss the skill-related fitness components developed through pickleball practice.
- Actively participate, with a focus on developing my skill-related fitness.
- Demonstrate safe behaviors and use pickleball equipment responsibly.
- Move safely while balancing a ball on my paddle.
- Discuss ways to improve my skill- and health related fitness.
- Compare and contrast skill- and health-related fitness.
- Demonstrate respect for others by following the rules and etiquette of each activity.
- Perform the skill cues for volley and lob shots.
- Implement specific feedback to improve my pickleball performance.
- Work to improve my muscular endurance by maintaining posture and balance in the ready position.
- Provide feedback and encouragement to my classmates.
- Volley continuously with a partner, demonstrating controlled and balanced weight transfer and striking form.
- Describe and discuss the importance of weight transfer and timing.
- Actively engage in all activities, with a focus on developing my skill and fitness.
- Work with a variety of partners and use positive language to encourage everyone that I work with.
- Discuss the concepts of power and accuracy.
- Remain actively engaged in all rally drills.
- Provide encouragement and feedback to my partner.
- Write and verbally communicate corrective feedback to my partner using positive language.
- Take responsibility for developing my skill-related fitness.
- Implement corrective feedback in order to improve my performance.
- Perform a legal underhand serve with a focus on following cues and accurate placement.
- Recall all skill cues for an underhand serve.
- Identify the skill-related fitness components involved in both serves and returns.
- Help and encourage the players in my group with positive language and cooperative behaviors.
- Perform both forehand and backhand strokes during Fronton game play.
- Use Pickleball strategy to attempt to win points for my team.
- Stay actively engaged with a focus on developing my fitness.
- Provide encouragement and safely cooperate with my peers.
- Use good form for forehand and backhand strokes in order to hit the ball in the correct pattern.
- Follow the correct hitting pattern.
- Actively engage with a focus on developing my skill-related fitness.
- Demonstrate respect for my classmates by offering support and positive encouragement.
- Perform the skill cues for forehand, backhand, and smash shots.

- Demonstrate striking skills with varying force and direction.
- Discuss the importance of the spirit of the game with respect to enjoyment of pickleball match play.
- Demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

Core Activities: The students will be able to:

- Pancake Flipper
- Level 1 Toss Drills
- Pickleball Tag
- 1- Bounce Partner Scramble
- Partner Rally Drills
- Partner Rally Tally
- Serve Drills
- Fronton Singles
- Crosscourt / Down the Line
- Doubles Rally Tally
- Level 2 Toss Drills
- Royal Court Game Day

Extensions:

- Focus on perfecting self-volleys before moving on to Pancake Flipper XXL.
- Create health- and skill-related fitness tasks that students must complete while waiting for a reliever.
- Guide students through each drill, telling them when to switch and when to progress. Use transitions to highlight performances and give corrective feedback to the entire class.
- Focus the majority of practice time on forehand striking.
- Focus on power and accuracy with strikes that move partners from side to side and front to back.
- If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.
- Record the percentage of successful serves. Provide specific feedback for improving performance.
- Focus student strategy on returning to midcourt after each stroke in order to reduce offensive options for opposing players.
- Teach the pattern by allowing students to toss/throw the pickleball in sequence before striking.
- If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.
- Work through each toss drill as a group, giving feedback and instruction after each drill is complete.
- Pair students of similar skill levels, and skip the royal court rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.

Remediation:

- Provide paddles and balls in a variety of sizes and constructions. Allow students to choose which equipment best meets their needs. Encourage them to experiment with all of the equipment in order to find the right fit.
- Provide a variety of objects to balance (e.g., shuttlecock, beanbag, foam ball, etc.) and allow students to choose which object they want to use.

- Create a static practice task by using cones at varying heights as striking tees. Students strike off the cones at a variety of levels to practice different pickleball shots.
- Allow students to use balloons with foam paddles.
- Provide a variety of different balls and paddles for students to choose from (e.g., size, shape, texture, color, bounce).
- Use floor lines or jump ropes instead of standard nets.
- Modify activity rules to allow for multiple bounces.
- Use equipment to match student skills and preferences.
- Use a batting tee or cone to hold the ball at the correct level for striking.
- Use balloons to slow down the motion and technique.
- Modify rules to allow multiple bounces on returns. •
- Allow students who struggle with serving to perform a drop hit (with a bounce) to start play.
- Students can catch the ball and then continue the pattern using a drop hit.
- Use cones at varying heights as striking tees to create a static practice task. Students strike off the cones and a variety of levels to practice different pickleball shots.
- Allow students to modify the task to meet their needs and skill level.
- Create a “recreation league” and de-emphasize tracking score. Instead, encourage students to work toward cooperative goals similar to Rally Tally. All students can choose participation in either the Royal Court format or the Rec League format.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphased.org
- 24 Pickleball Paddles
- 24 Pickleballs
- 12 Large Jump Ropes
- 6 Pickleball Nets
- 24 Low-Profile Cones
- 6 Pinnies (2 colors)
- 6 Large Cones
- 6 Task Tents
- Academic Language Posters
- Various Drill Cards & Play Cards
- Station Cards
- Student Assessments

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz
- Partner & Doubles Rally Tally Feedback & Score Cards

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Volleyball

Time frame: 4 Classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Perform a volleyball set demonstrating control and accuracy.
- Discuss the cues for a volleyball set.
- Remain actively engaged throughout the activity.
- Use respectful and positive language with my classmates.
- Demonstrate correct technique for volleyball passes.
- Discuss the cues for a volleyball bump and set.
- Remain actively engaged throughout the activity.
- Use encouraging language with my classmates.
- Set the volleyball over the net demonstrating control and accuracy.
- State the teaching cues for a volleyball set.
- Stay actively engaged in the activity for the duration of the class.
- Show respect for all classmates and equipment during this activity.
- Apply cues for the forearm pass (bump) during this activity.
- Identify strategies and tactics to attempt to win points for my team.
- Provide encouragement and safely cooperate with my peers.
- Pass and set to a strategic space.
- Describe the strategies used to strike with control.
- Actively engage and work to improve my bumping/setting skills.
- Use positive language and challenge my partner(s) to improve.
- Overhead pass (set) with accuracy.
- Write and verbally communicate corrective feedback to my partner using positive language.
- Actively engage and work to improve my underhand serving.
- Use positive language when giving feedback and appropriate responses when receiving feedback.
- Work with my partner to score points for our team during this activity.
- Discuss strategies that helped my team be successful.
- Stay actively engaged throughout each game in order to increase my heart rate.
- Show integrity by playing fair and communicating using positive language.
- Demonstrate a variety of volleyball skills during small-sided games.
- Discuss the importance of integrity with respect to enjoyment of play.
- Demonstrate a variety of skill-related fitness components.
- Demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

Core Activities: The students will be able to:

- Set Ball
- Hula Hoop Volleyball
- Sit and Set
- Pass and Go

- Volleyball Four Square
- Peer Coaching
- Pass, Set, Hit Rally
- Royal Court Points Rotation

Extensions:

- Students may only contact the ball twice on their side before it goes over the net.
- Students holding the hula hoop cannot move their feet or the hula hoop.
- Have teams receive and set the volleyball back over the net without catching it first.
- Students can use a bump or a set. They still only get to strike the volleyball one time before it goes over the net but get to choose between a bump or a set.
- Students must alternate between a bump or a set for each hit.
- Tosser will toss the ball so that it is a foot or two in front of the setter to force them to move to the ball before setting it over the net.
- Students must utilize at least 2 different types of passes during each rally.

Remediation:

- Increase/decrease the size of activity space.
- Allow students to participate seated vs. standing if needed.
- Use modified equipment as needed (e.g., balloon or beach ball with a bell attached).
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Use floor lines or jump ropes rather than a net.
- Allow a toss to begin the game vs. a serve if needed.
- Modify Peer Feedback Form to meet needs of all students, including use of assistive technology or ability to dictate feedback vs. writing it down.
- Pair students of similar skill levels and skip the royal court rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 24 Volleyballs
- 24 Volleyball Trainers
- 24 Featherlite Volleyballs
- 24 Foam Balls
- 24 Beach Balls
- Handleless Jump Ropes
- 30 Spot Markers

- 30 Hula Hoops
- 15 Clipboards
- 36 Cones
- 8 Portable Nets
- 8 Volleyball Crossnet

Assessments:

- Peer Evaluation Form
- Academic Language Quiz
- Performance Rubric

Curriculum Scope & Sequence

Planned Course: 6th Grade Physical Education

Unit: Diamond Games

Time frame: 4 classes

State Standards: 10.3.6.D, 10.4.6.A-F, 10.5.6.A-C & F

Essential content/objectives: The students will be able to:

- Throw and catch using skill cues learned in class.
- Discuss safety considerations related to playing catch.
- Stay physically active throughout the activity.
- Participate safely and independently with my group members.
- Demonstrate skill cues while throwing and batting.
- Discuss movement concepts related to baseball/softball.
- Discuss skill-related fitness components related to sandlot baseball.
- Demonstrate responsible behavior in a team setting.
- Safely transition from batting to running.
- Discuss the components of fitness that are related to bat and ball games.
- Remain actively engaged in this activity.
- Demonstrate responsible behaviors throughout this activity.
- Discuss the skill cues for throwing, catching, and batting.
- Remain actively engaged in the activity.
- Demonstrate responsible behaviors while working with my classmates.

Core Activities: The students will be able to:

- Catch on the Sandlot
- Sandlot Baseball
- Baseball Tag
- Brannboll

Extensions:

- Allow students to create their own challenges.
- Allow students to attempt to hit 3 pitched balls before hitting off of the tee.

Remediation:

- Change the distance between players to match skill levels.
- Use a variety of different balls, allowing students to select the ball they are most comfortable catching.
- Use larger-sized bats and/or balls.
- Use larger bases, either closer or farther apart.
- Allow students to run (rather than throw) the ball into the hoop.
- Allow fielders to run with the ball to the pitcher's mound.
- Add tag-teamers to help the batter become successful tag fielders.

Instructional Methods:

- Explicit instruction
- Practice

- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- 24 Plastic Softballs
- 12 Plastic Bat
- 12 Large Cones (or Batting Tees)
- 24 Spot Markers
- 24 12" Cones
- 12 Hoops
- 12 Task Tents
- Academic Language Posters
- Bat and Ball Cue Cards
- Bat and Ball Station Cards
- Assessment Tools

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz