		Boys and Girls/ Physical Education/ 6th Grade/ Intro to Soccer
Course/Subject: Physical Education	Grade: 6	Suggested Timeline: 6 classes

Grade Level Summary	The focus is to introduce 6th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer, Field hockey, Volleyball, Pickleball, Intro to Strength & Conditioning, Team Building, Swimming, Fitness Testing, Basketball, Track and Field

Unit Title	Intro to Soccer
Unit Summary	The introductory unit to soccer will provide the opportunity to improve a student's personal health and learn basic soccer skills and concepts.

Unit Essential Questions: <ol style="list-style-type: none"> What basic skills, concept, and safety rules must be applied to successfully participate in soccer? 	Key Understandings: <ol style="list-style-type: none"> The students will develop teamwork by learning to cooperate with others in the game of soccer. Students will develop an understanding of the soccer game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6.A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:	
10.5.6A	Explain and apply the basic skill movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. Kicking the ball with your toe will accurately place the ball.	1. Using your shoelaces or inside part of your foot while shooting creates a flat area for ball to hit off of and creates a more accurate shot.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of soccer. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on general skills related to soccer such as dribbling, passing, shooting, throw-ins, corner kicks, and goal kicks. Apply the rules and basic game play strategies to the game of soccer. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribble Shooting Corner kick Goal kick 	<ul style="list-style-type: none"> Pass Throw-in 	
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Assessments:

<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment
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Differentiation:

<ul style="list-style-type: none"> Students with previous soccer experience will be challenged more by using their non-dominant foot, used to demonstrate, and help other students who may be struggling. These soccer players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.

Interdisciplinary Connections:

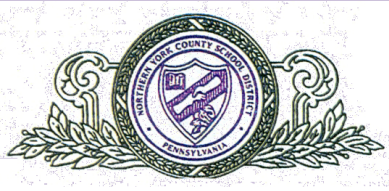
<ul style="list-style-type: none"> Health-connection with cardiovascular workouts; heart rate; muscles used
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Additional Resources:

<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook
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Created By:

Kristen Rucker and Brian Robison



**Girls/
Physical Education/
6th Grade/
Intro to Field Hockey**

**Course/Subject:
Physical Education**

**Grade:
6**

**Suggested Timeline:
6 classes**

Grade Level Summary	The focus is to introduce 6th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer, Field hockey, Volleyball, Pickleball, Intro to Strength & Conditioning, Team Building, Swimming, Fitness Testing, Basketball, Track and Field

Unit Title	Intro to Field Hockey
Unit Summary	The introductory unit to soccer will provide the opportunity to improve a student's personal health and learn field hockey skills and concepts.

Unit Essential Questions:

1. What basic skills, concepts, and safety rules must be applied to successfully participate in field hockey?

Key Understandings:

1. The students will develop teamwork by learning to cooperate with others in the game of field hockey.
2. Students will develop an understanding of the field hockey game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. You have to be a right handed person to play field hockey because you can only hold the stick on the right side.	1. Students, no matter if they are right or left handed can learn skills and participate in a modified game of field hockey. If a ball would happen to go on the opposite side of their body, they will have to use a reverse stick to bring it back.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of field hockey. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on general skills related to field hockey such as dribbling, push pass, scoop, and drive. Apply the rules and basic game play strategies to the game of field hockey. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribble Scoop Reverse stick 	<ul style="list-style-type: none"> Drive Push Pass 	
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Assessments:

<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:

<ul style="list-style-type: none"> Students with previous field hockey experience will be used to demonstrate and help other students who may be struggling. These field hockey players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.
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Interdisciplinary Connections:

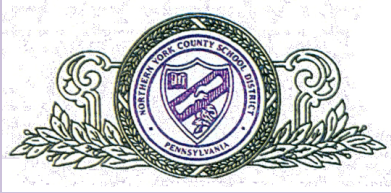
<ul style="list-style-type: none"> Health-connection with cardiovascular workouts; heart rate; muscles used
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Additional Resources:

<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook
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Created By:

Kristen Rucker and Brian Robison



**Boys and Girls
Physical Education/
6th grade/
Swimming**

Course/Subject:
Physical Education

Grade:
6

Suggested Timeline:
7 classes

Grade Level Summary	The focus is to introduce 6th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer, Field hockey, Volleyball, Pickleball, Intro to Strength & Conditioning, Team Building, Swimming, Fitness Testing, Basketball, Track and Field

Unit Title	Aquatics
Unit Summary	The aquatics unit will continue to build upon the individual student's swimming ability in the water. Many of the students were here in second and fourth grade for the aquatics unit. Students are at all different levels in their swimming ability. After evaluating each student, we will place them in two groups. Focus for new swimmers is basic water acclimation and skills. The more proficient swimmers will focus on freestyle, backstroke, elementary backstroke and diving skills.

Unit Essential Questions:

1. What basic skills, concepts and safety rules must be applied to successfully be able to learn to swim correctly?

Key Understandings:

1. Safety rules and hazards in the Natatorium will be identified and explained. Students will participate in class discussion and observation of basic water safety.
2. Students will practice by applying critical cues for the different swimming skills.
3. Students will develop an understanding that swimming is a lifetime sport.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6 D	Analyze the role of individual responsibility for safety during activity.
10.4.6.A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6.A	Explain and apply the basic skill movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.

Misconceptions:	Proper Conceptions:
1. Tightening and tensing your muscles will keep you afloat and enable you to perform the skill.	1. Relaxing in the water is the key to success in swimming.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will understand and follow the safety rules necessary in the aquatics unit. The student will learn basic terminology associated with the different swimming skills. 	<ul style="list-style-type: none"> The student will observe and adhere to the safety rules at all times during all classes. Depending on the group the student is assigned to during the pre-assessment, students will learn and build upon the following skills: bobbing, front and back floats, push-offs, treading water, freestyle stroke, backstroke, elementary back stroke, and diving 	<ul style="list-style-type: none"> The student will succeed or improve their skills by practice and feedback given.

Academic Vocabulary:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> Bobbing Front and back floats Flutter kick Whip kick | <ul style="list-style-type: none"> Beginner Back Treading Water Reach and Pull Rhythmic Breathing | <ul style="list-style-type: none"> Freestyle or Front Crawl Stroke Backstroke Elementary Backstroke Kneeling, Stride and Standing Dives |
|---|---|---|

Assessments:

- Students will be given a pre-assessment at the beginning of the unit to see which group they should be placed.
- Student self check; Teacher check; Peer Observation; Videotaping of freestyle stroke.
- Unit will include a cognitive assessment.

Differentiation:

- A pre-assessment skills test will be given at the beginning of the unit. Students will be placed in two groups, deep and shallow. Some students in the shallow group will be able to eventually go in the deep end if their swimming skills improve.
- Students who have been on the swim team are used to give feedback and demonstrate to other swimmers.

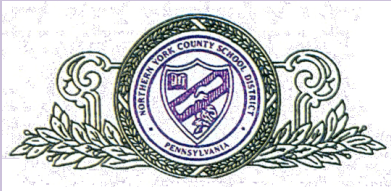
Interdisciplinary Connections:

- Scientific principles that affect swimming will be discussed including buoyancy, Archimedes Principle and Newton's laws of motion.

Additional Resources:

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- NMS Physical Education Policies and Procedures, Student handbook, Natatorium rules, American Red Cross Learn to Swim Levels 1-6.

Created By:
Cynthia A. Ebner



**Boys and Girls/
Physical Education/
6th Grade/
Fitness Testing**

**Course/Subject:
Physical Education**

**Grade:
6**

**Suggested Timeline:
7 classes**

Grade Level Summary	The focus is to have each student correctly perform each Physical Fitness test to the best of their ability and do try to improve from the previous year and also reach their Healthy Fitness Zone.
Grade Level Units	Soccer, Field hockey, Volleyball, Pickleball, Intro to Strength & Conditioning, Team Building, Swimming, Fitness Testing, Basketball, Track and Field

Unit Title	Fitness Testing
Unit Summary	This unit will provide each student with the knowledge to correctly perform each fitness test while trying their best, trying to improve from last year, and trying to reach their Healthy Fitness Zone. The students will also understand the benefits of completing each fitness test.

Unit Essential Questions:

1. What are the benefits of completing the Fitness Gram physical fitness tests?

Key Understandings:

1. The students will identify and understand how the body responds to exercise.
2. Students will understand the benefits of exercise and the prevention of disease.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.1.6E	Identify health problems that can occur throughout life and ways to prevent them.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.4.6A	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6C	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
10.5.6D	Describe and apply principles of exercise to the components of health-related and skill related fitness.

Misconceptions:	Proper Conceptions:
1. Your body composition determines whether you will excel in cardiovascular endurance, muscular strength, muscular endurance, flexibility fitness tests.	1. Students will all different body types and compositions can achieve their healthy fitness zone.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, diseases associated with inactivity, and benefits of doing fitness tests. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on their fitness skills. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups.

Academic Vocabulary:

<ul style="list-style-type: none"> Cardiovascular endurance Muscular endurance Muscular strength Flexibility 	<ul style="list-style-type: none"> Heart Rate Healthy Fitness Zone Goals Diabetes Heart Disease Metabolism Obesity 	
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Assessments:

<ul style="list-style-type: none"> Unit will include a combination of a skill assessment.
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Differentiation:

<ul style="list-style-type: none"> Use a student who can demonstrate the fitness test correctly for other students' to see. Students will get a chance to practice all fitness tests before completing them.
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Interdisciplinary Connections:

- Health-metabolism, heart disease, cardiovascular endurance, muscular endurance, muscular strength, flexibility, heart rate, Diabetes, obesity

Additional Resources:

- NMS Physical Education Policies and Procedures; Student handbook

Created By:

Kristen Rucker and Brian Robison



**Boys and Girls/
Physical Education/
6th Grade/
Intro to Basketball**

**Course/Subject:
Physical Education**

**Grade:
6**

**Suggested Timeline:
5 classes**

Grade Level Summary	The focus is to introduce 6th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer, Field hockey, Volleyball, Pickleball, Intro to Strength & Conditioning, Team Building, Swimming, Fitness Testing, Basketball, Track and Field

Unit Title	Intro to Basketball
Unit Summary	The introductory unit to basketball will provide the opportunity to improve a student's personal health and learn basketball skills and concepts.

Unit Essential Questions:

1. What basic skills, concepts, and safety rules must be applied to successfully participate in basketball?

Key Understandings:

1. The students will develop teamwork by learning to cooperate with others in the game of basketball.
2. Students will develop an understanding of the basketball game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. Basketball players need to be tall to make baskets.	1. Students can be any shape or size to play basketball. Correct technique and proper use of the backboard will help make a basket.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of basketball. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on general skills related to basketball such as passing, shooting, layups, and dribbling-crossover. Apply the rules and basic game play strategies to the game of basketball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
<ul style="list-style-type: none"> Chest/bounce pass Shooting Man-to-man defense 	<ul style="list-style-type: none"> Dribbling Cross-over dribble Lay-ups 	

Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> Students with previous basketball experience will use their non-dominant hand to practice dribbling, shooting, and lay-ups. These students will also be divided up on different teams.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health -connection with cardiovascular workouts; heart rate; muscles used

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison



**Boys and Girls
Physical Education
Grade 6
Intro to
Strength & Conditioning**

Course/Subject: Physical Education	Grade: 6	Suggested Timeline: 6 class periods
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Grade Level Summary	The focus is to introduce sixth grade students to a variety of individual and group physical activities. Units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Football, Soccer, Volleyball, Pickleball, Basketball, Team Building, Fitness Testing, Swimming, Intro to Strength & Conditioning and Track and Field.

Unit Title	Intro to Strength & Conditioning
Unit Summary	The introductory unit to Strength and Conditioning will provide the opportunity to improve a student's personal health and learn basic strength and cardio vascular exercises. A focus will be placed on learning how to safely and correctly use a variety of exercise equipment.

Unit Essential Questions: 1. How does muscular strength and conditioning training improve an individual's overall health and fitness levels?	Key Understandings: 1. Participation in strength training and conditioning exercises provides the opportunity to improve one's overall health and wellness throughout life. 2. Develop the ability to safely perform strength and conditioning exercises utilizing the proper techniques.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.4.9.B	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

10.5.6.D	Describe and apply the principles of exercise to the components of health related and skill related fitness.
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Misconceptions:	Proper Conceptions:
1. Participants must be strong in order to do strength training.	1. Strength training is a method to improve an individual strength.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology and safety rules associated with strength training. 	<ul style="list-style-type: none"> Students will have the opportunity to learn basic skills and techniques used in a variety of strength and conditioning exercises. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner.

Academic Vocabulary:				
Upper Body	Lower Body	Cardio-Vascular	Set	Repetitions


Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Each student will individually determine what is a safe weight to be used correctly while performing the recommended set of 10-15 repetitions for each exercise.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: A connection is made between each exercise and which body system is being affected.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By: Brian Robison and Kristen Rucker

	Boys and Girls Physical Education Grade 6 Track & Field
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Course/Subject: Physical Education	Grade: 6	Suggested Timeline: 6 class periods
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Grade Level Summary	The focus is to introduce sixth grade students to a variety of individual and group physical activities. Units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Football, Soccer, Volleyball, Pickleball, Basketball, Team Building, Fitness Testing, Swimming, Intro to Strength & Conditioning and Track and Field.

Unit Title	Track and Field
Unit Summary	The introductory unit to Track and Field will provide the opportunity to improve a student's personal health and learn basic Track and Field skills and concepts. Students will be given an opportunity to compete in event[s] that they feel they can be most successful.

Unit Essential Questions: 1. What skills are necessary to complete each track and field event for physical education?	Key Understandings: 1. The students will learn to cooperate and communicate with others in Track and Field. 2. Students will develop an understanding of Track and Field events, basic skill techniques, rules and regulations.
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

Misconceptions: 1. Participants must be fast to be successful in track and field.	Proper Conceptions: 1. Track and field includes a variety of events that require different skills that include, but are not limited to, strength, power, speed, jumping ability and hand eye coordination.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated with track and field. 	<ul style="list-style-type: none"> Students will have to opportunity to learn basic skills and techniques used in a variety of track and field events. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner.

Academic Vocabulary:				
Relay	Baton	Staggered	Anchor	Speed

Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students are able to utilize modified equipment for events in order to perform technique safely and correctly.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Math; Measurements for each event is important in Track and Field. The unit includes math skills to measure and record results.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By: Brian Robison and Kristen Rucker
