

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

6th Grade Physical Education

DATE: April 2008

SUBJECT AREA: Physical Education

COURSE TITLE: 6th Grade Physical Education

COURSE LENGTH: One Year

PROPOSED GRADE LEVEL(s): 6

NUMBER OF CREDITS: Not Applicable

GRADING: A-F

PREREQUISITES: None

BRIEF COURSE DESCRIPTION:

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance.

GENERAL GOALS/PURPOSES:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

STUDENT READING COMPONENT:

Students will:

- Read unit specific syllabus identifying rules, history, and terminology
- Read assignments related to health and sport issues
- Read and take written tests

STUDENT WRITING COMPONENT:

Students will:

- Take written tests
- Complete writing assignments assessing understanding of reading material

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in group activities that foster positive responsible personal and social behaviors.
- Participate in daily class discussions

LAB FEE, IF REQUIRED: None

DETAILED UNITS OF INSTRUCTION:

Content areas may vary by school site due to facilities and scheduling. Additionally, timing of units taught is dependent on weather, equipment and facilities.

- Course offerings for sixth grade students may include lead-up games to team sports such as: flag football, volleyball, basketball, soccer, softball, speedball, lacrosse, hockey, Frisbee, disc golf, over-the-line and team handball. Racket sports offered may include tennis, badminton, speedminton, Pickle ball, and paddle ball. Additionally, individualized units of instruction may include dance, yoga, cooperative games, Martial Arts, self-defense, wrestling, gymnastics/tumbling, track and field, jump rope, weight training, aerobics, first aid, health and nutrition.
- The President's Challenge and Fitnessgram are fitness tests that may be used to determine the fitness level and health level of students.
- Course offerings may vary by school site due to facilities and scheduling.
- Differentiation of units of instruction is delineated in the standards.

Each student will experience a minimum of one activity from each content area.

1. Dynamic Health

- a.
- b.

2. Mechanics of Body Movement

- a.
- b.

3. Aquatics

- a.
- b.

4. Gymnastics and Tumbling

- a.
- b.

5. Individual and Dual Sports

- a.
- b.

6. Rhythms and Dance

- a.
- b.

7. Team Sports

- a.
- b.

8. Combatives

- a.
- b.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Movement Skills and Knowledge

STANDARD 1

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using the implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the under hand, and sidearm movement (throw) patterns.

Rhythmic Skills

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

STANDARD 2

- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills

- 2.12 Develop a cooperative movement game that uses loco motor skills, object manipulation, and an offensive strategy and teach the game to another person.

STANDARD 3

- Students assess and maintain a level of physical fitness to improve health and performance.
 - 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
 - 3.2 Compare individual physical fitness results with research-based standards for good health.
 - 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
 - 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
 - 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
 - 3.6 Monitor the intensity of one's heart rate during physical activity.

STANDARD 4

- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 - 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
 - 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
 - 4.3 Identify contraindicated exercises and their adverse effects on the body.
 - 4.4 Classify physical activities as aerobic or anaerobic.
 - 4.5 Explain methods of monitoring heart rate intensity.
 - 4.6 List the long-term benefits of participation in regular physical activity.
 - 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

STANDARD 5

- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to consensus on the best solution.

Evaluation and Grading:

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80% - 89%; C = 70%-79%; D = 60%-69%; F = Below 60%

The following grading procedure will be used:

- Participation
- Physical fitness assessments
- Concepts and written work
- Learning and performance of physical activities

Self Directed Learners: Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so would require intrinsic motivation which is the essence of self-direction.

Effective Communicators: Students will demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, from the locker room to the movement activity in class.

Constructive Thinkers: Students will understand how and why they move in a variety of situations and use this information to enhance their own skills. They will also understand that physical activity provides opportunities for enjoyment, challenge, and self-expression. Critical/constructive thinking is required to grasp these concepts.

Quality Producers/ Performers: Students will be competent in many movement activities.

Collaborative Workers: The very nature of any organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards that goal.

Responsible Citizens: Students will demonstrate responsible personal social behavior while participating in movement activities.

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