

Physical Education –Sixth Grade

Description The Appleton Area School District K-12 physical education program will provide a wide range of opportunities to develop motor learning, physical skill, a healthy lifestyle, a healthy fitness level, respectful behavior, and understanding of diversity, physical activity, and well being.

Minutes per Week 90 minutes per week

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October, 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 3-6 Students

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| I. Leading an Active Lifestyle | <ul style="list-style-type: none"> A. Throws overhand with mature form and can hit a moving target. B. Catches a fly ball using a mature form. C. Strikes an object using feet, hands, or implement to a target (e.g., volleyball, soccer, golf, rackets). D. Balances with control on a variety of objects. E. Performs a combination of movement, sport, or leisure skills (e.g., dribble, pass, receive, shoot, jump rope, etc.). |
| II. Physical Skill Development | <ul style="list-style-type: none"> A. Locates heart rate and describes how it is used to monitor exercise intensity. B. Identifies and demonstrates key elements of skill being taught. C. Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student. D. Corrects movement errors in response to corrective feedback given by teacher or peer. E. Explains how appropriate practice improves performance. |
| III. Learning Skills | <ul style="list-style-type: none"> A. Identifies physical and psychological benefits that result from long-term participation in physical education. B. Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis. C. Chooses to participate in structured and purposeful activity. D. Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled. E. Identifies two personal fitness goals to improve personal fitness. |
| IV. Understanding Physical Activity and Well Being | <ul style="list-style-type: none"> A. Participates in selected activities that develop and maintain each component of physical fitness. B. Recognizes that physiological response to exercise is associated with own levels of fitness. C. Describes the five health-related fitness components, what they measure, and at least one benefit of each. D. Meets age- and gender-specific health-related fitness standards. E. Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests. |
| V. Health Enhancing Fitness | <ul style="list-style-type: none"> A. Follows class, activity, or game rules respectfully. B. Assesses and takes responsibility for own behavior without blaming others. C. Works productively with a partner to improve performance. D. Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity. E. Regularly encourages others and refrains from negative statements. |

AASD Physical Education Standards for Grades 3-6 Students

VI. Respectful Behavior

- A. Identifies positive feelings associated with participation in physical activities.
- B. Selects and practices a skill on which improvement is needed.
- C. Explains that skill competency leads to enjoyment of movement and physical activity.
- D. Interacts with others by helping with their physical activity challenges.
- E. Chooses to participate in group physical activities.

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Demonstrate increasing competence in advanced specialized skills to meet the demand of more complex situations.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. adapts basic skills to the dynamic, changing environment of a game. b. understands strategies for net and invasion games. c. eludes a defensive player in order to throw or strike an object toward a target. d. experiences a variety of outdoor pursuits. e. understands how to traverse a horizontal (bouldering) wall and add personal challenges. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		
<p>2. Utilize information from internal and external sources to improve performance.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. adapts basic skills of an activity (e.g. lead a receiver on a pass, use a disc to hit a target, strike a moving target with a throw). b. applies feedback principles to improve performance. c. understands the difference between aerobic and muscular conditioning. d. understands the importance of warm up and cool downs e. applies game concepts, including offensive and defensive strategies. f. adapts to a dynamic environment while performing movement skills. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Identify the critical aspects of a healthy lifestyle.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. participates in individual and/or team activities in and out of school. b. tracks health fitness activities to determine health status. c. identifies various aerobic activities that provide entertainment (e.g. biking, jogging, walking, rollerblading, etc.) d. identifies health related components and chooses activities to improve areas that are low as measured by fitness tests. e. understands how to set a personal fitness goal. f. understands how healthy behaviors affect activity. g. understands target heart rate zones. h. understands how nutrition affects physical performance. i. associates proper nutrition with feeling good. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests • Web bases assessments • Heart rate monitors • Pedometers
<p>Objectives are linked to the following AASD Physical Education Standards: II, III, IV, VI</p>		
<p>4. Monitor intensity of exercise.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. completes a mile run in 12 minutes or less or is in a healthy fit category in a timed run (e.g. Fitnessgram). b. identifies personal target heart rate zone. c. monitors personal heart rate to determine whether they achieve their target heart rate. d. identifies how to find heart rate or pulse for 6 seconds. e. identifies five components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility. f. identifies what activities affect health related components. g. demonstrates four different flexibility stretches. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests • Web based assessments • Heart rate monitors
<p>Objectives are linked to the following AASD Physical Education Standards: III, IV, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Apply rules, procedures, and etiquette.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. follows the rules, procedures, and etiquette appropriate for the activity performed. b. completes task in a specific time. c. meets goal while working cooperatively/competitively in an activity. d. watches a peer and accurately completes a skill log or movement checklist. e. understands and acknowledges that rules are necessary. f. works with others regardless of gender, ethnicity, or ability. g. applies adventure skills to develop communication and trust. h. participates in a variety of adventure concepts to work together. i. applies full value contract of play hard, play fair, play safe. j. transitions easily between groups.- k. applies levels of responsibilities and conflict resolution skills. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III, V</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>6. Use new movement activities and skills while engaging in physical activity.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. actively participates by choice in the physical education classroom. b. shows appreciation for skillful performance using objective criteria. c. identifies elements of his/her own movement skill that are improving. d. integrates newly learned skills into activity. e. quickly and willingly forms working partners/groups in class. f. recognizes and expresses feelings associated with success and failure appropriately. g. identifies activities outside of class that provide enjoyment. h. continues to participate in competition for its own sake regardless of win or loss. 	<ul style="list-style-type: none"> • Observation • Checklists • Performance tasks • Rubrics • Physical tests
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, III, V</p>		