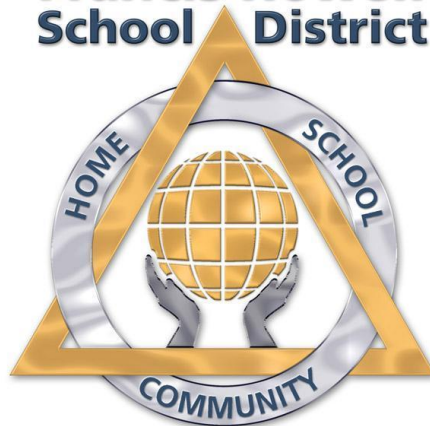


Physical Education

6th Grade Physical Education

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: June 2, 2022

Francis Howell School District

Mission Statement

Empowering students to be lifelong learners prepared for the future.

Vision Statement

Empowering students today so they are prepared for the future requires the District to:

- Maintain high expectations so students continuously grow and experience success as they prepare themselves for college and career.
- Equip students with necessary life skills including collaboration, communication, critical thinking, creativity, citizenship, and character.
- Provide authentic and engaging real-world learning experiences in a technology rich, flexible, and inclusive environment.
- Prepare students to take responsibility for their learning.
- Develop collaborative, resourceful partnerships where families and our community unite to be responsible for sustaining high quality schools.

Values

Francis Howell School District is committed to:

High Expectations
Continuous Improvement
Engagement, Collaboration, and Partnerships
Innovation

Safety
Trust, Respect, and Inclusiveness
Customer Service and Satisfaction
Accountability and Transparency

Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Physical Education Graduate Goals

Upon completion of their Physical Education study in the Francis Howell School District, students will be able to:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Statement on Accessibility in Physical Education

It is the goal of physical education in Francis Howell to provide all students with the opportunity to partake in appropriate and engaging physical activity. Teachers in physical education make every attempt to provide modifications and accommodations to activities so that students of all abilities can be an active participant in their physical education class.

Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

A strong physical education program contributes to the development of a physically educated person who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

Course Description

Sixth grade physical education will focus on the development of fundamental motor skills, manipulative skills and movement experiences. Students will explore the different ways their bodies move in relationship to themselves, others and with objects. Students will recognize that participation in moderate to vigorous activity has both temporary and lasting positive effects on the body and know that exercise contributes to improved health. They will discover the joy of playing with friends and how social interaction can make activities more fun.

Physical Education 6 Curriculum Team

Curriculum Committee

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Jackie Gettemeier

Francis Howell Middle
Barnwell Middle

Practical Arts Content Leader
Director of Student Learning
Chief Academic Officer
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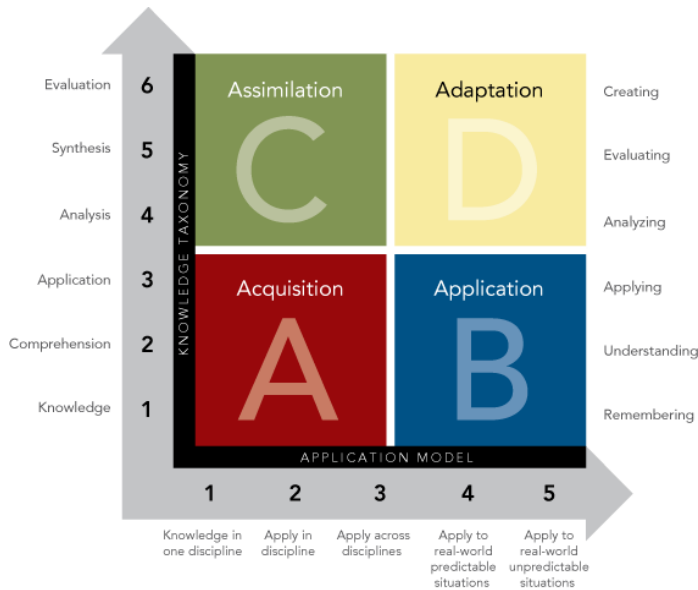
Curriculum Cycle Work: [PE 6-8 Step 1](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

| A | B | C | D |
|--|---|--|--|
| Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge. | Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations. | Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions. | Students have the competence to think in complex ways. |

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Physical Education State Standards

[Missouri K-12 PE GLE's](#)

Missouri Learning Standards for Literacy

<https://dese.mo.gov/media/pdf/curr-mls-standards-ela-6-12-sboe-2016>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Course Overview

Units & Standards Overview

| Physical Fitness Assessments | Team Sports | Individual/Partner Activities | Personal Fitness Activities |
|--|--|--|--|
| 3 weeks total *Early September *December *Early May | Throughout the course- 12-14 weeks total | Throughout the course- 12-14 weeks total | Throughout the course- Part of daily activities |
| PE Assessment: S3.M8.6 | PE Assessment: NA | PE Assessment: NA | PE Assessment: NA |
| <i>Unit Standards (Priority in bold) (supporting standards)</i> | <i>Unit Standards (Priority in bold) (supporting standards)</i> | <i>Unit Standards (Priority in bold) (supporting standards)</i> | <i>Unit Standards (Priority in bold) (supporting standards)</i> |
| Priority Standards | Priority Standards | Priority Standards | Priority Standards |
| S1.M24.6 | S1.M24.6 | S1.M24.6 | S1.M24.6 |
| S3.M15.6 | S2.M6.6 | S2.M6.6 | S3.M5.6 |
| S4.M1.6 | S3.M5.6 | S3.M5.6 | S3.M15.6 |
| Standard 4- Goal Setting | S4.M1.6 | S4.M1.6 | S4.M1.6 |
| | S5.M3.6 | S5.M3.6 | S5.M6.6 |
| | S5.M6.6 | S5.M6.6 | |

Course Map

| | Unit Description | Priority Standards |
|---|--|---|
| Physical Fitness Assessments 3 weeks | Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test. | S3.M8.6 S1.M24.6 S3.M15.6 S4.M1.6 Standard 4- Goal Setting |
| Team Sports 12-15 weeks throughout course | Students will focus on activities that are traditionally played as teams. Modifications will be made to accommodate class size and equipment availability. | S1.M24.6 S2.M6.6 S3.M5.6 S4.M1.6 S5.M3.6 S5.M6.6 |
| Individual/ Partner Activities 12-15 weeks throughout course | Students will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability. | S1.M24.6 S2.M6.6 S3.M5.6 S4.M1.6 S5.M3.6 S5.M6.6 |
| Physical Fitness Activities Daily | Students will focus on activities that are traditionally performed to improve personal fitness. Modifications will be made to accommodate class size and equipment availability. | S1.M24.6 S3.M5.6 S3.M15.6 S4.M1.6 S5.M6.6 |

Personal Fitness Goals- Course Assessments

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| Content Area: Physical Education | Course: 6th Grade Physical Education | UNIT: Personal Fitness Goals- Course Assessments |
|---|---|---|

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| Unit Description: Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test. Modifications will be made to accommodate class size and equipment availability. | Unit Timeline: 3 Weeks total |
|---|--|

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Setting goals related to one's own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.

Essential Questions: Students will keep considering...

An Essential Question is meant to:

- What are my current fitness realities, as indicated by the Fitnessgram test?
- How would I like to improve my Fitnessgram test scores, and my overall fitness level?
- What steps will I take to improve my Fitnessgram?

| Students will know/understand ... | Standard | Students Will Be Able to ... |
|--|----------|--|
| <p>The importance of utilizing proper techniques when performing physical activity.</p> <p>Proper techniques to limit injury, and allow the individual to improve their skill in the activity.</p> | S1.M24.6 | Demonstrates correct technique for basic skills in one self-selected individual-performance activity. |
| <p>The steps to goal setting, and how setting goals around your personal fitness can help you achieve a higher level of physical fitness, keep the body healthier, and help you find more joy in physical activity.</p> <p>How to utilize fitness data, as gathered from a fitness assessment or from a technology tool, can help in setting specific goals, and provide an opportunity to monitor progress.</p> | S3.M8.6 | Sets and monitors a self-selected physical activity goal for aerobic and/or muscle and bone strengthening activity based on current fitness level. |
| <p>Identify areas of their own personal health in which they would like to improve. Ex: Cardiovascular fitness</p> <p>How to utilize the data gained from their fitness assessment when setting physical fitness goals.</p> | S3.M15.6 | Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. |
| <p>Etiquette: Following the rules of the game so that all players can enjoy. Ex: Maintaining quiet while a golfer is getting ready to swing</p> <p>Respect and Safety: Ensuring that one is using equipment properly and following all safety guidelines. Cleaning and putting equipment away properly. Following any additional safety instructions from the instructor.</p> | S4.M1.6 | Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. |

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| <p>How to realistically assess one’s performance and behaviors as related to physical fitness and physical activity.</p> <p>Identify steps that can improve their own physical fitness.</p> | <p>Standard 4- Goal Setting</p> | <p>Assess personal physical activity practices.</p> |
| <p>The basic rules of the game, and will listen for daily instructions.</p> <p>A positive, encouraging attitude while playing makes the game/activity more enjoyable and beneficial for all.</p> | <p>S5.M6.6</p> | <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p> |

Unit 1: Assessment

EVIDENCE of LEARNING

| <u>Understanding</u> | <u>Standards</u> | <u>Unit Performance Assessment:</u> | <u>R/R Quadrant</u> |
|----------------------|---|--|--|
| 1, 2 | <p>S3.M8.6</p> <p>S3.M15.6</p> <p>Standard 4- Goal Setting</p> | <p>Description of Assessment Performance Task(s): Students will complete the Fitnessgram physical fitness assessment three times a year. The baseline test will be administered in early September, the mid-year in December, and the final in late April/early May. The tests assess students on cardiovascular health, muscular strength and endurance, and flexibility.</p> <p>After each fitness assessment, students will be asked to review their results from a reflective lens, set health and fitness goals for themselves, and describe the actions that they will take to reach the goals. In the mid-year and final, they will reflect on whether they met their goals or not, and the reasons behind their status.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> Can students utilize the SMART Goal template to set a realistic fitness goal for themselves? | <p style="text-align: center;"><u>21 Century</u></p> <p style="text-align: center;">B, C</p> <p style="text-align: center;">Critical Thinking</p> |

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| | | <p>2. Can students think reflectively on their own progress, and re-structure goals as necessary?</p> <p>3. Can students use appropriate terminology related to physical fitness, physical activity, and overall health in their reflections?</p> <p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i> Can use fitness and health terminology appropriately when writing reflections, and can set realistic fitness goals for themselves. This is indicated by scoring a 3 or higher in each category of the rubric.</p> <p>Scoring Guide: Fitnessgram Goal Sheet; Goal Setting Worksheet and Reflection; Fitnessgram Rubric</p> | |
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Team Sports

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| Content Area: Physical Education | Course: 6th Grade | UNIT: Team Sports |
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| Unit Description: Students will focus on activities that are traditionally played as teams. Modifications will be made to accommodate class size and equipment availability. | Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size. |
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmup, cardiovascular activity, and activity improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: Students will keep considering...

- How does participation in team sports, such as soccer or volleyball, support the development of lifelong healthy fitness habits?
- How does participation in a variety of team sports build confidence and preferences that will help a student maintain an active lifestyle?

| Students will know/understand ... | Standard | Students Will Be Able to ... |
|---|----------|---|
| <p>The importance of utilizing proper techniques when performing physical activity.</p> <p>Proper techniques limit injury, and allow the individual to improve their skill in the activity.</p> | S1.M24.6 | Demonstrates correct technique for basic skills in one self-selected individual-performance activity. |
| <p>What the terms offense, defense, and transition mean.</p> <p>Strategy behind transitioning from offense to defense as applied to game situations. Ex: How to recover in basketball when the ball is stolen from your team</p> | S2.M6.6 | Transitions from offense to defense or defense to offense by recovering quickly. |
| <p>Lifetime Recreational Sports: Activities that one can pursue throughout their lifetime, and can be modified to fit a range of physical abilities. Ex: Golf, pickleball</p> <p>Outdoor Activities: Leisure or competitive activities traditionally played outside. Ex: Washers, frisbee golf</p> <p>Dance: Using any type of dance to engage in physical fitness. Ex: Ballet, tap</p> <p>Sometimes mixed with aerobics. Ex: Zumba</p> <p>The mechanics needed to perform and participate in various lifelong activities. Ex: Golf swing</p> | S3.M5.6 | Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. |

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| <p>Etiquette: Following the rules of the game so that all players can enjoy. Ex: Maintaining quiet while a golfer is getting ready to swing</p> <p>Respect and Safety: Ensuring that one is using equipment properly and following all safety guidelines. Cleaning and putting equipment away properly. Following any additional safety instructions from the instructor.</p> | <p>S4.M1.6</p> | <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</p> |
| <p>They may not master a skill the first time, and will be confident asking a peer or teacher for assistance.</p> <p>Some skills/games can be modified and still provide physical benefits.</p> <p>Through perseverance they can master the skill which they are pursuing.</p> | <p>S5.M3.6</p> | <p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.</p> |
| <p>The basic rules of the game, and will listen for daily instructions.</p> <p>A positive, encouraging attitude while playing makes the game/activity more enjoyable and beneficial for all.</p> | <p>S5.M6.6</p> | <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p> |
| <p>Proper form of throwing, which includes proper hand placement behind the ear, leading with opposite foot, and following through in the appropriate manner for the game.</p> <p>The proper grip depending on the type of ball being used in the game. Ex: Finger placement on laces of football</p> <p>How to shift throwing to increase and/or decrease</p> | <p>S1.M2.6</p> | <p>Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).</p> |

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| velocity, distance, and aim. | | |
| <p>Proper form of catching for games played with the hands (placing oneself under the ball, letting it come to the chest, and using arms to cradle).</p> <p>Proper form of catching for games that use gloves (lining up the throw/hit with the glove, squeezing the ball into the glove once contact is made, and securing with free hand).</p> <p>Judging distance and force of the incoming throw.</p> | S1.M3.6 | Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. |
| <p>How to pass and receive a ball. Using throwing and catching mechanics to move a ball up/down field, or to a specific location. Ex: First base</p> <p>How to move the ball among the field of play. Understand the rules of the game, identify offensive and defensive players and their roles, and utilize strategy to move the ball to proper location. Ex: Moving basketball up the court to offensive zone</p> <p>How to increase speed while moving the ball.</p> | S1.M4.6 | Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball. |
| <p>Proper form of throwing, which includes proper hand placement behind the ear, leading with opposite foot, and following through in the appropriate manner for the game.</p> <p>How to utilize their form, throwing mechanics, and judging the distance to throw to a player in motion.</p> | S1.M5.6 | Throws while stationary, a leading pass to a moving receiver. |
| <p>How to perform evasive maneuvers such as a pivot, fake, and jab using proper form, to create space between oneself and a defense during a game.</p> | S1.M6.6 | Performs pivots, fakes, and jab steps designed to create open space during practice tasks. |

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| <p>The mechanics of evasive maneuvers. Ex: Fake: Pretending to move left, then moving back right</p> | | |
| <p>How to perform offensive skills such as a pivot, fake, and give & go using proper form in order to move the ball to a specific location. Ex: Moving soccer ball up the field towards goal</p> <p>Mechanics of pivoting, faking, give & go, spatial awareness.</p> | S1.M7.6 | Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. |
| <p>Proper form for dribbling a ball with dominant hand. Using appropriate force to push the ball down, in a direction where it will return to the player's hand.</p> <p>Dribbling at different speeds and distance between hand and court.</p> | S1.M8.6 | Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. |
| <p>Proper form for dribbling a ball with hands or with feet.</p> <p>Dominant Hand or Foot- Hand or foot with which you are most comfortable handling the ball. Usually the same hand you write with.</p> <p>How to use mechanics of dribbling and proper force to maintain control of the ball.</p> | S1.M9.6 | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. |
| <p>Proper way to shoot a ball/other implement, according to the game. Ex: Using a stick to propel a ball towards the net in roller hockey.</p> <p>How to increase power and velocity of the shot according to the game being played.</p> | S1.M10.6 | Shoots on goal with power in a dynamic environment as appropriate to the activity. |
| <p>Identify defensive ready positions for the game being played.</p> | S1.M11.6 | Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive |

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| <p>Ex: In basketball, a defensive player places themselves between the offensive player and the basket, maintains weight on balls of feet with feet shoulder width apart, and hands up at the ready to block the pass.</p> | | <p>player.</p> |
| <p>How to utilize hands or and implement to complete an underhand serve. Ex: In volleyball, hold the ball in front of the body with the non-dominant hand. With dominant hand, make a fist, swing arm back, and bring forward, hitting the ball with fist in upward motion.</p> <p>Utilize an amount of force, and aim to develop control over serve.</p> | S1.M12.6 | <p>Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball.</p> |
| <p>How to utilize hands or an implement to complete an overhand serve. Ex: In tennis, grip the ball with non-dominant hand, and racquet with dominant hand. Throw the ball straight up 2-3 feet over the head, swing the racquet forward with power, making contact with the ball.</p> <p>Utilize different levels of force, and practicing aim, to be able to control the serve.</p> | S1.M13.6 | <p>Strikes, with a mature overarm pattern, in an non-dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.</p> |
| <p>How to utilize a racquet to perform forehand and backhand strokes in games. Ex: In tennis, grip the racquet with dominant hand, bring the racquet behind the body on the dominant side, swing forward with power, making contact with the ball.</p> | S1.M14.6 | <p>Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball, or short-handled racket tennis.</p> |
| <p>How to transfer weight from foot to foot during games and activities, in order to provide leverage, power, and balance to movements. Ex: Moving weight from back foot to front during a throw.</p> | S1.M15.6 | <p>Transfers weight with correct timing for a variety of manipulative movements.</p> |
| <p>Utilize a forehand stroke performed with one-hand, be</p> | S1.M16.6 | <p>Forehand volleys with a mature form and control using a</p> |

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| able to return a ball hit at you, using an implement. Ex: Returning a hit in pickleball. | | short-handled implement. |
| Utilize both hands on the racquet, be able to perform various hits in order to maintain a volley (ball moving back and forth between sides). Ex: Pickleball volley | S1.M17.6 | Two-hand-volleys with control in a variety of practice tasks. |
| How to complete an underhand style throw with a variety of implements. Ex: In bowling, use the fingers holes for thumb, middle, and ringer finger, with index and pinkie serving as support. Bring the ball behind the body, bring forward with force, and release close to the floor to ensure the ball rolls on the floor. How force and release point can affect aim. | S1.M18.6 | Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce, or horseshoes. |
| How to use an implement to accurately hit a stationary ball towards a target. Ex: Driving golf ball towards the tee. Utilize force, aim, and other mechanics to improve accuracy. | S1.M19.6 | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board, or golf. |
| How to use an implement to accurately hit a moving ball towards a target. Ex: Striking a pitched softball with the bat. Utilize force, timing, and other mechanics to improve accuracy. | S1.M20.6 | Strikes a pitched ball with an implement with force in a variety of practice tasks. |
| How to utilize offensive tactics in order to move the game forward. Ex: Moving without the ball to an open space to allow a teammate to throw to you. | S2.M2.6 | Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. |

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| How to utilize open space during a game to allow teammates to accurately pass and move the ball upfield. Ex: In soccer, teammates spread out to create distance between offensive and defensive players. | S2.M3.6 | Creates open space by using the width and length of the field/court on offense. |
| When playing defense, understand how to limit offensive players' ability to pass taking up space in the passing lanes. Ex: In basketball, holding hands away from the body. | S2. M4.6 | Reduces open space on defense by making the body larger and reducing passing angles. |
| When playing a net game, such as tennis, aim to hit the ball further away from your opponent, with a goal of them being unable to return the volley. | S2.M7.6 S2.M10.6 | Creates open space in net/wall games with a short-handled implement by varying force and direction. Identifies open spaces and attempts to strike objects into that space. |
| Use strategy to choose the appropriate club or type of shot to take in relation to the target. Ex: In golf, determine the proper club with which to hit the ball a long distance. | S2.M9.6 | Selects appropriate shot and/or club based on location of the object in relation to the target. |
| Identify appropriate defensive plays for a variety of situations within the game being played. Ex: With a runner on first, zero outs, an infield ground ball should be thrown to second to get out the lead runner. | S2.M11.6 | Identifies the correct defensive play based on the situation (e.g. number of outs). |
| Weather can be hazardous to certain games. Maintain awareness of the weather when planning an outdoor game. | S2.M13 | Make appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.). |
| Being physically active can positively affect the body, such as lower heart rate, increased muscle strength and endurance, increased flexibility, and ability to maintain a healthy weight. | S3.M1.6 | Describes how being physically active leads to a healthy body. |
| How to utilize technology to incorporate a variety of | S3.M4.6 | Participates in a variety of aerobic fitness activities using |

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| activities in daily life. Ex: Using a SMARTwatch or FitBit to track heart rate during exercise. | | technology. |
| Your individual heart rate at rest, and then again after aerobic exercise. | S3.M6.6 | Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. |
| Identify appropriate amounts of physical activity needed to maintain a healthy lifestyle, how those levels differ between age groups, and ways in which one can meet recommended physical activity levels. Identify activities that do not need special exercise equipment, and can be enjoyed by the majority of people, regardless of age, fitness level, and location. Ex: Walking, yoga The mental health benefits of appropriate physical activity. Ex: Stress relief The societal benefits to physical activity. Ex: Making friends through a rec league sport | Knowledge for Healthy Lifestyle Development | Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening, physical activity for adolescent and adults. Explain how physical activity can be incorporated into daily life without special exercise equipment. Describe ways to increase daily physical activity and decrease inactivity. Summarize the mental and social benefits of physical activity. Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. |
| The various rules in a school or community that need to be considered when participating in a physical activity. Ex: Bike lanes in cities How surrounding yourself with physical active friends/family can increase the frequency in which you engage in physical fitness activities. | Influence of family, peers, culture, media, technology, and other factors on health behaviors | Explain the influence of school rules and community laws (e.g. bicycling riding laws) on physical activity practices and behaviors. Explain how perceptions of norms influence health and unhealthy physical activity practices and behaviors. |
| You may not master a skill or game right away, but focus on continuing to improve. | S4.M2.6 | Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. |

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| <p>You can still participate in physical fitness activities even if you do not particularly excel at them.</p> | | |
| <p>Continuing to evaluate your own performance in a sport/activity, you can continue to become better at it.</p> | S4.M3.6 | <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> |
| <p>All students develop in a different way physically, in level of maturity, and in skill development.</p> <p>All peers should be provided encouragement, and no one should be discouraged from participating in a game/activity.</p> | S4.M4.6 | <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> |
| <p>Non-verbal communication can be as beneficial during game play as verbal communication.</p> <p>List different ways one might communicate in a non-verbal manner during game play. Ex: Using signs in baseball</p> <p>Peers can negatively or positively affect one's willingness to participate in physical activities.</p> | <p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> | <p>Demonstrates the use of effective verbal and nonverbal communication skills to enhance physical activity.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.</p> |
| <p>When participating in physical fitness activities, one must make decisions to safely engage in the activity.</p> <p>Identify common injuries sustained in physical activities (falling off a bike) and identify ways to limit the injury during that event (wearing a helmet can keep a head injury from being more severe).</p> | <p>Ability to use decision-making skills to enhance health.</p> | <p>Identify circumstances that help or hinder making a decision to be physically active.</p> <p>Determine when situations related to physical activity require a decision (e.g. when a peer suggests watching television, a friend suggests riding bikes without a helmet).</p> <p>Distinguish when decisions related to physical activity can be made individually or with the help of others.</p> <p>Set a realistic personal goal to be physically active.</p> |
| <p>Physical activity can provide opportunities to reduce</p> | S5.M2.6 | <p>Identifies components of physical activity that provide</p> |

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| <p>stress in a positive way, while encouraging overall health in the body.</p> <p>Physical activity gives opportunities for interaction with others with similar interests. Ex: Joining a pickleball league</p> <p>Identify physical activities that bring you joy, and make a plan to pursue those on a regular basis.</p> | <p>S5.M4.6 S5.M5.6</p> | <p>opportunities for reducing stress and for social interaction.</p> <p>Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>Identifies how self-expression and physical activity are related.</p> |
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Team Sports Sample Activities

SAMPLE LEARNING PLAN

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
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| 1, 2 | <p>S3.M5.6 S1.M2.6 S1.M3.6 S1.M21.6</p> | <p>1. Title of Activity: Softball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Throwing, catching, fielding, batting, offense, defense, base running, etc.</p> <p>Competitive Games: Catch and Throw; Wiffle Ball; Pumpkin Ball; Home Run Derby; Kickball; 100s</p> <p>Activity: Softball Catch and Throw: Students will catch and throw a softball using proper throwing and catching skills. Students will have a partner and catch and throw a softball, using the proper technique.</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>Pumpkin Ball: Students are in two teams (one fielding and one hitting). The fielding team pitches the ball underhand and the ball must bounce before the hitting team can hit the ball. If the students hit the ball, they run the bases like kickball or softball. You can play 3-6 outs depending on the class size. Students are out on a fly ball, thrown out at the base, 3 strikes, or tagged with the ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Softballs, gloves, bat, small playground ball, outdoor volleyball.</p> | <p>Recognition</p> <p>Providing Practice</p> | |
| 1, 2 | <p>S3.M5.6 S2.M6.6 S2.M9.6 S2.M1.6</p> | <p>2. Title of Activity: Hockey</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Stick handling, shooting, offense, defense</p> <p>Competitive Games: Ring Hockey; QTip Hockey; Scooter Hockey</p> <p>Activity: Ring Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The foam ring is passed and carried around the court with a short straight stick. Only one stick is allowed inside the ring at a time (more will rip the ring). Rules are the same as hockey. QTip Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The ball is passed and dribbled around the court with a stick that has a round foam end. Rules are the same as hockey.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <ul style="list-style-type: none"> ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Scooters, hockey sticks (foam or plastic), pucks, floor hockey ball, foam ring, ring hockey sticks, small foam ball, qtip hockey sticks</p> | | |
| 1, 2 | <p>S3.M5.6 S2.M6.6 S2.M2.6</p> | <p>3. Title of Activity: Soccer</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Target Kicks, Passing Drills, Passing with Movement, Dribbling Drills</p> <p>Target Kicks: Students work on kicking on target from various angles.</p> <p>Passing Drills: Students work in partners/small groups on passing skills.</p> <p>Passing with Movement: Students will work in partners/small groups to move the ball up the field while passing to other players.</p> <p>Dribbling Drills: Students will practice moving the ball along with their feet by moving around cones or following a set pattern laid out on the ground.</p> <p>Competitive Games: Small Sided Games; 4 Corner Soccer; Crab Soccer; Number Soccer; Line Soccer</p> <p>Activity:</p> <p>4 Corner Soccer: Students will be divided into four teams. Each team has one goalie and two defenders. All other students are trying to score goals in the other three goals. Play for 6-8 minutes. Report score counting the number of goals that are scored in your goal only. Play 3-4 rounds counting the score each round.</p> <p>Number Soccer: Divide the class into four even groups. Give each student a number. Each team will supply a goalie. The teacher will call out numbers and say “go”. The students will then report to the field and play against numbers for 2-3 minutes. After the game, all students report back to the bench, and new numbers are called.</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Soccer balls, pug goals, cones, pinnies, scoreboard</p> | | |
| 1, 2 | <p>S3.M5.6 S4.M4.6 S1.M12.6</p> | <p>4. Title of Activity: Volleyball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Passing, serving, setting, hitting, offense, defense</p> <p>Competitive Games: Volley Skills, Modified Games, Nitro Ball, Serving Games</p> <p>Activity: Volley Skills: Students will practice in small groups the following skills: bump, set, underhand serve, overhand serve. Modified Volleyball Games: Modifications may include but are not limited to: more than six players on the court, more than three hits per side, use of a beach ball. Nitro Ball: This is played with volleyball boundary lines, volleyball, and a volleyball net that is lowered to the ground like a tennis net. The ball can be hit up to three times per side, but must bounce in between each hit. The game begins when the ball is served with a bounce and you strike it underhanded. You use rally scoring to score the game. Wall Ball: Volleyball skill played using the walls around the court.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <ul style="list-style-type: none"> ● Body Composition <p>Resources: Volleyball net, volleyball, beach ball, training volleyball, scoreboards</p> <p>Appendix Documents: https://www.youtube.com/watch?v=RpyWG1i9gDA</p> | | |
| 1, 2 | <p>S1.M4.6 S1.M6.6 S2.M6.6 S1.M8.6</p> | <p>5. Title of Activity: Basketball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Dribbling, shooting, offense, defense</p> <p>Competitive Games: King of the Court; Knockout; Numbers Basketball; Scooter Basketball; 3v3 Basketball; Hamper Basketball; BasketBow!</p> <p>Activity: Numbers Basketball: Students are divided evenly among the baskets in the gym. Assign all students a number, then decide if you are playing with three or four players. Call out numbers to create team one, then call out other numbers to create team two. The numbers left will be the score keeper. Play for 5-6 minutes, then switch up the numbers. IE: 1:2 3:4 1, 2, 3 line up of Free throw line 5:6 4, 5, 6 line up under the basket 7:8 7-8 keep score After five minutes return to your basket, and set new numbers and create new teams. All students stay in the same basket. They will only play the students at the basket they are assigned.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>Resources: Basketballs, Basketball hoops, scoreboards, number chart</p> <p>Appendix Documents: https://www.printyourbrackets.com/roundrobin.html</p> | | |
| 1, 2 | <p>S2.M6.6 S2.M3.6 S2.M5.6</p> | <p>6. Title of Activity: Football</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Throwing, catching, offense, defense</p> <p>Competitive Games: Flag Football; Ultimate Football; QB Challenge; Capture the Flag; Ultimate Frisbee</p> <p>Activity: Ultimate Football/Frisbee: Play in an open space. Students will throw and catch the football/frisbee moving down the field. The students need to keep the ball/frisbee off the ground. If the ball hits the ground, it is a turnover. Other team takes possession where the ball/frisbee hits. Score in the end zone with a catch.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Football, frisbee, pinnies, cones, flags</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |
| 1, 2 | <p>S4.M1.6 S4.M4.6 S4.M6.6</p> | <p>7. Title of Activity: Dodgeball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Throwing, catching, agility, offense, defense</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>Competitive Games: Toga, Jailbreak Dodgeball, Survivor, Titanic, 4 Corner Dodgeball, Gaga Ball, Bowling Pin Dodgeball, Fitness Dodgeball, Traitor Ball</p> <p>Activity: Basic Dodgeball: The dodgeballs are lined up on the centerline and the students are lined up against their wall. When the teacher says go, students run to the centerline and attempt to grab one of the dodgeballs. They must return to their wall before making any plays. If you are hit by a ball (shoulders and below) you are out. If you throw a ball and it is caught in the air, you are out. Any ball that hits a wall, floor, ceiling, etc, is considered dead and no play can be made. You may use a dodgeball in your hand to block dodgeballs that are being thrown at you.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Dodgeball Variations word document, dodgeballs, gator skin balls</p> | <p>Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | |
| 1, 2 | <p>S5.M6.6 S2.M6.6 S2. M4.6</p> | <p>8. Title of Activity: Team Handball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Throwing, catching, shooting, offensive and defensive positioning</p> <p>Competitive Games: Team Handball, Ultimate frisbee, Trashketball</p> <p>Activity: Team Handball: Players divide into 2 teams of 5-6 players. Students begin with a jump off (like basketball) and then proceed to throw the ball (dodgeball) to their teammates in the air. The ball needs to stay in the air, if it contacts the</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>ground it is a turnover. The teams score when they throw the ball into the goal. Students cannot run with the ball.</p> <p>Ultimate Frisbee: Similar to handball, using a frisbee in place of the ball, students throw the frisbee down the field trying to reach the end zone for a score. If the frisbee hits the ground it is a turnover. Rules are similar to basketball. Students cannot run with the frisbee.</p> <p>Trashketball: Players divide into 2 teams of 5-6 players. Students begin with a jump off (like basketball) and then proceed to throw the ball (volleyball) to their teammates in the air. The ball needs to stay in the air, if it contacts the ground it is a turnover. The teams score when they shoot a basket and make the shot in the basketball hoop. Students cannot run with the ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Ball, net, soccer goal, jerseys</p> <p>Appendix Documents: Team Handball Rules</p> | <p>Providing Recognition</p> <p>Providing Practice</p> | |
| 1, 2 | <p>S2.M6.6 S3.M5.6 S5.M6.6</p> | <p>9. Title of Activity: Racquet Sports</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: Striking, serving, offense, defense</p> <p>Competitive Games: Pickleball, Speedminton, Badminton, Ping Pong, Tennis</p> <p>Activity: Speedminton: A net-less game of badminton. There is a dead zone that is out of bounds between the 2 teams. The intention of causing the other team to commit a fault, such as hitting the ball out of bounds, or not hitting the shuttle across the dead zone.</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | <p>Pickleball: Pickleball is a sport that borrows elements from both tennis and ping-pong and turns them into their own unique sport. Each team is set on opposite sides of the net, with the intention of causing the other team to commit a fault, such as hitting a ball out of bounds or causing a double bounce on the same side of the court.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Pickleball nets (volleyball nets can be used), pickleball paddles (similar to ping pong paddle), wiffle ball type ball, playing court the size of a badminton court, badminton racquets, shuttlecocks</p> <p>Appendix Documents: Pickleball rules</p> | <p>Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | |
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Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- [Fitness component activity levels](#)

Vocabulary:

- [PE Terms](#)

Individual/Partner Activities

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| Content Area: Physical Education | Course: 6th Grade Physical Education | UNIT: Individual/Partner Activities |
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| Unit Description: The unit, Individual/Partner Activities, will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability. | Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size. |
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: Students will keep considering...

- How does participation in individual physical activities, such as track and outdoor games, support the development of lifelong healthy fitness habits?
- How does participation in a variety of physical activities build confidence and preferences that will help a student maintain an active lifestyle?

| Students will know/understand ... | Standard | Students Will Be Able to ... |
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| <p>The importance of utilizing proper techniques when performing physical activity.</p> <p>Proper techniques limit injury, and allow the individual to improve their skill in the activity.</p> | <p>S1.M24.6</p> | <p>Demonstrates correct technique for basic skills in one self-selected individual-performance activity.</p> |
| <p>Lifetime Recreational Sports: Activities that one can pursue throughout their lifetime, and can be modified to fit a range of physical abilities. Ex: Golf, pickleball</p> <p>Outdoor Activities: Leisure or competitive activities traditionally played outside. Ex: Washers, frisbee golf</p> <p>Dance: Using any type of dance to engage in physical fitness. Ex: Ballet, tap</p> <p>Sometimes mixed with aerobics. Ex: Zumba</p> <p>The mechanics needed to perform and participate in various lifelong activities. Ex: Golf swing</p> | <p>S3.M5.6</p> | <p>Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.</p> |
| <p>Etiquette: Following the rules of the game so that all players can enjoy. Ex: Maintaining quiet while a golfer is getting ready to swing</p> <p>Respect and Safety: Ensuring that one is using equipment properly and following all safety guidelines. Cleaning and putting equipment away properly. Following any additional</p> | <p>S4.M1.6</p> | <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</p> |

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| <p>safety instructions from the instructor.</p> | | |
| <p>They may not master a skill the first time, and will be confident asking a peer or teacher for assistance.</p> <p>Some skills/games can be modified and still provide physical benefits.</p> <p>Through perseverance they can master the skill which they are pursuing.</p> | <p>S5.M3.6</p> | <p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.</p> |
| <p>The basic rules of the game, and will listen for daily instructions.</p> <p>A positive, encouraging attitude while playing makes the game/activity more enjoyable and beneficial for all.</p> | <p>S5.M6.6</p> | <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p> |
| <p>Identify defensive ready positions for the game being played. Ex: In basketball, a defensive player places themselves between the offensive player and the basket, maintains weight on balls of feet with feet shoulder width apart, and hands up at the ready to block the pass.</p> | <p>S1.M11.6</p> | <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.</p> |
| <p>How to transfer weight from foot to foot during games and activities, in order to provide leverage, power, and balance to movements. Ex: Moving weight from back foot to front during a throw.</p> | <p>S1.M15.6</p> | <p>Transfers weight with correct timing for a variety of manipulative movements.</p> |
| <p>How to complete an underhand style throw with a variety of implements. Ex: In bowling, use the fingers holes for thumb, middle, and ringer finger, with index and pinkie serving as support. Bring the ball behind the body, bring forward with force, and release close to the floor to ensure the ball rolls on the floor.</p> <p>How force and release point can affect aim.</p> | <p>S1.M18.6</p> | <p>Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce, or horseshoes.</p> |

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| <p>How to use an implement to accurately hit a stationary ball towards a target. Ex: Driving golf ball towards the tee.</p> <p>Utilize force, aim, and other mechanics to improve accuracy.</p> | S1.M19.6 | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board, or golf. |
| <p>How to use an implement to accurately hit a moving ball towards a target. Ex: Striking a pitched softball with the bat.</p> <p>Utilize force, timing, and other mechanics to improve accuracy.</p> | S1.M20.6 | Strikes a pitched ball with an implement with force in a variety of practice tasks. |
| <p>When playing a net game, such as tennis, aim to hit the ball further away from your opponent, with a goal of them being unable to return the volley.</p> | S2.M7.6 | Creates open space in net/wall games with a short-handled implement by varying force and direction. |
| <p>Use strategy to choose the appropriate club or type of shot to take in relation to the target. Ex: In golf, determine the proper club with which to hit the ball a long distance.</p> | S2.M9.6 | Selects appropriate shot and/or club based on location of the object in relation to the target. |
| <p>Identify appropriate defensive plays for a variety of situations within the game being played. Ex: With a runner on first, zero outs, an infield ground ball should be thrown to second to get out the lead runner.</p> | S2.M11.6 | Identifies the correct defensive play based on the situation (e.g. number of outs). |
| <p>Weather can be hazardous to certain games.</p> <p>Maintain awareness of the weather when planning an outdoor game.</p> | S2.M13 | Make appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.). |
| <p>The positive effects of being physically active can have on the body, such as lower heart rate, increased muscle strength and endurance, increased flexibility, and ability to maintain a healthy weight.</p> | S3.M1.6 | Describes how being physically active leads to a healthy body. |
| <p>How to utilize technology to incorporate a variety of activities in</p> | S3.M4.6 | Participates in a variety of aerobic fitness activities |

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| daily life. Ex: Using a SMARTwatch or FitBit to track heart rate during exercise. | | using technology. |
| Identify their individual heart rate at rest, and then again after aerobic exercise. | S3.M6.6 | Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. |
| Identify appropriate amounts of physical activity needed to maintain a healthy lifestyle, how those levels differ between age groups, and ways in which one can meet recommended physical activity levels. Identify activities that do not need special exercise equipment, and can be enjoyed by the majority of people, regardless of age, fitness level, and location. Ex: Walking, yoga The mental health benefits of appropriate physical activity. Ex: Stress relief Identify and understand the societal benefits to physical activity. Ex: Making friends through a rec league sport | Knowledge for Healthy Lifestyle Development | Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening, physical activity for adolescent and adults. Explain how physical activity can be incorporated into daily life without special exercise equipment. Describe ways to increase daily physical activity and decrease inactivity. Summarize the mental and social benefits of physical activity. Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. |
| The various rules in a school or community that need to be considered when participating in a physical activity. Ex: Bike lanes in cities How surrounding yourself with physical active friends/family can increase the frequency in which you engage in physical fitness activities. | Influence of family, peers, culture, media, technology, and other factors on health behaviors | Explain the influence of school rules and community laws (e.g. bicycling riding laws) on physical activity practices and behaviors. Explain how perceptions of norms influence health and unhealthy physical activity practices and behaviors. |
| You may not master a skill or game right away, but focus on continuing to improve. | S4.M2.6 | Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as |

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| <p>You can still participate in physical fitness activities even if you do not particularly excel at them.</p> | | <p>positive self-talk.</p> |
| <p>Continuing to evaluate your own performance in a sport/activity, you can continue to become better at it.</p> | <p>S4.M3.6</p> | <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> |
| <p>All students develop in a different way physically, in level of maturity, and in skill development.</p> <p>All peers should be provided encouragement, and no one should be discouraged from participating in a game/activity.</p> | <p>S4.M4.6</p> | <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> |
| <p>Non-verbal communication can be as beneficial during game play as verbal communication.</p> <p>List different ways one might communicate in a non-verbal manner during game play. Ex: Using signs in baseball</p> <p>Peers can negatively or positively affect one's willingness to participate in physical activities.</p> | <p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> | <p>Demonstrates the use of effective verbal and nonverbal communication skills to enhance physical activity.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.</p> |
| <p>Non-verbal communication can be as beneficial during game play as verbal communication.</p> <p>List different ways one might communicate in a non-verbal manner during game play. Ex: Using signs in baseball</p> <p>Peers can negatively or positively affect one's willingness to participate in physical activities.</p> | <p>Ability to use decision-making skills to enhance health.</p> | <p>Identify circumstances that help or hinder making a decision to be physically active.</p> <p>Determine when situations related to physical activity require a decision (e.g. when a peer suggests watching television, a friend suggests riding bikes without a helmet).</p> <p>Distinguish when decisions related to physical activity can be made individually or with the help of others.</p> <p>Set a realistic personal goal to be physically active.</p> |
| <p>Physical activity can provide opportunities to reduce stress in a</p> | <p>S5.M2.6</p> | <p>Identifies components of physical activity that provide</p> |

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| <p>positive way, while encouraging overall health in the body.</p> <p>Physical activity gives opportunities for interaction with others with similar interests. Ex: Joining a pickleball league</p> <p>Identify physical activities that bring you joy, and make a plan to pursue those on a regular basis.</p> | <p>S5.M4.6 S5.M5.6</p> | <p>opportunities for reducing stress and for social interaction.</p> <p>Describes how moving competently in a physical activity setting creates enjoyment. Identifies how self-expression and physical activity are related.</p> |
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Individual/Partner Activities Sample Activities

SAMPLE LEARNING PLAN

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
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| 1, 2 | <p>S4.M1.6 S4.M4.6 S3.M5.6</p> | <p>1. Title of Activity: Track and Field</p> <p>Objective: Students will understand the procedures and rules for each track and field event they participate in. While participating, they will be able to use the correct form for that specific activity (ex: passing the baton in relay).</p> <p>Skill/Strategy Practice: Running, pacing, throwing, sprinting, jumping</p> <p>Competitive Games: 50, 100, 200 meter dash; 4x100 relays; mile; field events</p> <p>Activity: Field Events: Students can participate in a variety of track and field activities, such as relay races, long jump, discus throw, etc.</p> <p>Baton handoff practice- https://www.youtube.com/watch?v=P7I73zl7eNA</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <p>Warm up with tag games to help improve cardiovascular fitness. Ex: Sharks and Minnows: Pick 3-5 people to wear a pinny to be the sharks (tagger) and stand at the center of the gym. The minnows (the runners) will stand along the baseline of the basketball court and will attempt to run to the other side of the gym without being tagged by a shark. If they do get tagged by a shark, then they will sit out until everyone gets out and the game is over.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Track or open space to run, discus, shot put, hurdles</p> | Providing Practice | |
| 1, 2 | <p>S5.M6.6 S3.M5.6 S1.M24.6</p> | <p>2. Title of Activity: Wrestling</p> <p>Objective: Students will know the safety procedures of wrestling, and be able to demonstrate that during a wrestling match. Students will demonstrate basic knowledge of proper wrestling forms and moves. *Wrestling is an optional activity. Teachers will coordinate so that another activity is also available on the days wrestling is an option.</p> <p>Competitive Games: Wrestling, Touchdown Wrestling Game</p> <p>Activity: Touchdown Wrestling Game: Line up your players on hands and knees on one side of the mat.</p> <ul style="list-style-type: none"> ● One player—"it"—kneels facing the other players at the center of the mat. ● On your signal the wrestlers crawl on hands and knees across the mat. "It" intercepts them and attempts to make them touch a shoulder or hip to the mat. Any player "it" defeats becomes another "it." | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | | <ul style="list-style-type: none"> • Players must not stand up or put the soles of their shoes on the mat to keep from being pulled down. Continue until only one player is left. <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Wrestling mat</p> <p>Appendix Documents: Touchdown Wrestling Game</p> | Practice | |
| 1, 2 | S4.M1.6 S3.M5.6 | <p>3. Title of Activity: Archery</p> <p>Objective: Students will know and demonstrate safety procedures for Archery as outlined in the National Archery in the Schools Program (MoNASP). Students will understand and perform the 10 Steps to Archery Success.</p> <p>Skill/Strategy Practice: Shooting, accuracy</p> <p>Competitive Games: Unit is taught according to guidelines provided through the Missouri National Archery in the Schools Program that is taught by the Missouri Conservation Department.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Bow, arrows, targets, archery net</p> <p>Appendix Documents: MoNASP https://nature.mdc.mo.gov/discover-nature/teacher-portal/monasp</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| 1, 2 | S1.M24.6 S3.M5.6 S3.M8.6 S3.M15.6 | <p>4. Title of Activity: Cardio-Endurance Activity</p> <p>Objective: Students will be able to run a mile, and identify ways that they can improve their overall score. Students will demonstrate their knowledge of procedures for the pacer assessment.</p> <p>Skill/Strategy Practice: Running Competitive Games: 1 mile run, half mile run, pacer, step aerobics, tag games, roller skating</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Track, gymnasium, pacer audio</p> <p>Appendix Documents: ▶ FitnessGram 20-Meter PACER Test OFFICIAL AUDIO (Part 1)</p> | Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice | A, B, C Communication Collaboration Critical Thinking |
| 1, 2 | S1.M24.6 S3.M5.6 S4.M1.6 | <p>5. Title of Activity: Disc Golf</p> <p>Objective: Students will work together as a team to move through the course with the lowest number of total throws.</p> <p>Skill/Strategy Practice: Proper throwing techniques (backhand, side arm (also referred to as the forehand), overhand, hyzer, and anhyzer)</p> <p>Competitive Games: Disc Golf H-O-R-S-E, Disc Golf Knockout, Race to the Hole, Closest to the Hole</p> <p>Activity: Disc Golf H-O-R-S-E: Students (in groups of 2-4) will throw a frisbee into the disc golf basket. The other players must make the throw from the same spot</p> | Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition | A, B, C Communication Collaboration Critical Thinking |

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| | | <p>as the first thrower. Any student that misses, gets a letter. The first player to spell H-O-R-S-E is out.</p> <p>Disc Golf Knockout: Students (in groups of 2-4) will throw a frisbee into the disc golf basket. The other players must make the throw from the designated spot. Students will continue to throw the frisbee into the basket. If the thrower behind makes a basket before you, you are knocked out. This will continue until one student remains.</p> <p>Race to the Hole: Students all start from the same spot and the same time and begin throwing. The first student to reach the disc golf basket wins.</p> <p>Closest to the Hole: Students all start from the same spot, but only have one throw. The closest throw to the disc golf basket wins that round.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: https://discgolfnow.com/disc-golf-101/</p> <p>Appendix Documents: Disc golf scorecard, Rules</p> | Providing Practice | |
| 1, 2 | <p>S3.M5.6 S1.M24.6 S2.M6.6</p> | <p>6. Title of Activity: Outdoor Recreation Games</p> <p>Objective: Students will develop a sense of well-being through regular activities in their local environment.</p> <p>Competitive Games: Cornhole, Washers, 9-Square, 4-Square, Spikeball, Kan Jam, Shuffleboard, Bowling</p> <p>Activity: Cornhole: A lawn game in which players take turns throwing bean bags at a raised platform (board) with a hole in the far end. A bag in the hole scores 3 points, while one on the board scores 1 point.</p> | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |

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| | <p>Washers: Washer pitching is a game, similar to horseshoes, that involves teams of players that take turns tossing washers towards a box or hole. To win a game of washer toss, a player or team must be the first to score 21 points.</p> <p>9-Square: A group activity similar to volleyball in that you are hitting a ball keeping it off the ground and rotate through the square as players get eliminated. 9 students will take their place in one of the squares. The person in the middle is the King or Queen.</p> <p>4-Square: Four square is a ball game played among four players on a square court divided into quadrants. The objective of four square is to eliminate other players to achieve the highest rank on the court, and this is done by bouncing the ball back and forth between quadrants.</p> <p>Spikeball: A team sport played by two teams of two players. The object of the game is to hit the ball into the net so that the opposing team cannot return it. A team is allowed up to three touches to return the ball. The rally continues until the ball is not returned properly.</p> <p>Kan Jam: A flying disc game, played with a flying disc and two cans into which players deflect the disc. Teams of two players take turns tossing a disc between two plastic cans, scoring points if the disc hits or is deflected into one of the cans.</p> <p>Shuffleboard: A game in which players use cues to push weighted discs, sending them gliding down a narrow court, with the purpose of having them come to rest within a marked scoring area.</p> <p>Bowling: A heavy ball is rolled down a long, narrow lane toward a group of objects known as pins, the aim being to knock down more pins than an opponent.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: 9 square rules, Spikeball, KanJam, Cornhole, Shuffleboard</p> | <p>Providing Recognition</p> <p>Providing Practice</p> | |
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Unit 3: Resources

UNIT RESOURCES

Vocabulary:

- [PE Terms](#)

Personal Fitness Activities

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| Content Area: Physical Education | Course: 6th Grade Physical Education | UNIT: Personal Fitness Activities |
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| Unit Description: The unit will focus on Personal Fitness Activities that are traditionally performed to improve personal fitness. Modifications will be made to accommodate class size and equipment availability. | Unit Timeline: 1-2 weeks per activity throughout the year as appropriate for space, weather, and class size. |
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: Students will keep considering...

- How does participation in daily warm-up, cardiovascular activity, and physical activity support the Fitnessgram assessment?
- How does participation in a variety of physical activities build confidence and preferences that will help a student maintain an active lifestyle?

| Students will know/understand ... | Standard | Students Will Be Able to ... |
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| <p>The importance of utilizing proper techniques when performing physical activity.</p> <p>Proper techniques limit injury, and allow the individual to improve their skill in the activity.</p> | <p>S1.M24.6</p> | <p>Demonstrates correct technique for basic skills in one self-selected individual-performance activity.</p> |
| <p>Lifetime Recreational Sports: Activities that one can pursue throughout their lifetime, and can be modified to fit a range of physical abilities. Ex: Golf, pickleball</p> <p>Outdoor Activities: Leisure or competitive activities traditionally played outside. Ex: Washers, frisbee golf</p> <p>Dance: Using any type of dance to engage in physical fitness. Ex: Ballet, tap</p> <p>Sometimes mixed with aerobics. Ex: Zumba</p> <p>The mechanics needed to perform and participate in various lifelong activities. Ex: Golf swing</p> | <p>S3.M5.6</p> | <p>Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.</p> |

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| <p>Identify areas of their own personal health in which they would like to improve. Ex: Cardiovascular fitness</p> <p>How to utilize the data gained from their fitness assessment when setting physical fitness goals.</p> | <p>S3.M15.6</p> | <p>Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.</p> |
| <p>Etiquette: Following the rules of the game so that all players can enjoy. Ex: Maintaining quiet while a golfer is getting ready to swing</p> <p>Respect and Safety: Ensuring that one is using equipment properly and following all safety guidelines. Cleaning and putting equipment away properly. Following any additional safety instructions from the instructor.</p> | <p>S4.M1.6</p> | <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</p> |
| <p>Identify different types of dance (folk, social, creative, line, world), the primary steps and basic form in each type of dance.</p> <p>How those individual steps come together to create a dance.</p> | <p>S1.M1.6 Applies Elements of Dance</p> | <p>Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.</p> <p>Demonstrates correct rhythm and pattern for one of the following dance forms (folk, social, creative, line or world).</p> <p>Practices simple breathing and relaxation techniques.</p> <p>Perform short dances that have a beginning, middle, and end.</p> |
| <p>How to transfer weight from foot to foot during games and activities, in order to provide leverage, power, and balance to movements. Ex: Moving weight from back foot to front during a throw.</p> | <p>S1.M15.6</p> | <p>Transfers weight with correct timing for a variety of manipulative movements.</p> |
| <p>Locomotor Movement: Movement where the body travels</p> | <p>Applies Locomotor</p> | <p>Integrate Locomotor and Non-Locomotor (Axil)</p> |

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| <p>through space from one location to another. Ex: Jumping</p> <p>Non-Locomotor Movement: Movement that does not travel, uses available space in any direction, organized around the axis of the body. Ex: Bending (also known as Axial movement)</p> <p>Stillness: Utilizing pauses in movement to add depth and feeling to the dance.</p> | <p>and Non-Locomotor Movement to Dance</p> | <p>movement and stillness into dance sequences through use of transitions.</p> |
| <p>Weather can be hazardous to certain games.</p> <p>Maintain awareness of the weather when planning an outdoor game.</p> | <p>S2.M13</p> | <p>Make appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.).</p> |
| <p>Positive effects that being physically active can have on the body, such as lower heart rate, increased muscle strength and endurance, increased flexibility, and ability to maintain a healthy weight.</p> | <p>S3.M1.6</p> | <p>Describes how being physically active leads to a healthy body.</p> |
| <p>Identify aerobic activities, such as Zumba, that can be a great exercise as well as enjoyable.</p> | <p>S3.M3.6</p> | <p>Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance.</p> |
| <p>How to utilize technology to incorporate a variety of activities in daily life. Ex: Using a SMARTwatch or FitBit to track heart rate during exercise.</p> | <p>S3.M4.6</p> | <p>Participates in a variety of aerobic fitness activities using technology.</p> |
| <p>Identify their individual heart rate at rest, and then again after aerobic exercise.</p> | <p>S3.M6.6</p> | <p>Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.</p> |
| <p>Identify the correct techniques and methods of stretching.</p> <p>The purpose behind each type of stretch.</p> | <p>S3.M9.6</p> | <p>Employs correct techniques and methods of stretching.</p> |

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| <p>The importance of appropriate stretching before and after workout to ensure health of muscles.</p> | | |
| <p>Aerobic Capacity: Ability of the heart and lungs to get oxygen to the body.</p> <p>Anaerobic Capacity: Maximum amount of ATP (energy) synthesized by the body during exercise.</p> <p>Muscular Strength: Amount of force a muscle can produce.</p> <p>Muscular Endurance: Ability of the muscles to perform continuously without fatigue.</p> | S3.M10.6 | Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. |
| <p>Define components of the overload principle (frequency, intensity, time, type).</p> <p>How the components of the overload principles relate to each other when designing an individual workout session and/or a longer term fitness plan.</p> | S3.M11.6 | Identifies each of the components of the overload principle (FITT formula; frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). |
| <p>Warm-Up: Preparing the body for an upcoming workout. May include various stretching and/or increasing heart rate.</p> <p>Cool Down: Bringing the body back down to resting rate after workout. Includes lowering heart rate, and can include various stretching exercises.</p> <p>Identify the proper way to perform warm-up and cool-down stretches and other activities.</p> | S3.M12.6 | Describes the role of warm-ups and cool-downs before and after physical activity. |
| <p>Resting Heart Rate: How fast the heart beats when the body is not performing exercise.</p> <p>How increasing heart rate during exercise can improve the</p> | S3.M13.6 | Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. |

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| <p>efficiency of the heart when at rest.</p> <p>How aerobic exercise affects the heart rate.</p> | | |
| <p>Identify major muscles used when completing various skills and/or games. Ex: Using arm muscles to throw</p> | S3.M14.6 | Identifies major muscles used in selected physical activities. |
| <p>Benefits of tracking the amount of exercise that one might do, to ensure they are participating in enough exercise to meet their fitness goals.</p> | S3.M16.6 | Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. |
| <p>Identify aerobic activities, such as Zumba, that can be a great exercise as well as enjoyable. Identify ways to properly warm-up and cool-down for this type of activity</p> | Ability to practice health-enhancing behaviors and avoid or reduce health risks. | <p>Regularly participates in a variety of aerobic activities such as cardio-kick, Zumba, step aerobics, and/or aerobic dance.</p> <p>Designs and implements a warm-up/cool-down regimen for self-selected physical activity.</p> |
| <p>Identify appropriate amounts of physical activity needed to maintain a healthy lifestyle, how those levels differ between age groups, and ways in which one can meet recommended physical activity levels.</p> <p>Identify activities that do not need special exercise equipment, and can be enjoyed by the majority of people, regardless of age, fitness level, and location. Ex: Walking, yoga</p> <p>Mental health benefits of appropriate physical activity. Ex: Stress relief</p> <p>Identify and understand the societal benefits to physical activity. Ex: Making friends through a rec league sport</p> | Knowledge for Healthy Lifestyle Development | <p>Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening, physical activity for adolescent and adults.</p> <p>Explain how physical activity can be incorporated into daily life without special exercise equipment.</p> <p>Describe ways to increase daily physical activity and decrease inactivity.</p> <p>Summarize the mental and social benefits of physical activity.</p> <p>Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness.</p> |
| <p>The various rules in a school or community that need to be</p> | Influence of family, | Explain the influence of school rules and community |

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| <p>considered when participating in a physical activity. Ex: Bike lanes in cities</p> <p>How surrounding yourself with physical active friends/family can increase the frequency in which you engage in physical fitness activities.</p> | <p>peers, culture, media, technology, and other factors on health behaviors.</p> | <p>laws (e.g. bicycling riding laws) on physical activity practices and behaviors.</p> <p>Explain how perceptions of norms influence health and unhealthy physical activity practices and behaviors.</p> |
| <p>You may not master a skill or game right away, but focus on continuing to improve.</p> <p>You can still participate in physical fitness activities even if you do not particularly excel at them.</p> | <p>S4.M2.6</p> | <p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> |
| <p>Continuing to evaluate your own performance in a sport/activity, you can continue to become better at it.</p> | <p>S4.M3.6</p> | <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> |
| <p>All students develop in a different way physically, in level of maturity, and in skill development.</p> | <p>S4.M4.6</p> | <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> |
| <p>Non-verbal communication can be as beneficial during game play as verbal communication.</p> <p>List different ways one might communicate in a non-verbal manner during game play. Ex: Using signs in baseball</p> <p>Peers can negatively or positively affect one's willingness to participate in physical activities.</p> | <p>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> | <p>Demonstrates the use of effective verbal and nonverbal communication skills to enhance physical activity.</p> <p>Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.</p> |
| <p>Non-verbal communication can be as beneficial during game play as verbal communication.</p> <p>List different ways one might communicate in a non-verbal manner during game play. Ex: Using signs in baseball</p> | <p>Ability to use decision-making skills to enhance health.</p> | <p>Identify circumstances that help or hinder making a decision to be physically active.</p> <p>Determine when situations related to physical activity require a decision (e.g. when a peer suggests watching television, a friend suggests riding bikes without a helmet).</p> |

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| Peers can negatively or positively affect one's willingness to participate in physical activities. | | Distinguish when decisions related to physical activity can be made individually or with the help of others. Set a realistic personal goal to be physically active. |
| You can have a positive role in your family and community, by encouraging those around them to participate in physical activity. | Ability to advocate for personal, family, and community health. | State a health enhancing position about being physically active, supported with accurate information, to improve the health of others. |
| Physical activity can provide opportunities to reduce stress in a positive way, while encouraging overall health in the body. Physical activity gives opportunities for interaction with others with similar interests. Ex: Joining a pickleball league Identify physical activities that bring you joy, and make a plan to pursue those on a regular basis, | S5.M2.6 S5.M4.6 S5.M5.6 | Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. Describes how moving competently in a physical activity setting creates enjoyment. Identifies how self-expression and physical activity are related. |

Personal Fitness Activities- Sample Activities

SAMPLE LEARNING PLAN

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
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| 1, 2 | S3.M5.6 S3.M8.6 S3.M9.6 S3.M10.6 | 1. Title of Activity: Group Fitness Class Objective: Students will know how to set personal fitness goals, and how having fitness partners can help motivate oneself to reach their goals. Skill/Strategy Practice: Skills will vary, may include but are not limited to activities that promote flexibility, strength, and cardiovascular endurance. | Kinesthetic Movement Models and Manipulatives Setting | A, B, C Communication Collaboration Critical Thinking |

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| | | <p>Activities: Yoga, dance, zumba, kickboxing, etc.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition ● <p>Resources: Fitness videos (several websites to find free activities) Fitness Blender, DAREBEE - Fitness On Your Terms., HIIT Programs & Workout Videos for All Levels - Group HIIT,</p> | <p>Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | |
| 1, 2 | <p>S3.M5.6 S3.M8.6 S3.M15.6 S3.M9.6</p> | <p>2. Title of Activity: Weight Training</p> <p>Objective: Students will know safety procedures related to weight lifting, and will be able to safely participate in a variety of weight training activities. *This activity varies between schools due to different weight training spaces and equipment. May be an optional activity due to limited space in some weight rooms.</p> <p>Skill/Strategy Practice: Skills will vary, may include but are not limited to activities to promote muscular strength and endurance.</p> <p>Activities: Weight room, fitness stations.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition | <p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p> | <p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |
| 1, 2 | <p>S3.M9.6 S3.M12.6</p> | <p>3. Title of Activity: Warmup</p> | <p>Kinesthetic Movement</p> | <p>A, B</p> |

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| | <p>S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Wolfpack: 2-3 students are “it” and start in the center of the gym wearing a flag belt and holding a dodgeball. When the teacher says go, the students who are “it” are trying to tag the others with the dodgeballs. If a dodgeball touches the running student in any way, they are also “it” and must put on a flag belt and assist in tagging the other students. Rule #1: You cannot take any steps if you have a dodgeball in your hand. Rule #2: Students should work together to use strategy, communicate, and move around (like a wolfpack) to get the rest of the students out. Play as many rounds as desired.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Flag belts, 2-3 dodgeballs</p> | <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition Providing Practice</p> | <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> |
| <p>1, 2</p> | <p>S3.M9.6 S3.M12.6 S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>4. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Deck of Cards/ Fitness Dice: The students begin by jogging around the perimeter of the gym (1-2 minutes). The students are prompted to stop and a student is chosen to pick a card out of the deck. The card value has a predetermined correlating exercise that is posted somewhere in the gym. For example, if a student chooses the “queen” card, the teacher can announce that they will now do 10 burpees. Students are then prompted to begin jogging again (or skipping, hopping, grapevine, etc). Alternatively,</p> | | |

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| | | <p>instead of picking a card, they can roll the dice in the middle of the gym. Each number on the dice has a correlating exercise. Total time is up to 10 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Soft sided dice, fitness dice, playing cards, white board</p> | | |
| 1, 2 | <p>S3.M9.6 S3.M12.6 S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>5. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Exercise prompts via workout websites that lead students through a range of stretches, aerobic exercises, strength exercises, etc. These websites allow you to customize the theme (which fitness component you want to focus on), choose the specific exercise, how long each one is done, how long the total warmup is, etc.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Laptop, projector, screen, speaker</p> <p>Appendix Documents: https://sworkit.com, https://www.fitnessblender.com/, cosmic yoga - youtube, www.fluencyandfitness.com</p> | | |

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| <p>1, 2</p> | <p>S3.M9.6 S3.M12.6 S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>6. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity Fitness Stations: Students are placed in groups and rotate through various fitness stations. Each station has the following posters posted. Name of station and the fitness component incorporated. Station examples can be sit ups, plank variations, yoga poses, squat jumps, tricep dips, push ups, lunges, jump rope, bicep curls, medicine ball hand off, step ups, etc. Students spend approx 1 minute at each station and total warmup time is approx 10-12 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility ● Body Composition <p>Resources: Fitness posters (see appendix documents), equipment will vary (mats, free weights, medicine balls, jump ropes, etc)</p> | | |
| <p>1, 2</p> | <p>S3.M9.6 S3.M12.6 S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>7. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: YouTube Challenges Plank Challenge – Cha Cha Slide ▶ Cha Cha Slide Plank Challenge - DJ Casper Baby Shark Ab Challenge ▶ Baby shark abs challenge!! Uptown Abs ▶ Uptown Abs workout at Gymtastics Gym Club</p> | | |

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| | | <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility • Body Composition <p>Resources: Computer, projector, screen, speakers</p> | | |
| 1, 2 | <p>S3.M9.6 S3.M12.6 S3.M13.6 S4.M7.6</p> <p>Knowledge for Healthy Lifestyle Development</p> | <p>8. Title of Activity: Walking Fitness</p> <p>Objective: Students will walk in various settings (indoor/outdoor) in order to reach 7-8 on the RPE Effort Scale.</p> <p>Activity: Nature Walk, Track Walking, etc</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance <p>Resources: https://maximizepotentialtx.com/blogs/sports-performance-training/the-rating-of-perceived-exertion-rpe-scale</p> | | |

Unit 4: Resources

UNIT RESOURCES

Vocabulary:

- [PE Terms](#)