

# Standards-Based Yearly Plan (6th Grade)

All units are included in this yearly plan to provide teachers with the flexibility to choose from a variety of units/activities to address each standard that best meets the needs of individual circumstances (facilities, equipment, ability levels, etc.).

Fitness is meant to be a year-round unit, scheduled weekly to reinforce and teach the importance of routine MVPA.

<b>Primary Concepts Addressed</b>	<b>Primary Standards</b>	<b>Suggested Assessments</b>	<b>SPARK Activities</b>	<b>Unit</b>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>Identify practices and procedures necessary for safe participation in physical activities.</li> <li>Participate productively in group physical activities.</li> </ul>	<i>Peer Coach Task Card</i> (Cooperatives)	<ul style="list-style-type: none"> <li><i>Fun and Fitness Circuit</i></li> <li><i>Perimeter Move</i></li> <li><i>5-Spot Warm-Up</i></li> <li><i>Human Pizza</i></li> <li><i>Rock, Paper, Scissors</i></li> </ul>	ASAP  Cooperatives
<b>Self-Responsibility</b>	<ul style="list-style-type: none"> <li>Participate productively in group physical activities.</li> <li>Evaluate individual responsibility in group efforts.</li> </ul>	<i>Coulda, Shoulda, Woulda Teacher Rubric</i> (Cooperatives)	<ul style="list-style-type: none"> <li><i>Radio Control</i></li> <li><i>Phone Home</i></li> <li><i>Pattern Passing</i></li> <li><i>Turnstile</i></li> <li><i>Boulder Runner</i></li> </ul>	Cooperatives
<b>Social Interaction</b>	<ul style="list-style-type: none"> <li>Identify and define the role of each participant in a cooperative physical activity.</li> </ul>	<i>Self Check Teacher Rubric</i> (Cooperatives)	<ul style="list-style-type: none"> <li><i>Moon Ball</i></li> <li><i>Centepede Pass</i></li> <li><i>Adventure Racing 101</i></li> <li><i>Poker Adventure Race</i></li> <li><i>Flag Grab</i></li> <li><i>Hoopla Adventure Race</i></li> </ul>	Cooperatives
<b>Group Dynamics</b>	<ul style="list-style-type: none"> <li>Identify and agree on a common goal when participating in a cooperative physical activity.</li> <li>Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.</li> </ul>	<i>Peer Coach Task Card</i> <i>Teacher Rubric</i> (Cooperatives)	<ul style="list-style-type: none"> <li><i>Cross the Pond</i></li> <li><i>Logjam</i></li> <li><i>Corridor Challenge</i></li> <li><i>Hands Free</i></li> <li><i>Problem-Solver Adventure Race</i></li> <li><i>Radioactive River</i></li> <li><i>Karrimor International Mountain Marathon</i></li> </ul>	Cooperatives

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<b>Fitness Concepts Aerobic Capacity</b>	<ul style="list-style-type: none"> <li>• Participate in moderate to vigorous physical activity a minimum of 4 days/week.</li> <li>• Monitor the intensity of heart rate during physical activity.</li> <li>• Explain methods of monitoring heart rate intensity.</li> <li>• Classify physical activities as aerobic or anaerobic.</li> <li>• Develop a personal physical fitness plan specifying intensity, time, &amp; type of activities for all components of health-related fitness.</li> </ul>	<i>Teacher Rubric Heart Rate Monitor Log (Fitness)</i>  <i>SPARKfit Student Portfolio (SPARKfit)</i>	<ul style="list-style-type: none"> <li>• <i>Gotta Have Heart</i></li> <li>• <i>Aerobic Capacity Circuit</i></li> <li>• <i>Heart Rate Highway</i></li> <li>• <i>Daytona 2000</i></li> <li>• <i>Create a Routine (Aerobic Capacity)</i></li> </ul>	Fitness
<b>Fitness Concepts Muscular Fitness</b>	<ul style="list-style-type: none"> <li>• Identify contraindicated exercises and their adverse effects on the body.</li> <li>• Develop a personal physical fitness plan specifying intensity, time, &amp; type of activities for all components of health-related fitness.</li> </ul>	<i>Peer Coach Task Card Self Check (Fitness)</i>  <i>SPARKfit Student Portfolio (SPARKfit)</i>	<ul style="list-style-type: none"> <li>• <i>Basic Exercise Techniques</i></li> <li>• <i>Fitness in the Middle</i></li> <li>• <i>Resistance Band Workout</i></li> <li>• <i>Stability Ball and Medicine Ball Workout</i></li> <li>• <i>Create a Routine (Muscular Strength &amp; Endurance)</i></li> </ul>	Fitness
<b>Fitness Concepts Flexibility</b>	<ul style="list-style-type: none"> <li>• Identify contraindicated exercises and their adverse effects on the body.</li> <li>• Distinguish between effective and ineffective warm-up and cool-down techniques.</li> <li>• Develop a personal physical fitness plan specifying intensity, time, &amp; type of activities for all components of health-related fitness.</li> </ul>	<i>SPARKfit Student Portfolio (SPARKfit)</i>	<ul style="list-style-type: none"> <li>• <i>Range of Motion Circuit</i></li> <li>• <i>Balancing Strength and Flexibility Circuit</i></li> <li>• <i>Introduction to Yoga</i></li> <li>• <i>Introduction to Pilates</i></li> <li>• <i>Combining Aerobic Capacity and Flexibility</i></li> </ul>	Fitness

**Fitness Concepts** continued on next page

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Fitness Concepts</b> <b>Body Composition</b></p>	<ul style="list-style-type: none"> <li>• Compile and analyze a log noting the food intake/ calories consumed and energy expended through physical activity.</li> <li>• List the long-term benefits of participation in regular physical activity.</li> <li>• Develop a personal physical fitness plan specifying intensity, time, &amp; type of activities for all components of health-related fitness.</li> </ul>	<p><i>SPARKfit Student Portfolio (SPARKfit)</i></p>	<ul style="list-style-type: none"> <li>• <i>Body Composition Circuit</i></li> <li>• <i>Body Composition BINGO</i></li> <li>• <i>Build a Pyramid</i></li> <li>• <i>Nutrition Team Challenge</i></li> <li>• <i>Fruit Smoothie</i></li> </ul>	<p>Fitness</p>
<p><b>Fitness Assessment</b></p>	<ul style="list-style-type: none"> <li>• Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.</li> <li>• Measure and evaluate changes in health-related physical fitness based on physical activity patterns.</li> <li>• Compare individual physical fitness results with research-based standards for good health</li> <li>• Develop a personal physical fitness plan specifying intensity, time, &amp; type of activities for all components of health-related fitness.</li> </ul>	<p><i>SPARKfit Student Portfolio (SPARKfit)</i></p>	<ul style="list-style-type: none"> <li>• <i>SPARKfit Fitness Lab</i></li> </ul>	<p>SPARKfit/ Personally Fit</p>

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<b>Rhythmic skills: Jump Rope</b>	<ul style="list-style-type: none"> <li>• Develop, refine, &amp; demonstrate routines to music.</li> <li>• Participate productively in group physical activities.</li> </ul>	<i>Self Check</i> (Jump Rope)	<ul style="list-style-type: none"> <li>• <i>Individual Trick Circuit</i></li> <li>• <i>Partner Trick Circuit</i></li> <li>• <i>Long Rope Skills 1</i></li> <li>• <i>Long Rope Skills 2</i></li> <li>• <i>Double Dutch</i></li> </ul>	Jump Rope
<b>Combinations of movement patterns: Jump Rope</b>	<ul style="list-style-type: none"> <li>• Develop, refine, &amp; demonstrate routines to music.</li> <li>• Participate productively in group physical activities.</li> </ul>	<i>Teacher Rubric</i> (Jump Rope)	<ul style="list-style-type: none"> <li>• <i>Create a Routine</i></li> <li>• <i>Create a Routine Showcase</i></li> </ul>	Jump Rope
<b>Rhythmic skills: Dance</b>	<ul style="list-style-type: none"> <li>• Perform folk and line dances.</li> <li>• Participate productively in group physical activities.</li> </ul>	<i>Teacher Rubric</i> (Dance)	<ul style="list-style-type: none"> <li>• <i>Rev Up the Electric Slide</i></li> <li>• <i>Electric Slide</i></li> <li>• <i>Beat It! Poco Loco</i></li> <li>• <i>The Korobushka Jigsaw</i></li> <li>• <i>The Norwegian Polka</i></li> </ul>	Dance
<b>Combinations of movement patterns: Dance</b>	<ul style="list-style-type: none"> <li>• Explain how movement qualities contribute to the aesthetic dimension of physical activity.</li> <li>• Identify steps and rhythm patterns for folk and line dances.</li> <li>• Develop, refine, &amp; demonstrate routines to music.</li> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Participate productively in group physical activities.</li> </ul>	<i>Create-a-Dance Task Card</i> (Dance)	<ul style="list-style-type: none"> <li>• <i>Create a 4-Wall Line Dance</i></li> <li>• <i>Create a Poco Loco</i></li> <li>• <i>Cardio Dance Day</i></li> <li>• <i>Learn Favorite student-created Poco Loco</i></li> </ul>	Dance

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<p><b>Movement concepts Stunts and Tumbling</b></p>	<ul style="list-style-type: none"> <li>• Explain how to increase force based on the principles of biomechanics.</li> <li>• Explain how impact force is reduced by increasing the duration of impact.</li> <li>• Analyze and correct errors in movement patterns.</li> <li>• Identify practices and procedures necessary for safe participation in physical activities.</li> <li>• Provide feedback to a partner to assist in developing and improving movement skills.</li> </ul>	<p><i>Teacher Rubric (Stunts and Tumbling)</i></p>	<ul style="list-style-type: none"> <li>• <i>Self-Guided Tour: Primary Positions</i></li> <li>• <i>Fundamental Supports</i></li> <li>• <i>Basic Balances</i></li> <li>• <i>Locomotion, Jumping and Landing</i></li> <li>• <i>Rotations, Rolls, Advanced Progressions</i></li> <li>• <i>Partner Stunts</i></li> </ul>	<p>Stunts and Tumbling</p>
<p><b>Combinations of movement patterns and skills Stunts and Tumbling</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Explain how movement qualities contribute to the aesthetic dimension of physical activity.</li> <li>• Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Stunts and Tumbling)</i></p>	<ul style="list-style-type: none"> <li>• <i>Creating Combinations</i></li> <li>• <i>Stunts and Tumbling Buffet</i></li> <li>• <i>Create a Routine</i></li> </ul>	<p>Stunts and Tumbling</p>

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<p><b>Manipulative skills</b> <b>Basketball</b></p>	<ul style="list-style-type: none"> <li>• Dribble and pass a ball to a partner while being guarded.</li> <li>• Identify opportunities to pass or dribble while guarded.</li> <li>• Throw an object accurately and with applied force, using the underhand, overhand, and sidearm (throw) patterns.</li> </ul>	<p><i>Peer Coach Self Check</i> (Basketball)</p>	<ul style="list-style-type: none"> <li>• <i>Dribbling to Open Space</i></li> <li>• <i>Position and Pivot</i></li> <li>• <i>Partner Passing</i></li> <li>• <i>Passing Stations</i></li> <li>• <i>Move to Open Space</i></li> <li>• <i>Give and Go</i></li> <li>• <i>Basketball Adventure Race</i></li> <li>• <i>Shooting</i></li> </ul>	<p>Basketball</p>
<p><b>Combinations of movement patterns and skills</b> <b>Basketball</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, &amp; pathways in complex individual and group physical activities.</li> <li>• Combine motor skills for play.</li> <li>• Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (Basketball)</p>	<ul style="list-style-type: none"> <li>• <i>Defensive Challenge</i></li> <li>• <i>Keep Away 2-on-1</i></li> <li>• <i>3-Catch with a Post Player</i></li> <li>• <i>3-on-3 Basketball</i></li> <li>• <i>Create a Routine</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Basketball</p>
<p><b>Manipulative skills</b> <b>Football</b></p>	<ul style="list-style-type: none"> <li>• Throw an object accurately and with applied force, using the underhand, overhand, and sidearm (throw) patterns.</li> </ul>	<p><i>Peer Coach Self-Check</i> <i>Teacher Rubric</i> (Football)</p>	<ul style="list-style-type: none"> <li>• <i>Passing and Receiving</i></li> <li>• <i>Receiver Patterns</i></li> <li>• <i>Pitching</i></li> <li>• <i>Ball Carrying</i></li> <li>• <i>Flag Pulling</i></li> <li>• <i>Punting</i></li> </ul>	<p>Football</p>
<p><b>Combinations of movement patterns and skills</b> <b>Football</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, &amp; pathways in complex individual and group physical activities.</li> <li>• Combine motor skills for play.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (Football)</p>	<ul style="list-style-type: none"> <li>• <i>Football Adventure Race</i></li> <li>• <i>2-Minute Drill</i></li> <li>• <i>Under Pressure</i></li> <li>• <i>Defense</i></li> <li>• <i>Quick-Play Mini-Football</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Football</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Manipulative skills Flying Disc</b></p>	<ul style="list-style-type: none"> <li>• Throw an object accurately and with applied force, using the underhand, overhand, and sidearm (throw) patterns.</li> </ul>	<p><i>Peer Coach</i> <i>Self-Check</i> <i>Teacher Rubric</i> (Flying Disc)</p>	<ul style="list-style-type: none"> <li>• <i>Backhand Throw and Clap Catch</i></li> <li>• <i>Forehand Throw and 2-Handed C Catch</i></li> <li>• <i>Hammer Throw and 1-Handed C Catch</i></li> <li>• <i>Distance and Accuracy</i></li> <li>• <i>Disc Throwing Stations</i></li> </ul>	<p>Flying Disc</p>
<p><b>Combinations of movement patterns and skills Flying Disc</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, &amp; pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (Flying Disc)</p>	<ul style="list-style-type: none"> <li>• <i>Disc Golf</i></li> <li>• <i>Give and Go</i></li> <li>• <i>Keep Away (3 on 1)</i></li> <li>• <i>Zone and Person Defense</i></li> <li>• <i>3-Catch Disc</i></li> <li>• <i>Ultimate Flying Disc</i></li> <li>• <i>Flying Disc Adventure Race</i></li> <li>• <i>Durango Boot</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Flying Disc</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Manipulative skills Soccer</b></p>	<ul style="list-style-type: none"> <li>• Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> <li>• Dribble and pass a ball to a partner while being guarded.</li> <li>• Identify opportunities to pass or dribble while being guarded.</li> </ul>	<p><i>Peer Coach Self-Check Teacher Rubric (Soccer)</i></p>	<ul style="list-style-type: none"> <li>• <i>Ball Control Drills</i></li> <li>• <i>Dribbling Drills</i></li> <li>• <i>Dribble Keep Away</i></li> <li>• <i>Passing Drills</i></li> <li>• <i>Heart Rate, Trap, Pass and Follow</i></li> <li>• <i>Collect 'Em All</i></li> <li>• <i>Corner-to-Corner Pass and Go</i></li> <li>• <i>Tackling</i></li> <li>• <i>Bullseye and Long Shot</i></li> <li>• <i>Shooting and Goal Tending</i></li> <li>• <i>Throw-ins and Punts</i></li> </ul>	<p>Soccer</p>
<p><b>Combinations of movement patterns and skills Soccer</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative movement game using locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Soccer)</i></p>	<ul style="list-style-type: none"> <li>• <i>Keep Away (3-on-1)</i></li> <li>• <i>Soccer Adventure Race</i></li> <li>• <i>Zone and Person Defenses</i></li> <li>• <i>Mini-Soccer</i></li> </ul>	<p>Soccer</p>



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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Manipulative skills Hockey</b></p>	<ul style="list-style-type: none"> <li>• Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> <li>• Dribble and pass a ball to a partner while being guarded.</li> <li>• Identify opportunities to pass or dribble while being guarded.</li> </ul>	<p><i>Peer Coach Self-Check Teacher Rubric (Hockey)</i></p>	<ul style="list-style-type: none"> <li>• <i>Introduction to Stick Handling</i></li> <li>• <i>Dribbling Drills</i></li> <li>• <i>Dribble Keep Away</i></li> <li>• <i>Passing Drills</i></li> <li>• <i>Face Off</i></li> <li>• <i>Zone Defense</i></li> <li>• <i>Shooting Drills</i></li> </ul>	<p>Hockey</p>
<p><b>Combinations of movement patterns and skills Hockey</b></p>	<ul style="list-style-type: none"> <li>• Combine, levels, relationships, speed, direction, and pathways in complex individual and group activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative game using locomotor skills, manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Hockey)</i></p>	<ul style="list-style-type: none"> <li>• <i>First to 4</i></li> <li>• <i>Corner to Corner Pass and Go</i></li> <li>• <i>Hockey Adventure Race</i></li> <li>• <i>Keep Away (2-on-1)</i></li> <li>• <i>3-Trap Hockey</i></li> <li>• <i>Mini Hockey</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Hockey</p>
<p><b>Manipulative skills Golf</b></p>	<ul style="list-style-type: none"> <li>• Strike an object consistently, using an implement, so the object travels in the intended direction at desired height.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> </ul>	<p><i>Peer Coach Self-Check Teacher Rubric (Golf)</i></p>	<ul style="list-style-type: none"> <li>• <i>Putting</i></li> <li>• <i>Putting to Targets</i></li> <li>• <i>Bocce Golf</i></li> <li>• <i>Chipping</i></li> <li>• <i>Target Golf</i></li> <li>• <i>Pitching</i></li> </ul>	<p>Golf</p>
<p><b>Combinations of movement patterns and skills Golf</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, &amp; pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Golf)</i></p>	<ul style="list-style-type: none"> <li>• <i>Miniature Golf</i></li> <li>• <i>Chip and Putt Course</i></li> <li>• <i>A Round of Golf</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Golf</p>

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<p><b>Manipulative skills</b> <b>Volleyball</b></p>	<ul style="list-style-type: none"> <li>• Volley object repeatedly with partner, using forearm pass.</li> <li>• Strike object consistently, with body part, so the object travels in the intended direction at desired height.</li> <li>• Explain the role of the legs, shoulders, and forearm in the forearm pass.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> </ul>	<p><i>Peer Coach</i> <i>Self-Check</i> <i>Teacher Rubric</i> (Volleyball)</p>	<ul style="list-style-type: none"> <li>• <i>Forearm Pass (Bump)</i></li> <li>• <i>Overhead Pass (Set)</i></li> <li>• <i>Underhand Serve</i></li> <li>• <i>Overhand Serve</i></li> <li>• <i>Serving Challenges</i></li> <li>• <i>Volleyball Stations</i></li> </ul>	<p>Volleyball</p>
<p><b>Combinations of movement patterns and skills</b> <b>Volleyball</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (Volleyball)</p>	<ul style="list-style-type: none"> <li>• <i>Volley Tennis</i></li> <li>• <i>Mini-Volleyball</i></li> <li>• <i>Volleyball Adventure Race</i></li> <li>• <i>Volleyball Xtreme</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Volleyball</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Manipulative skills</b> <b>Handball</b></p>	<ul style="list-style-type: none"> <li>• Strike an object consistently, using body part, so the object travels in the intended direction at desired height.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> </ul>	<p><i>Peer Coach</i> <i>Self-Check</i> <i>Teacher Rubric</i> (Handball)</p>	<ul style="list-style-type: none"> <li>• <i>Introduction to Overhand Stroke</i></li> <li>• <i>Introduction to Underhand Stroke</i></li> <li>• <i>Introduction to Sidearm Stroke</i></li> <li>• <i>Introduction to Handball Serve</i></li> <li>• <i>Target Ball</i></li> <li>• <i>Advanced Shots</i></li> </ul>	<p>Handball</p>
<p><b>Combinations of movement patterns and skills</b> <b>Handball</b></p>	<ul style="list-style-type: none"> <li>• Combine motor skills to play a lead-up or modified game.</li> </ul>	<p><i>Teacher Rubric</i> (Handball)</p>	<ul style="list-style-type: none"> <li>• <i>Extreme Rally</i></li> <li>• <i>Handball Adventure Race</i></li> <li>• <i>Singles/</i></li> <li>• <i>Doubles Game Play</i></li> <li>• <i>Royal Court</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Handball</p>
<p><b>Manipulative skills</b> <b>Racquets and Paddles</b></p>	<ul style="list-style-type: none"> <li>• Identify time necessary to prepare/begin forehand and backhand strokes.</li> <li>• Strike ball continuously against wall and with partner, using forehand &amp; backhand stroke.</li> <li>• Strike an object consistently, using an implement, so object travels in intended direction at desired height.</li> <li>• Illustrate how the intended direction of object is affected by the angle of the implement at time of contact.</li> </ul>	<p><i>Peer Coach</i> <i>Self-Check</i> <i>Teacher Rubric</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> <li>• <i>Introduction to Forehand Stroke</i></li> <li>• <i>Introduction to Backhand Stroke</i></li> <li>• <i>Introduction to the Lob</i></li> <li>• <i>Introduction to the Serve</i></li> </ul>	<p>Racquets and Paddles</p>
<p><b>Combinations of movement patterns and skills</b> <b>Racquets and Paddles</b></p>	<ul style="list-style-type: none"> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> <li>• <i>Extreme Rally</i></li> <li>• <i>Volley Tennis</i></li> <li>• <i>Singles, Doubles Game Play</i></li> <li>• <i>R &amp; P Adventure Race</i></li> <li>• <i>Royal Court</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Racquets and Paddles</p>

## Standards-Based Yearly Plan (6th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Manipulative skills Softball</b></p>	<ul style="list-style-type: none"> <li>• Strike an object consistently, using an implement, so the object travels in intended direction at desired height.</li> <li>• Throw an object accurately and with applied force, using the underhand, overhand, and sidearm (throw) patterns.</li> <li>• Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</li> </ul>	<p><i>Peer Coach Self-Check Teacher Rubric (Softball)</i></p>	<ul style="list-style-type: none"> <li>• <i>Fly Out Throw Out</i></li> <li>• <i>Triangle Fielding</i></li> <li>• <i>Batting Practice</i></li> </ul>	<p>Softball</p>
<p><b>Combinations of movement patterns and skills Softball</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Softball)</i></p>	<ul style="list-style-type: none"> <li>• <i>Beat the Ball</i></li> <li>• <i>Tee Ball Derby</i></li> <li>• <i>Fly Out Throw Out</i></li> <li>• <i>Up the Valley</i></li> <li>• <i>2 Pitch Stickball</i></li> <li>• <i>Softball Adventure Race</i></li> <li>• <i>7v7 Modified Softball</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Softball</p>

## Standards-Based Yearly Plan (6th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Movement Patterns</b> <b>World Games</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Peer Coach</i> <i>Self-Check</i> <i>Teacher Rubric</i> (World Games)</p>	<ul style="list-style-type: none"> <li>• <i>Individual Juggling (Sepak Takraw)</i></li> <li>• <i>Sepak Pass and Serve</i></li> <li>• <i>Target Practice (Kin-Ball®)</i></li> <li>• <i>Pairs Bowling (Cricket)</i></li> </ul>	<p>World Games</p>
<p><b>Combinations of movement patterns and skills</b> <b>World Games</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Combine motor skills to play a lead-up or modified game.</li> <li>• Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric</i> (World Games)</p>	<ul style="list-style-type: none"> <li>• <i>Sepak Takraw</i></li> <li>• <i>Kin-Ball® 4-Square</i></li> <li>• <i>Kin-Ball® Sport</i></li> <li>• <i>Modified Cricket</i></li> <li>• <i>Defenders of the Cone</i></li> <li>• <i>Modified Team Handball</i></li> <li>• <i>World Games Adventure Race</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>World Games</p>

## Standards-Based Yearly Plan (6th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p><b>Movement concepts Track and Field</b></p>	<ul style="list-style-type: none"> <li>• Explain how to increase force based on the principles of biomechanics.</li> <li>• Explain how impact force is reduced by increasing the duration of impact.</li> <li>• Analyze and correct errors in movement patterns.</li> <li>• Identify practices and procedures necessary for safe participation in physical activities.</li> <li>• Provide feedback to a partner to assist in developing and improving movement skills.</li> </ul>	<p><i>Peer Coach Self-Check Teacher Rubric (Track and Field)</i></p>	<ul style="list-style-type: none"> <li>• <i>Sprinting</i></li> <li>• <i>Hurdling</i></li> <li>• <i>Jumps</i></li> <li>• <i>Shot Put</i></li> <li>• <i>800m Run</i></li> <li>• <i>1600m Run</i></li> </ul>	<p>Track</p>
<p><b>Combinations of movement patterns and skills Track and Field</b></p>	<ul style="list-style-type: none"> <li>• Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</li> <li>• Participate productively in group physical activities.</li> </ul>	<p><i>Teacher Rubric (Track and Field)</i></p>	<ul style="list-style-type: none"> <li>• <i>Baton Relay</i></li> <li>• <i>Sprint and Jump Circuit</i></li> <li>• <i>Throw and Sprint Circuit</i></li> <li>• <i>Track and Field Adventure Race</i></li> <li>• <i>SPARK Event</i></li> </ul>	<p>Track</p>