KIRKWOOD
SCHOOL DISTRICT

WELLNESS—PHYSICAL EDUCATION 6TH

Approved by KSD Board of Education: 2-3-2025

Course Description:
6th Grade Physical Education is a year-long physical education course designed to equip students with essential movement skills, a strong understanding of health-related fitness, and the character traits needed to thrive in any physical activity setting. Throughout the year, we will emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection as cornerstones of a positive and productive PE experience. These values will be woven into every unit, helping students develop not only physically but also as responsible and respectful individuals.

Grade Level: 6th Grade (yearlong)

Unit Scope and Sequence

Unit 1: Social Skills and Active Engagement
Unit 2: Fitness
Unit 3: Striking Games
Unit 4: Catch-Play and Invasion Games

Course Enduring Understandings:

- Engaging in physical activity requires a balanced approach that integrates teamwork, sportsmanship, communication, and safe behavior to create a supportive environment where all participants can learn, grow, and enjoy movement.
- Reflection on personal experiences and motivations fosters self-awareness, helping individuals appreciate the intrinsic value of physical activity.
- Developing physical skills—such as effective striking, throwing, and defensive positioning—relies on proper technique, whole-body coordination, and consistent practice.
- Understanding the components of fitness and aligning body mechanics with movement techniques not only improves performance but also decreases the risk of injury, promoting lifelong physical health and wellness.

Course Essential Questions:

- How can teamwork and mutual support enhance performance and help achieve common goals in physical activity?
- How can reflecting on my experiences in physical activity help me identify what motivates me and improve my performance?
- What is fitness, and why is it essential for maintaining overall health and well-being?
- What are key techniques for improving my sports-related skills, and how do I practice and refine these skills?

WELLNESS—PHYSICAL EDUCATION 6TH
Unit 1: Social Skills and Active Engagement

This year-long ongoing unit will be incorporated in all physical activity units. This unit is designed to emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection in creating positive and productive experiences during physical activities. Students will explore the key components that contribute to a respectful, inclusive, and safe environment where everyone can participate, learn, and enjoy movement. They will develop an understanding of good sportsmanship, discover how to work effectively as part of a team, and reflect on their own personal experiences and motivations to enhance their physical activity engagement.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Teamwork, sportsmanship, and effective communication are essential for positive and productive experiences in physical activity. • Safe and respectful behavior creates a supportive environment where everyone can participate, learn, and enjoy physical activity. • Reflecting on personal experiences and motivations can lead to greater self-awareness and a deeper appreciation for physical activity.	• What does good sportsmanship look like, sound like, and feel like in different situations? • How can we work together as a team to support one another and achieve common goals during physical activity? • In what ways does showing respect and consideration for others enhance the experience and success of a group activity? • How can reflecting on my experiences help me understand what motivates me in physical activity?
Students must know:	***Students must be able to:***
• Teamwork • Sportsmanship • Inclusion • Communication • Self-advocacy • Safe game play • Gym etiquette	• Maintain safety by keeping hands and body to self and using equipment as instructed. • Positively contribute to class with words and attitude. • Play their part and encourage others to do so as well. • Advocate for themselves when they need support. • Model safe behavior, both emotionally and physically, for other students. • Follow game rules to ensure fair and safe gameplay for all. • Self-assess and reflect on which physical activities increase students' intrinsic motivation and why.

WELLNESS—PHYSICAL EDUCATION 6TH
Unit 1: Social Skills and Active Engagement

Missouri Learning Standards

Priority Standard 3: Develops social skills through movement
Supporting Standards:

- Demonstrates consideration for others and contributes positively to the group or team (3.8.2).
- Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment (3.8.7).

Priority Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity
Supporting Standards:

- Participates in a variety of physical activities that can positively affect personal health (4.8.3).
- Connects how choice and personal interests impact individual engagement in physical activity (4.8.4).

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Unit 2: Fitness

This unit provides a comprehensive introduction to the fundamentals of health-related fitness, empowering you to understand and improve your overall well-being. Through a balanced approach of practical training and theoretical learning, you will explore the following components of health-related fitness: **muscular endurance, muscular strength, flexibility, and cardiovascular endurance.**

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Each health-related component of fitness is important in achieving physical health and wellness. • Having a well balanced approach to fitness decreases the risk of training injuries.	• What is fitness and why is it important for my overall health? • What does each health-related component of fitness do for my health? • What type of physical activities are best for improving each health-related component of fitness? • What are some ways to integrate balance and variety within a fitness plan?
Students must know:	***Students must be able to:***

• Components of health-related fitness
  ○ Muscular endurance
  ○ Muscular strength
  ○ Flexibility
  ○ Cardiovascular endurance
	• Develop mobility through functional movements.
	• Recognize physical signs of cardiovascular activity.
	• Demonstrate proper form in a variety of strength and conditioning exercises.
	• Safely perform lifts and exercises to increase fitness levels while reducing risk of injury.

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Unit 2: Fitness

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills
Supporting Standard:
- Demonstrates appropriate form in a variety of health-related fitness activities (1.8.3).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.
Supporting Standard:
- Identifies and compares the components of health and skill-related fitness (2.8.9).

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Unit 3: Striking Games

This unit will focus on the key concepts and skills required to strike an object effectively using a long-handled implement. Students will learn the importance of body alignment, grip, and timing, and how these elements contribute to more accurate and powerful strikes. The unit will also emphasize safety practices and techniques for striking from various angles, including vertical, horizontal, diagonal, and overhead. Through skill development and modified games, students will understand how to use their striking abilities in both individual and team settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Striking an object effectively with a long-handled implement requires understanding and using the correct form, which improves both accuracy and power. • Practicing proper body alignment and mechanics during striking can transfer to successful participation in many sports and activities.	• How should my body be positioned when striking? • How does timing affect the success of the strike? • How do I maintain safety while striking with a long implement? • How do I practice and improve my striking technique?
Students must know:	***Students must be able to:***
• Body stance and posture • Proper grip • Types of strikes • Timing and distance • Striking mechanics and technique	• Strike a ball or object with proper technique and body mechanics, adjusting based on the type of equipment used. • Strikes with a long-handled implement should be executed at various angles—vertical, horizontal, diagonal, and overhead. • Demonstrate proper balance and posture during a strike to enhance both power and accuracy. • Demonstrate striking in the context of modified games to understand how to use their skills in both individual and team-based settings.

WELLNESS—PHYSICAL EDUCATION 6TH
Unit 3: Striking Games

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills
Supporting Standards:

- Demonstrates a striking motion with a long-handled implement (1.8.5).
- Demonstrates the correct form of a forehand and backhand stroke with a short-handled implement in a variety of practice tasks and modified small-sided games (1.8.12).

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Unit 4: Catch-Play and Invasion Games

In this unit, students will develop fundamental throwing skills as they learn the importance of proper grip, body alignment, stepping with opposition, and follow-through. Students will also learn proper defensive stance to more effectively respond to offensive movements. Through skill development and modified games, students will understand how to use their throwing abilities and defensive stance in both individual and team settings.

Unit Essential Learning Targets	
Enduring Understandings	***Essential Questions***
• Throwing an object effectively requires understanding and using the correct form, which improves both accuracy, distance and power. • Consistent and accurate throwing requires whole body coordination and development of muscle memory. • The defensive ready position is a fundamental athletic stance and allows for rapid response to offensive movements.	• How do I engage my whole body when throwing? • How might I adjust my grip, and body and arm position for various types of throws? • How do I practice and improve my throwing technique? • How should I adjust my throws to ensure the safety of myself and others during gameplay? • How does the defensive ready position help an athlete react more quickly and effectively?
Students must know:	***Students must be able to:***
• Stepping with opposition • Proper grip • Body alignment • Follow through • Consistency • Defense • Athletic stance	• Throw a ball or object with proper technique and body mechanics, adjusting based on the type of equipment used. • Step with opposition, focus on the target, and adjust alignment and follow through to achieve the desired result of a throw. • Consistently use proper throwing technique to develop muscle memory. • Demonstrate throwing in the context of modified games to understand how to use their skills in both individual and team-based settings. • Demonstrate an athletic defensive stance during game play.

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Unit 4: Catch-Play and Invasion Games

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills
Supporting Standards:

- Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and small-sided games (1.8.6).
- Demonstrates a defensive ready position in a variety of practice tasks and small-sided games (1.8.19).