

MCS MYP Grade 6 Physical Education & Health Subject Group Overview

Unit Name		Physical Fitness/Health	Volleyball/Health	Pickleball/Health	Basketball/Health
Time Frame		9 weeks	9 weeks	9 weeks	9 weeks
	Standards	PE6.3a-j PE6.5a-d HE6.2a-j HE6.6a-d HE.6.8a-d	PE6.1a-e PE6.2a-f PE6.3a-j HE6.1a-h , HE6.3a-e	PE6.1a-e PE6.2a-f PE6.4a-c HE6.4a-b HE6.7a-c	PE6.1a-e PE6.2a-f PE6.3a-j HE6.5a-g
	Approaches To Learning Instructional Strategies	Research -Information Literacy Skills In order for students to improve their fitness levels, they will make connections between different aspects of health and describe how they affect well-being. Self-Management -Organizational Skills In order for students to improve fitness levels, they will plan short and long-term goals, and make a personal fitness plan to achieve goals.	Social -Collaboration Skills In order for students to be effective and utilize proper technique in volleyball they will need to give and receive meaningful feedback. Self-Management -Reflection Skills In order for students to learn how to bump, set, and spike/hit, they will need to develop new volleyball skills being taught to them.	Thinking -Critical Thinking Skills In order for students to be effective and utilize proper technique in pickleball they will need to practice observing other students carefully to recognize problems. Self-Management -Affective Skills In order for students to learn backhand and forehand strikes they will need to practice focus and concentration with repetition.	Self-Management -Organizational Skills In order for students to improve their skills in basketball, students will set goals that are challenging and realistic. Communication -Interaction Skills In order for students to develop proper teamwork in basketball they will need to actively listen to verbal cues from their teammates during game play.

MCS MYP Grade 6 Physical Education & Health Subject Group Overview

	Statement of Inquiry	A healthy lifestyle can be developed through movement activities in different environments.	Managing player and team conflict builds healthy communication and relationships.	Human body systems work together when exercising and can improve personal, physical, mental, social, and spiritual health.	Participants in sport can bring different perspectives to the development and application of rules.
	Global Context	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices	Fairness and Development - the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic - Competition and cooperation; teams, affiliation and leadership
	Key Concepts	Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Communications Communication is the exchange or transfer of signals, facts, ideas, symbols. It requires a sender, a message, and a receiver. Communication involves conveying information or meaning. Effective communication requires a common “language”, verbal or nonverbal	Relationships Relationships are connections and associations between properties, objects, people, ideas, human community and the world. Any change in relationship brings consequences, small or affecting large networks like human societies and the planetary ecosystem.	Development Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.

MCS MYP Grade 6 Physical Education & Health Subject Group Overview

	Related Concepts	Environment - Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment, especially social media, has a significant impact on personal, mental, emotional and social health.	Movement - Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive however, various degrees occur within these two categories.	Balance - Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms.	Systems - Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances
	Design Cycle Transdisciplinary	<ul style="list-style-type: none">● Movement Combinations● Motor Skills● Health-related fitness● Physically Active Opportunities● Personal and Social Behavior in Physical Activity Settings● Safe Practices with Physical Education Equipment and Facilities● Independent Physical Activity● Media and Technology Health● Personal Health Practices and Goals● Georgia Fitness Goals● Avoid/Reduce Health Risks● Social and Physical Benefits of being physically active● Personal Health Behaviors● Healthy Eating● Health Enhancing Behaviors● Modeling Healthy Behaviors	<ul style="list-style-type: none">● Movement Combinations● Motor Skills● Specialized manipulative skills● Physically Active Opportunities● Health-Related Fitness● Skill-Related Fitness● Moderate to Vigorous Physical Activity (MVPA)● Frequency, Intensity, Time, and Type (FITT)● Georgia Fitness Goals● Disease prevention & Validity of Health Promotion● Health Resources & Alternatives● Effects of Alcohol, Tobacco, and/or other drugs (Vaping) and legal implications● Personal Health and Well-Being● Characteristics of Healthy Relationships● Positive Alternatives to Using Alcohol and other drugs.● Short and long term effects of engaging in risky behaviors.● Reduce or prevent injuries	<ul style="list-style-type: none">● Movement Combinations● Specialized manipulative skills● Motor Skills● Skill-related fitness● Physically Active Opportunities● Personal and Social Behavior in Physical Activity Settings● Safe Practices with Physical Education Equipment and Facilities● Independent Physical Activity● Georgia Fitness Goals● Avoid/Reduce Health Risks● Conflict Management and Resolution Strategies● Personal Health Behaviors● Healthy Eating● Enhance Health with Verbal/Non-verbal communication● Health Enhancing Behaviors● Modeling Healthy Behaviors	<ul style="list-style-type: none">● Movement Combinations● Specialized manipulative skills● Rhythm Sequences● Motor Skills● Skill-related fitness● Physically Active Opportunities● Health-Related Fitness● Skill-Related Fitness● Moderate to Vigorous Physical Activity (MVPA)● Frequency, Intensity, Time, and Type (FITT)● Georgia Fitness Goals● Decision-Making Skills to enhance Health● Analyzing influences of Healthy or Unhealthy choices● Predicting the outcomes of Health-Related Decisions● Healthy Alternatives

MCS MYP Grade 6 Physical Education & Health Subject Group Overview

	MYP Assessments/ Performance Tasks	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment:</p> <p>Teacher observation of student participation and effort in circuit training and fitness activities.</p> <p>Summative Assessment:</p> <p>Fit Georgia Assessment</p> <p>Performance Tasks:</p> <p>Students will participate in various physical fitness activities in a Circuit Training routine. These activities will include but are not limited to planks, jump rope, step-ups, sit-ups, resistance strength training, squats, and walking. Students will participate in a fitness circuit and perform exercises at their own pace for 1 minute each with 30 second rests in between.</p> <p>Students will practice interval-training workouts in which students will complete 2 minutes of slow jogging at their own pace and walk for 3 minutes. Students will perform 3 intervals. The teacher will time and monitor students during running. Students will run at their individual pace.</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment:</p> <p>Teacher observation of initial striking of the volleyball.</p> <p>Summative Assessment:</p> <p>Students will apply skills learned in real game situations and write a reflection on the volleyball unit.</p> <p>Performance Tasks:</p> <p>Students will practice the “set” technique by hitting the volleyball against the wall attempting to hit over the designated target. Students will watch and record the amount of times the ball hits over the target.</p> <p>Students will practice the “bump” technique by hitting the volleyball against the wall attempting to hit the volleyball over the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Students will participate in various volleyball activities to utilize skills learned during instruction. Students will practice the “set” and “bump” technique by striking the volleyball attempting to hit the volleyball over the net. Students will have different positions and rotate in a clockwise</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment:</p> <p>Teacher observation of initial striking of the pickleball.</p> <p>Summative Assessment:</p> <p>Students will apply skills learned in real game situations and write a reflection on the pickleball unit.</p> <p>Performance Tasks:</p> <p>Students will practice the forehand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Students will practice the backhand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Students will practice the forehand and backhand technique by striking the ball bounced in front of them attempting to hit the ball over the net. Students will have different roles: striker, thrower, shagger, and the remaining students will help retrieve the ball.</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment:</p> <p>Teacher observation of initial dribbling, passing, and shooting of the basketball.</p> <p>Summative Assessment:</p> <p>Students will apply skills learned in real game situations and write a reflection on the basketball unit.</p> <p>Performance Tasks:</p> <p>Students will participate in a circuit training type of activity designed to improve basketball skills. These skills include, basketball weaving, layups, team games, elimination games, free throw shooting, passing, perimeter shooting, and suicide dribble. Students will practice these skills until mastery is accomplished.</p> <p>Students will participate in a circuit training type of activity designed to improve defensive basketball skills. These skills include defensive stance, rebounding, close-out, king of the hill, and one-on-one play.</p> <p>Students will practice basketball skills in their groups to demonstrate mastery. Students will then practice their basketball skills by participating in real game situations. Students will</p>
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	<p>Differentiation For Tiered Learners</p>	<p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.</p>			