

Grade 6: Spring PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and other in physically active settings. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> Shape.1 Develops a variety of motor skills. Shape.2 Applies knowledge related to movement and fitness concepts. Shape.3 Develops social skills through movement. Shape.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS How can leisure activities promote healthy lifestyle?
	Acquisition	
	Students will know... - basic rules and strategies for invasion games/sports and net games/sports. - if you play by the rules, groups and partners can play together- even when outside of the school settings. - that games and sports can be a fun way to derive fitness benefits. - that, in recreational and practice settings, games/sports can be adapted to allow for players of different abilities to play together. - the basic concepts of safe fitness: warm up, healthy pace, cool down, and proper personal gear, footwear, and clothing. - that it is very important to play in a safe manner – both for the player and for the others playing with him/her. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>vocabulary:</u> offense, defense, pass, receive, intercept,	Students will be skilled at... - throwing with a mature pattern for distance or power appropriate to the practice task (e.g. the pull in Ultimate). - catching with a mature pattern from a variety of trajectories using different objects in varying practice tasks. - passing & receiving with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as flag football, speedball or team handball. - passing & receiving throws, while stationary, a leading pass to a moving receiver. - performing pivots, fakes and jab steps designed to create open space during practice tasks. - performing the following offensive skills without defensive pressure: pivot, give & go, and fakes. - shooting on goal with power in a dynamic

	shooter, defender, pivot, free throw, in bound, double dribble, carry, drive, stick handle, cradle, goalie, cooperation, competition, warm up, run pace, cardiovascular endurance, cool down, eye hand coordination, on base, hits, walks, strikes, outs, homerun, force play and innings. Teamwork, Project Adventure, trust, participate, leadership, role, problem solvin.	environment as appropriate to the activity. • maintaining defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. • striking with a mature overhand pattern in a non-dynamic environment for net/wall games such as pickleball, badminton or tennis. • transferring weight with correct timing for the striking pattern. • volleying with a mature form and control using a short-handled implement. • two-hand-volleying with control in a variety of practice tasks. • demonstrating a mature pattern for a modified target game such as bowling, bocce Executes consistently (70% of the Performs consistently (70% of the time) a Games & sports modified target game such as bowling, bocce or time) a mature pattern for target mature pattern with accuracy and control Target games ling, bocce or horseshoes. • striking with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. • striking a pitched ball with an implement with force in a variety of practice tasks. • demonstrating correct technique for basic skills in 1 self-selected outdoor activity. • demonstrating correct technique for basic skills in 1 self-selected individual-performance activity. • creating space with movement Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). • creating space with offensive tactics Executes at least 1 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. • creating space using width & length Creates open space by using the width and length of the field/court on offense.
--	--	---

		• <i>reducing space by changing size & shape Reduces open space on defense by making the body larger and reducing passing angles.</i> • <i>reducing space using denial Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</i> • <i>transitioning from offense to defense or defense to offense by recovering quickly.</i> • <i>creating space through variation Creates open space in net/wall games with a short-handled implement by varying force and direction.</i> • <i>using tactics & shots Reduces offensive options for opponents by returning to mid-court position.</i> • <i>selecting appropriate shot and/or club based on location of the object in relation to the target.</i> • <i>identifying open spaces and attempts to strike object into that space.</i> • <i>reducing space in identifying the correct defensive play based on the situation.</i> • <i>identifying 3 influences on physical activity (e.g., school, family & peers; community & built environment; policy).</i> • <i>making appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others</i> • <i>participating in self-selected physical activity outside of physical education class.</i> • <i>participating in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®</i> • <i>participating in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.</i> • <i>participating 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.</i> • <i>identifying the components of skill-related fitness.</i> • <i>setting and monitoring a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level.</i>
--	--	--

		• <i>employing correct techniques and methods of stretching.</i> • <i>describing the role of warm-ups and cool-downs before and after physical activity.</i> • <i>identifying major muscles used in selected physical activities.</i> • <i>using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.</i> • <i>identifying and using appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</i> • <i>demonstrating self-responsibility by implementing specific corrective feedback to improve performance.</i> • <i>accepting differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</i> • <i>cooperating with a small group of classmates during adventure activities, game play or team-building activities.</i> • <i>identifying the rules and etiquette for physical activities/games and dance activities.</i> • <i>using physical activity and fitness equipment appropriately and safely, with the teacher's guidance.</i> • <i>describing how being physically active leads to a healthy body.</i> • <i>identifying components of physical activity that provide opportunities for reducing stress and for social interaction.</i> • <i>recognizing individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.</i> • <i>describing how moving competently in a physical activity setting creates enjoyment.</i> • <i>identifying how self-expression and physical activity are related.</i> • <i>demonstrating 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.</i>
--	--	---

Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1Use	1.OA.1Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1Use	