



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Physical Education Curriculum

Course Description: This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Foundations of Fitness	Topic 1: Fitness Assessment/Health-Related Fitness Topic 2: Warm-up & Cool-Down Topic 3: Strength & Conditioning
Ongoing	Sports and Recreation	Topic 1: Team Sports Topic 2: Individual/Dual Sports Topic 3: Recreational Activities

Curriculum Standards: SHAPE America National Physical Education Standards (6-8)

Curriculum Revision Tracking

Fall 2025

- Replaced 2013 standards and ISTE Standards with newly adopted Shape American National PE Standards adopted by DESE.
- Learning targets added to all units
- Renamed the first topic in Unit 1 to Fitness Assessment/Health-Related Fitness
- Modified length of time on some engaging experiences to be more accurate
- Added “walking” as a lifetime activity under recreational activities experience to acknowledge the health benefits and also introduce students to the option of taking “Walking for Fitness” in high school.

Unit 1: Foundations of Fitness

Subject: Physical Education

Grade: 6

Name of Unit: Foundations of Fitness

Length of Unit: Ongoing

Overview of Unit: Students will measure each component of health-related fitness and compare individual scores to the healthy fitness zone. Students will then analyze scores and create personal, smart goals for Spring post-test. Students will participate in an introduction to strength and conditioning while learning major muscle groups of the body.

Priority Standards for unit:

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.

Supporting Standards for unit:

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Priority Standard: NPES 6-8.2: Applies knowledge related to movement and fitness concepts.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the effective use of movement concepts within multiple dynamic environments.	1
	Remembering & Understanding
The student will self-select and monitor physical activity goals based on a self-selected health-related fitness assessment.	4
	Evaluating
The student will apply knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities.	2
	Apply

Essential Questions:

1. How do we measure the five components of fitness?
2. How is my personal health-related fitness (according to the healthy fitness zone)?
3. Why is a warm-up and cool-down important?
4. Why is it important to know the major muscles groups of the body?

Enduring Understanding/Big Ideas:

1. Being physically fit enhances quality of life.
2. Fitness assessments allow each individual to identify their personal fitness level.
3. Recognizing weaknesses in health-related fitness allows individuals to assess and set goals to improve overall health.
4. Knowledge of the major muscle groups and exercises that strengthen each muscle group will enhance the ability to set goals to improve overall health.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Strategy Goal Measure Resistance	Health-related Fitness Muscular Strength Muscular Endurance Flexibility Cardiovascular Endurance Body Composition Skill-Related Fitness Speed Agility Power Balance Coordination Reaction Time

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will record fitness test scores into their personal fitness portfolio and compare scores to the healthy fitness zone. Students will choose one component/test and create strategies for improvement. After the completion of post-testing (toward the end of the year), students will reflect on whether they did or did not meet their goal and why.

Topic 1: Fitness Assessment/Health-Related Fitness

Engaging Experience 1

Title: Fitness Testing

Suggested Length of Time: 1-2 days per test (Fall and Spring)

Standards Addressed

Priority:

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.

Supporting:

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Detailed Description/Instructions: Students will measure health-related fitness components by completing fitness testing (Mile and/or Pacer, Curl-up, Push-up and Sit n' Reach).

Bloom's Levels: Analyze, Apply

Webb's DOK: 3

Topic 2: Warm-up & Cool-Down

Engaging Experience 1

Title: Warm-up Routine

Suggested Length of Time: Ongoing; Daily

Standards Addressed

Priority:

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.

Supporting:

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Detailed Description/Instructions: While using proper form students will participate in a warm-up and cool-down routine that will include a variety of stretches and exercises.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 4

Topic 3: Strength & Conditioning

Engaging Experience 1

Title: Strength Training

Suggested Length of Time: 5-15 class periods

Standards Addressed

Priority:

- NPES 6-8.2: Applies knowledge related to movement and fitness concepts.

Supporting:

- NPES 6-8.4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Detailed Description/Instructions: Students will participate in comprehensive strength and conditioning activities that will include low weight and high repetitions. Exercises will target specific major muscle groups.

Bloom's Levels: Communicate

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fitness Assessment/ Health-Related Fitness	Fitness Testing	Students will measure components of health-related fitness by completing fitness test.	1-2 days/Test
Warm-up & Cool-Down	Daily warm-up & cool-down routine	Students will participate in a warm-up and cool-down routine that will include a variety of stretches and exercises.	ongoing
Strength & Conditioning	Strength Training Introduction	Students will participate in comprehensive strength and conditioning activities that will include low weight and high repetitions. Exercises will target specific major muscle groups.	5-15 class periods

Unit 2: Sports and Recreation

Subject: Physical Education

Grade: 6

Name of Unit: Sports and Recreation

Length of Unit: Ongoing

Overview of Unit: In this unit of study the students will begin with fundamental skill practice of each sport taught as well as an overview of the specific game rules and the positive sportsmanship needed to participate. For each topic specific game play and strategy will be introduced and practiced during competitive and recreation game play.

Priority Standards for unit:

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

Priority Standard: NPES.6-8.1: Develops a variety of motor skills.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate correct technique in a variety of outdoor activities.	2
	Apply
The student will demonstrate a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.	2
	Apply
The student will demonstrate a dribbling skill in a variety of practice tasks and small-sided games.	2
	Apply
The student will demonstrate multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).	3
	Analyze

The student will demonstrate a defensive ready position in a variety of practice tasks and small-sided games.	2
	Apply
Priority Standard: NPES 6-8.3: Develops social skills through movement.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will understand and accept others' differences during a variety of physical activities.	2
	Understanding
The student will demonstrate the ability to follow game rules in a variety of physical activity situations.	2
	Apply
The student will recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment.	2
	Apply
The student will solve problems amongst teammates and opponents.	3
	Evaluating
The student will apply and respect the importance of etiquette in a physical activity setting.	2
	Apply

Essential Questions:

1. Why are the basic rules necessary for team, individual/dual, and recreational sports and games?
2. Why are fundamental skills required for successful participation in each sport/game?
3. Why are the position responsibilities important for each sport/game?
4. How can a person strategize for success on offense/defense?

Enduring Understanding/Big Ideas:

1. Team, individual/dual, and recreational sports/games have specific skills necessary for successful participation.
2. Rules and positions are essential elements in team, individual/dual, and recreational sports/games.
3. Strategy is important when it comes to participation in sports and games.
4. There are a variety of sports and games for students to choose and participate in order to enhance their lifelong fitness.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Team Fundamental skills Sportsmanship Strategy Success	Offense Defense

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will demonstrate knowledge of game rules and fundamental skills in a recreational game and/or tournament at the end of each sport taught.

Topic 1: Team Sports

Engaging Experience 1

Title: Football, Volleyball, Basketball, Soccer etc...

Suggested Length of Time: 3-7 class periods per sport taught

Standards Addressed

Priority:

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

Detailed Description/Instructions: Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. Games may include football, volleyball, basketball, soccer and/or other team sports.

Bloom's Levels: Apply

Webb's DOK: 4

Topic 2: Individual/Dual Sports

Engaging Experience 1

Title: Badminton, Tennis, Pickleball, Archery, etc...

Suggested Length of Time: 3-7 class periods per sport taught

Standards Addressed

Priority:

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

Detailed Description/Instructions: Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation with a partner in order to be successful in the specific game or activity. Games/activities may include badminton, tennis, pickleball, archery and/or other individual/dual sports.

Bloom's Levels: Apply

Webb's DOK: 4

Topic 3: Recreational Activities

Engaging Experience 1

Title: Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, Volley Tennis, etc...

Suggested Length of Time: 3-7 class periods per activity taught

Standards Addressed

Priority:

- NPES.6-8.1: Develops a variety of motor skills.
- NPES 6-8.3: Develops social skills through movement.

Detailed Description/Instructions: Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. These activities will have a focus on recreational activities that can be participated in for a lifetime. Activities may include Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, and/or Volley Tennis, and walking.

Bloom's Levels: Apply

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Team Sports	Football, Volleyball, Basketball, Soccer etc...	Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. Games may include football, volleyball, basketball, soccer and/or other team sports.	3-7 class periods/ sport
Individual/ Dual Sports	Badminton, Tennis, Pickleball, Archery, etc...	Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation with a partner in order to be successful in the specific game or activity. Games/activities may include badminton, tennis, pickleball, archery and/or other individual/dual sports.	3-7 class periods/ sport
Recreational Activities	Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, Volley Tennis, etc...	Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. These activities will have a focus on recreational activities that can be participated in for a lifetime. Activities may include Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, and/or Volley Tennis, and walking.	3-7 class periods/ sport

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.