6th Grade Physical Education Curriculum Guide
# 6th Grade Physical Education Course Outline

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<tr>
<th>Unit #</th>
<th>Name</th>
<th>Timeframe</th>
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<td>1</td>
<td>Setting the Stage/Teambuilding</td>
<td>2 weeks</td>
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<td>2</td>
<td>Introduction to Fitness/ Goal Setting</td>
<td>5 weeks</td>
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<td>3</td>
<td>Volley Skills</td>
<td>3 weeks</td>
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<td>4</td>
<td>Foot Dribble and Foot Passing Skills and Concepts</td>
<td>4 weeks</td>
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<tr>
<td>5</td>
<td>Hand Dribble/Hand Passing</td>
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<td>6</td>
<td>Folk &amp; Line Dance</td>
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<td>7</td>
<td>Throwing and Catching--Football</td>
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<td>8</td>
<td>Throwing and Catching--Softball</td>
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<tr>
<td>9</td>
<td>Striking Skills--Hockey</td>
<td>3 weeks</td>
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<tr>
<td>10</td>
<td>Striking Skills--Paddle Ball or Badminton</td>
<td>3 weeks</td>
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<tr>
<td>11</td>
<td>Fitness/Nutrition</td>
<td>2 weeks</td>
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<td>12</td>
<td>Circus Skills</td>
<td>2 weeks</td>
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<tr>
<td>13</td>
<td>Create a Game/Reflection</td>
<td>2 weeks</td>
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Physical Education Curriculum Guide
Grade 6
Unit 1: Setting the Stage/Teambuilding
Suggested Time: 2 Weeks

<table>
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<tr>
<th>Standards</th>
<th>Instructional Activities &amp; Resources</th>
<th>Equipment</th>
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</table>
| **Combination of Movement Patterns and Skills** | **Week 1: Class Expectations/Procedures** | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person. | ❖ Start with an activity
❖ Ascending Order (Ready to Use, pg. 419)
❖ Find Someone Who…(Spark, Extra Extra, pg. 6)--Modify questions
❖ Memory Ball (Spark, Games, pg. 9)--Modify to play The Name Game
❖ Rules/Expectations
❖ Spark, Extra Extra, pgs. 1-3
❖ Spark, Building a Physical Education Foundation, pgs. 7-17
❖ Consequences
❖ Spark, Building a Physical Education Foundation, pg. 13
❖ Re-Focus Station (Appendix) | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| **Self-Responsibility** | **Week 2: Introduction to Teambuilding** | ❖ Teaching Social Skills (Spark, Building Physical Education Foundation pgs. 16-17)
❖ Brainstorm verbal and non-verbal positive statements and interactions (Spark, Building a Physical Education Foundation, pg. 14)
❖ Encouragement T-Chart (Spark, Building a Physical Education Foundation, pg. 17)
❖ Praise phrases (Appendix)
❖ Houdini Hoops (Spark, Games, pg. 4)
❖ Memory Ball (Spark, Games, pg. 9)
❖ Human Knot (Ready to Use, pg. 411) | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| 5.1 Participate productively in group physical activity.  
5.2 Evaluate individual responsibility in group efforts. | **Too Good for Violence Lessons:** | ❖ “Approaches to Conflict”, pg. 1
❖ “The ABC’s of Solving Conflicts”, pg. 13 |
| **Social Interaction** | | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| 5.3 Identify and define the role of each participant in a cooperative physical activity. | | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| **Group Dynamics** | | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |
| 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.  
5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. | | ❖ Rule chart
❖ Expectation chart
❖ Consequence chart T-chart
❖ Tires/Hula hoops
❖ Polyspots/rugs/bases
❖ Ropes
❖ Scooters |

*Additional teambuilding activities to be used throughout the year:
The Rock (Appendix), Moon Ball and Group Moon Ball (Spark, Games, pg. 10 of Cooperative Games), Hog Call (Appendix), Triangle Tag (Spark, Games, pg. 10 of Aerobic Games), Trust Fall (Ready to Use, pg. 417), Partner Stand (Spark, Games, pg. 7 of Cooperative Games), Stepping Stones (Appendix)
### Physical Education Curriculum Guide
#### Grade 6
#### Unit 2: Introduction to Fitness/Goal Setting
#### Suggested Time: 5 weeks

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
<td><strong>Fitness</strong>&lt;br&gt;3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test&lt;br&gt;3.2 Compare individual physical fitness results with research-based standards for good health.&lt;br&gt;3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).&lt;br&gt;3.4 Participate in moderate to vigorous physical activity at a minimum of 4 days per week.&lt;br&gt;3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.&lt;br&gt;3.6 Monitor heart rate intensity during physical activity.&lt;br&gt;4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.</td>
<td><strong>Week 1: Introduction to Fitness</strong>&lt;br&gt;❖ Define and discuss fitness and its importance&lt;br&gt;❖ Introduce warm-up and cool-down activities and the importance of each (Spark, Warm-up/Cool-down)&lt;br&gt;❖ Introduce the components of fitness:&lt;br&gt;❖ Demonstrate various activities that improve and test each component&lt;br&gt;❖ Practice taking Heart Rate during circuit training&lt;br&gt;❖ Personal Best Day (Spark, Personal Best Day, pgs.1-29)&lt;br&gt;❖ Hip-To-Be Fit Fitness Circuits (Appendix)&lt;br&gt;</td>
<td>❖ Fitnessgram DVD&lt;br&gt;❖ Fitnessgram CD&lt;br&gt;❖ Stereo&lt;br&gt;❖ Goal chart&lt;br&gt;❖ Cones&lt;br&gt;❖ Push-up and curl-up mats&lt;br&gt;❖ Sit &amp; Reach boxes&lt;br&gt;❖ Flexible rulers&lt;br&gt;❖ Scale&lt;br&gt;❖ Height measuring device&lt;br&gt;❖ Jump ropes</td>
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<tr>
<td><strong>Vocabulary</strong>&lt;br&gt;Cardiovascular&lt;br&gt;Aerobic capacity&lt;br&gt;Strength and endurance&lt;br&gt;Muscle strength&lt;br&gt;Flexibility&lt;br&gt;Body composition&lt;br&gt;Curl-up&lt;br&gt;Pull-up&lt;br&gt;Healthy Fitness Zone&lt;br&gt;Frequency&lt;br&gt;Intensity&lt;br&gt;Time&lt;br&gt;Type</td>
<td>Body types—&lt;br&gt;Mesomorph&lt;br&gt;Ectomorph&lt;br&gt;Endomorph&lt;br&gt;Fitnessgram&lt;br&gt;Curl-up&lt;br&gt;Healthy Fitness Zone&lt;br&gt;Frequency&lt;br&gt;Intensity&lt;br&gt;Time&lt;br&gt;Type</td>
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**Week 2: Measuring Heart Rate**<br>❖ Measure the Heart Rate (Ready to Use, pg. 42)<br>❖ Practice taking Heart Rate during circuit training<br>❖ Personal Best Day (Spark, Personal Best Day, pgs.1-29)<br>❖ Hip-To-Be Fit Fitness Circuits (Appendix) |

**Week 3: Introduce FITT Principle; Power Walking & Jogging**<br>❖ FITT principle (Frequency, Intensity, Time and Type)<br>❖ Introduce Individual Rope Jumping<br>❖ Review Rules & Basic Jump Instruction (Spark, Jump Rope pgs. 3-4)<br>❖ Rope Challenges (Spark, Jump Rope pgs. 5-10)

Continued.....
4.2 Develop a one-day personal physical fitness plan specifying the intensity, time and types of physical activities for each component of physical fitness.

**Fitness (continued)**

4.3 Identify contraindicated exercises and their adverse effects on the body.
4.4 Classify physical activities as being aerobic or anaerobic.
4.5 Explain methods of monitoring heart rate intensity.
4.6 List the long-term benefits of participation in regular physical activity.
4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

- Instructional cues for jogging *(Spark, Power Walking/Jogging pg. 2)*
- Technique *(Spark, Power Walking/Jogging pg. 3)*
- Various Walking & Jogging Activities *(Spark, Power Walking/Jogging pgs. 4-29)*
  - Card Run pg. 4
  - Partner Jog pg. 5
  - Pass the Ball pg. 6
  - Jump Rope Run pg. 7
  - Dribble Run pg. 7
  - Grab bag Run pg. 8
  - Run USA (with maps included) pgs. 13-26
  - Obstacle Course Runs pgs. 27-29

**Weeks 4-5: Fitness Pre-Test/Goal Setting**

- Continue Fitnessgram demonstration
  - Use Fitnessgram DVD and/or physical demonstration
- Pre-test in all components of fitness
  - Record unofficial Fitnessgram scores and compare to Healthy Fitness Zone Chart *(Appendix)*
  - Set short-term and long-term goals for each component of fitness (individual and class) *(Appendix)*
- Plan moderate to vigorous activities to participate in at least 4 times a week--- outline/brainstorm activities together as a class
- Each student will set his or her own weekly activities and chart all physical activity for a designated time period

**Too Good for Drugs Lessons:**

- “The Road Ahead”, pg. 1
- “Decision Making”, pg. 7
## Standards

### Manipulative Skills
- **1.1** Volley an object repeatedly with a partner, using the forearm pass.
- **1.3** Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

### Combination of Movement Patterns and Skills
- **1.9** Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- **1.10** Combine motor skills to play a lead-up or modified game.

### Movement Concepts
- **2.2** Explain how impact force is reduced by increasing the duration of impact.
- **2.3** Analyze and correct errors in movement patterns.
- **2.4** Provide feedback to a partner to assist in developing and improving movement skills.
- **2.5** Identify practices and procedures necessary for safe participation in physical activities.

### Manipulative Skills
- **2.6** Explain the role of the legs, shoulders and forearm in the forearm pass.
- **2.8** Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of the contact.

## Instructional Activities & Resources

### Week 1: The Forearm Bump Pass
- **Demonstration of the forearm bump pass**
- **The Bump** *(Ready to Use, pg. 243)*
- **Lessons 1-3** *(Spark, Volleyball pgs. 2-4)*
  - Use verbal or written partner feedback
  - Use Performance Assessment Rubric *(Appendix)*

### Week 2: The Underhand Serve
- **Bumping in Small Groups** *(Ready to Use, pg. 245)*
  - Leader Ball
  - Donkey
  - Bump & Over
- **Introduce Underhand Serve**
  - Underhand Serve *(Ready to Use, pg. 249)*
- **Lessons 7-9** *(Spark, Volleyball pgs. 8-10)*

### Week 3: Modified Games
- **Modified Games Using Bumping and Serving Skills**
  - Lessons 14-20+ *(Spark, Volleyball pg. 14)*
  - Station Volleyball *(Ready to Use, pg. 257)*
- **Sideline Volleyball** *(Ready to Use, pg. 259)*
- **Four Square Volleyball** *(Ready to Use, pg. 251)*

## Equipment
- Volleyball nets
- Variety of volleyballs (1 for every 2 students—foam, trainer, standard)
- Paint for grass or sidewalk chalk (lines)

## Vocabulary
- Volley
- Biomechanics
- Rebound principle
- Bump (forearm pass)
- Striking pattern
- Impact force
- Movement pattern
- Angle of implement

### Too Good for Drugs Lessons:
- “Peer Pressure Strategies”, pg. 19
- “Peer Pressure Style”, pg. 29
### Physical Education Curriculum Guide

**Grade 6**

**Unit 4: Foot Dribble and Foot Passing Skills and Concepts**

**Suggested Time:** 4 Weeks

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<tr>
<td><strong>Manipulative Skills</strong></td>
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</tbody>
</table>
| 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. | **Week 1:** Introduction to Foot Dribble, Passing, and Trapping  
- Basic soccer kicks/passing and trapping ([Ready to Use](#), pg. 319)  
- Pass and Trap ([Spark, Soccer](#) pg. 3)  
- Dribbling and Trapping  
  - Spark, Soccer pg. 2  
  - [Ready to Use](#), pg. 318  
  - Use Performance Assessment Rubric ([Appendix](#)) | • Soccer balls  
• Hoops  
• Cones  
• Wall target  
• Ropes  
• Trash cans |
| 1.5 Dribble and pass a ball to a partner while being guarded. | | |
| 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. | **Week 2:** Control Dribbling, Passing, and Defending  
- Control dribbling and passing ([Ready to Use](#), pg. 317)  
- Lesson 3 ([Spark, Soccer](#) pg. 4) | |
| 2.9 Identify opportunities to pass or dribble while being guarded. | **Week 3:** Introduction to Shooting  
- Target kicking challenges  
  - Spark, Soccer pg. 11  
  - [Ready to Use](#), pg. 320  
- Lesson 8-9 ([Spark, Soccer](#), pg. 9) | |
| **Combination of Movement Patterns and Skills** | | |
| 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. | **Week 4:** Modified Games  
- Four sided soccer ([Ready to Use](#), pg. 331)  
- Small-Sided Soccer Games ([Spark, Soccer](#) pg. 10)  
- Kicking Games ([Ready to Use](#), pg. 321) | |
| 1.10 Combine motor skills to play a lead-up or modified game. | | |
| **Movement Concepts** | | |
| 2.1 Explain how to increase force based on the principles of biomechanics. | **Vocabulary**  
 Dribbling  
 Trapping  
 Passing  
 Kicks  
 -Inside  
 -Outside  
 -Toe  
 Defending  
 Force  
 Angle  
 Biomechanics  
 Movement patterns | |
| 2.2 Explain how impact force is reduced by increasing the duration of impact. | | |
| 2.3 Analyze and correct errors in movement patterns. | | |
| 2.4 Provide feedback to a partner to assist in developing and improving movement skills. | | |
| 2.5 Identify practices and procedures necessary for safe participation in physical activities. | | |

**Too Good for Drugs Lessons:**

- “Tobacco Truths”, pg. 51  
- “Alcohol”, pg. 65
## Physical Education Curriculum Guide
### Grade 6

### Unit 5: Hand Dribble/Hand Passing

**Suggested Time:** 3 Weeks

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<tr>
<td><strong>Manipulative Skills</strong></td>
<td><strong>Week 1: Dribbling Basics (ready position, pivot, hand and foot movement)</strong></td>
<td>❖ Balls (1 per person)</td>
</tr>
<tr>
<td>1.5 Dribble and pass a ball to a partner while being guarded.</td>
<td>❖ Whistle cues-free dribble (&lt;Spark&gt;, Basketball pgs. 1-3)</td>
<td>❖ Flags</td>
</tr>
<tr>
<td>1.6 Throw and object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</td>
<td>❖ Maravich drills (&lt;Spark&gt;, Basketball pg. 4)</td>
<td>❖ Pinnies</td>
</tr>
<tr>
<td>2.9 Identify opportunities to pass or dribble while being guarded.</td>
<td>❖ On Command Drills (&lt;Spark&gt;, Basketball pg. 6)</td>
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<tr>
<td><strong>Combination of Movement Patterns</strong></td>
<td>❖ Line Dribbling (&lt;Spark&gt;, Basketball pg. 6)</td>
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<tr>
<td>2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</td>
<td>❖ Dribble Keep Away (&lt;Spark&gt;, Basketball pg. 6)</td>
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<tr>
<td><strong>Group Dynamics</strong></td>
<td>❖ Ball Touch – Keepaway (Ready to Use, pg. 265)</td>
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<tr>
<td>5.1 Participate productively in group physical activities.</td>
<td>❖ Knock Away (Ready to Use, pg. 265)</td>
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<td>❖ Steal the Tails (Ready to Use, pg. 265)</td>
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<td><strong>Week 2: Passing (chest pass, overhead pass, bounce pass)</strong></td>
<td>❖ <strong>Vocabulary</strong></td>
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<td></td>
<td>❖ Overview (&lt;Spark&gt;, Basketball pg. 7)</td>
<td>Overhand</td>
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<tr>
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<td>❖ Passing Challenges (&lt;Spark&gt;, Basketball pgs. 7-9)</td>
<td>Underhand</td>
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<td></td>
<td>❖ Memory Ball (Group Juggling) (&lt;Spark&gt;, Cooperative Games pgs. 9)</td>
<td>Pivot</td>
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<tr>
<td><strong>Week 3: Modified Games</strong></td>
<td>❖ <strong>Too Good for Drugs Lessons:</strong></td>
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<td>❖ Keepaway (&lt;Spark&gt;, Field Games pg. 14)</td>
<td>❖ “Keep Off the Grass”, pg. 77</td>
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<td>❖ 3 Catch Games (&lt;Spark&gt;, Field Games pg. 5)</td>
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<td>❖ 3 Step Run with Defenders (&lt;Spark&gt;, Field Games pg. 5)</td>
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### Physical Education Curriculum Guide
#### Grade 6

## Unit 6: Folk & Line Dance

**Suggested Time: 3 Weeks**

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<tr>
<th>Standards</th>
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| **Rhythmic Skills** | **Week 1: Introduction to Dance** | ❖ Stereo  
2.10 Identify steps and rhythm patterns for folk and line dances.  
2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.  
1.7 Perform folk and line dances.  
2.10 Identify steps and rhythm patterns for folk and line dances.  
2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.  
**Movement Patterns and Skills** | ❖ Orientation and Expectations (Spark, Dance and Rhythms, pg. 5)  
❖ “The Conga” (Spark, Dance and Rhythms, pg. 6)  
❖ Review “The Conga,” Introduce “The Macarena” (Spark, Dance and Rhythms, pg. 7)  
1.8 Develop, refine, and demonstrate routines to music.  
1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.  
**Movement Concepts** | **Week 2: Focus on Rhythm, Timing, and Locomotor Skills** | ❖ Stereo  
❖ “The Conga”  
❖ “The Macarena”  
❖ “Gonna Make You Sweat”  
❖ “Achy Breaky Heart”  
❖ “The Electric Slide”  
❖ Music  
-“The Conga”  
-“The Macarena”  
-“Gonna Make You Sweat”  
-“Achy Breaky Heart”  
-“The Electric Slide”  
❖ Poly spots  
❖ Extension cord  
2.4 Provide feedback to a partner to assist in developing and improving movement skills.  
2.5 Identify practices and procedures necessary for safe participation in physical activities.  
**Week 3: Practice, Create, and Perform Group Dance** | ❖ Practice “The Electric Slide” and other line dances  
❖ Break students into dance groups  
❖ Each group will create a dance, including a variety of moves learned throughout the unit and perform it in front of the class.  
❖ Use rubric (Appendix)  
❖ Videotape the performances (students love to watch them and they can be shared at Open House)  
Refer to Teaching Techniques, Rhythmic Activities and Dances Appropriate for Grades K-8 CD | ❖ Music  
-“The Conga”  
-“The Macarena”  
-“Gonna Make You Sweat”  
-“Achy Breaky Heart”  
-“The Electric Slide”  
❖ Poly spots  
❖ Extension cord |

**Vocabulary**

- Aesthetic
- Rhythm
- Folk
## Physical Education Curriculum Guide

### Grade 6

#### Unit 7: Throwing and Catching--Football

**Suggested Time:** 3 Weeks

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<th>Standards</th>
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<tr>
<td><strong>Manipulative Skills</strong>&lt;br&gt;1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</td>
<td><strong>Week 1: Football Warm-Up; Ball-Carrying Technique</strong>&lt;br&gt;(Ready to Use, pgs. 221-224)&lt;br&gt;❖ Jogging&lt;br&gt;❖ Lateral Shuffling&lt;br&gt;❖ Hit the Dirt&lt;br&gt;❖ Quadriceps stretch (Crab Walk)&lt;br&gt;❖ Open Field Carrying Technique&lt;br&gt;❖ Switch Drill&lt;br&gt;❖ Dodge and Mark&lt;br&gt;❖ Partner Throwing and Catching&lt;br&gt;❖ Net Football</td>
<td>❖ Footballs (Nerf and standard)&lt;br&gt;❖ Flags</td>
</tr>
<tr>
<td><strong>Combination of Movement Patterns and Skills</strong>&lt;br&gt;1.9 Combine relationships, levels, speed, directions, and pathways in complex individual and group activities.&lt;br&gt;1.10 Combine motor skills to play a lead-up or modified game.&lt;br&gt;2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person</td>
<td><strong>Week 2: Running and Passing</strong> (Ready to Use, pgs. 224, 226)&lt;br&gt;❖ Partner throwing and catching while receiver is moving&lt;br&gt;❖ Star and Receiver while the receiver is moving&lt;br&gt;❖ Turn Around&lt;br&gt;❖ Interception</td>
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<td><strong>Week 3: Modified Games</strong> (Ready to Use)&lt;br&gt;❖ Five Passes pg. 227&lt;br&gt;❖ Bordenball pg. 234&lt;br&gt;❖ Flickerball pg. 234&lt;br&gt;❖ Garbage Ball pg. 396&lt;br&gt;❖ Steal the Football pg. 386</td>
<td><strong>Vocabulary</strong>&lt;br&gt;Offense&lt;br&gt;Defense</td>
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Physical Education Curriculum Guide  
Grade 6  
Unit 8: Throwing and Catching--Softball  
Suggested Time: 3 Weeks

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<tr>
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<th>Instructional Activities &amp; Resources</th>
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| **Manipulative Skills**  
1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns. | **Week 1**: Overhand/Underhand Throws; Fielding Fly Balls and Grounders *(Spark, Softball pgs.1-3)*  
- Partner Throw and Catch  
- Fly Balls  
- Challenges  
- Partner Step Back  
- Partner Throw and Catch  
- Ground Balls | ❖ Ragball (1 for every 2 students) |
| **Combination of Movement Patterns and Skills**  
1.9 Combine relationships, levels, speed, directions, and pathways in complex individual and group activities.  
1.10 Combine motor skills to play a lead-up or modified game.  
2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person | **Week 2**: Review Overhand/Underhand/Ground balls; Underhand Pitch and Catch *(Spark, Softball pg. 3)*  
- Partner Throw and Catch  
- Ground Balls  
- Partner Underhand Pitch and Catch  
- Challenges | | **Vocabulary**  
Offense  
Defense |
| **Week 3**: Modified Games | ❖ Throwing on the Move *(Ready to Use, pg. 334)*  
❖ Around the World *(Ready to Use, pg. 335)*  
❖ 25 Up *(Ready to Use, pg. 335)*  
❖ The Hot Box *(Ready to Use, pg. 337)*  
❖ 5 Person Throw and Run Softball *(Spark, Softball pg.4)* |
## Physical Education Curriculum Guide
### Grade 6

**Unit 9: Striking Skills—Hockey**

**Suggested Time:** 3 weeks

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Activities &amp; Resources</th>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td><strong>Manipulative Skills</strong>&lt;br&gt;1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.&lt;br&gt;1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.&lt;br&gt;1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.&lt;br&gt;2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.&lt;br&gt;2.9 Identify opportunities to pass or dribble while being guarded.</td>
<td><strong>Week 1:</strong> Introduction to Grip, Stance, Dribble and Trapping&lt;br&gt;❖ Introduce hockey skills&lt;br&gt;❖ Continue dribbling and trapping and introduce dodging skills</td>
<td>❖ Hockey sticks&lt;br❖ Pucks&lt;br❖ Small mesh balls&lt;br❖ Modified hockey sticks&lt;br❖ Poly spots&lt;br❖ Cones</td>
</tr>
<tr>
<td><strong>Combination of Movement Patterns and Skills</strong>&lt;br&gt;1.9 Combine relationships, levels, speed, directions, and pathways in complex individual and group activities.&lt;br&gt;1.10 Combine motor skills to play a lead-up or modified game.</td>
<td><strong>Week 2:</strong> Introduction to Passing and Receiving&lt;br&gt;❖ Lessons 3-4 (Spark, Hockey pgs. 6-7)</td>
<td></td>
</tr>
<tr>
<td><strong>Movement Concepts</strong>&lt;br&gt;2.2 Explain how impact force is reduced by increasing the duration of impact.&lt;br&gt;2.3 Analyze and correct errors in movement patterns.&lt;br&gt;2.4 Provide feedback to a partner to assist in developing and improving movement skills.&lt;br&gt;2.5 Identify practices and procedures necessary for safe participation in physical activities.</td>
<td><strong>Week 3:</strong> Modified Games&lt;br&gt;❖ Lessons 5-8 (Spark, Hockey pgs. 8-10)</td>
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</tr>
</tbody>
</table>

**Vocabulary**<br>Striking pattern<br>Trapping<br>Forehand<br>Backhand
**Physical Education Curriculum Guide**  
**Grade 6**

**Unit 10/Option #1: Striking Skills--Paddle Ball**  
*Suggested Time: 3 Weeks*

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Badminton.*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Activities &amp; Resources</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| **Manipulative Skills**  
1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.  
1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height. | **Week 1**: Basic Paddle Skills (grip, ready position, footwork, stroking technique) ([Ready-to-Use](#), pgs. 302-303)  
- Forehand  
- Backhand  
- Wall or partner practice without a net  
- Use verbal or written partner feedback ([Appendix](#)) | ✷ Paddles (1 per student)  
✷ Balls (1 per student)  
✷ Wall or net (optional) |
| **Movement Concepts**  
2.1 Explain how to increase force based on the principles of biomechanics  
2.2 Explain how impact force is reduced by increasing the duration of impact.  
2.3 Analyze and correct errors in movement patterns.  
2.4 Provide feedback to a partner to assist in developing and improving movement skills. | **Week 2**: Bounce and Drop Serve Technique ([Ready-to-Use](#), pg. 303)  
- Wall practice  
- Bench ball  
- Floor Ping Pong | |
| **Manipulative Skills**  
2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.  
2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.  
2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. | **Week 3**: Modified/Lead-Up Games ([Ready-to-Use](#), pg. 304)  
- Cut-Throat Paddle Ball  
- Paddle Ball Tennis | |

**Vocabulary**  
Grip  
Face  
Forehand  
Backhand  
Ready position  
Footwork  
Biomechanics—  
- Angle  
- Force
Physical Education Curriculum Guide
Grade 6

Unit 10/Option #2: Striking Skills--Badminton*
Suggested Time: 3 Weeks

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Badminton.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Activities &amp; Resources</th>
<th>Equipment</th>
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</thead>
</table>

### Manipulative Skills

1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke.
1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.

### Combination of Movement Patterns and Skills

1.9 Combine relationships, levels, speed, directions, and pathways in complex individual and group activities.
1.10 Combine motor skills to play a lead-up or modified game.

### Movement Concepts

2.1 Explain how to increase force based on the principles of biomechanics
2.2 Explain how impact force is reduced by increasing the duration of impact.
2.3 Analyze and correct errors in movement patterns.
2.4 Provide feedback to a partner to assist in developing and improving movement skills.

### Manipulative Skills

2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.
2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

#### Week 1: Basic Racquet Skills (grip, ready position, footwork, stroking technique)

- Shuttlecock hitting – stationary and walking while hitting the shuttlecock to self continuously (Ready-to-Use, pg. 305)
- Carry the Bird Relay (Ready-to-Use, pg. 305)
- Small circle hitting

#### Week 2: Continue Forehand/Backhand Practice; Serving

- Bird in the Air
- Partner Stroking
- Badminton Golf
- High serve/short serve partner practice

#### Week 3: Overhead Clear - Modified Games

- Partner Clears pg. 309
- Hit and Run pg. 309
- Goodminton pg. 313

* Vocabulary
- Grip
- Face
- Forehand
- Backhand
- Ready position
- Footwork
- Biomechanics—-Angle
- -Force
- Movement patterns

- Racquets (1 per student)
- Shuttlecock (1 per student)
- Badminton poles and nets
- 4 Hoops per court for Badminton Golf
- Volleyball poles and nets (Goodminton game)
### Physical Education Curriculum Guide

#### Grade 6

#### Unit 11: Fitness/Nutrition

**Suggested Time:** 2 weeks

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Activities &amp; Resources</th>
<th>Equipment</th>
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</thead>
</table>
| **Fitness**  
3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test  
3.2 Compare individual physical fitness results with research-based standards for good health.  
3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.  
4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity. | **Weeks 1-2: Fitness Testing; Measure and Evaluate Progress Toward Yearly Fitness Goals; Nutrition**  
- Test each component and give students options in demonstrating proficiency in order to maximize student success.  
  - Aerobic capacity (Mile Run or Pacer)  
  - Muscle Strength (Curl-up or Trunk Lift)  
  - Strength and Endurance (Push-up)  
  - Flexibility (Sit and Reach or Shoulder Stretch)  
  - Body Composition (Height/Weight)  
- Students will reflect on their progress throughout the year based on reflection paper written during Unit 2  
- Complete Daily Council’s **“Exercise Your Options”** lessons  
  - Options…Choices…Decisions  
  - Food Group Experts Part 1  
  - Food Group Experts Part 2  
  - Lunch at the Mall…What are my Options?  
  - Power Up for Breakfast  
  - Food Records  
  - Keep Moving, Keep Fit  
  - Roadblock Busters  
  - A Brand New Day  
- Students compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity (Appendix) | - Fitnessgram DVD  
- Fitnessgram CD  
- Stereo  
- Goal chart  
- Cones  
- Push-up and Curl-up mates  
- Sit & Reach boxes  
- Flexible rulers  
- Scale  
- Height measuring device  
- Jump ropes |

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Cardiovascular  
Aerobic capacity  
Strength and endurance  
Muscle strength  
Flexibility  
Fitnessgram  
Body composition  
Curl-up  
Pull-up  
Healthy Fitness Zone  
See Dairy Council lessons |
# Physical Education Curriculum Guide

## Grade 6

### Unit 12: Circus Skills

**Suggested Time:** 2 Weeks

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<thead>
<tr>
<th>Standards</th>
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<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manipulative Skills</strong></td>
<td></td>
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</tr>
<tr>
<td>1.6 Throw and object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</td>
<td><strong>Week 1: Introduction to Circus Skills; Juggling Practice</strong></td>
<td>❖ Scarves (3 per student)</td>
</tr>
<tr>
<td>2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</td>
<td>❖ Juggling scarves</td>
<td>❖ Beanbags (3 per student)</td>
</tr>
<tr>
<td></td>
<td>✿ Cascade pattern (Ready to Use, pg. 207)</td>
<td>❖ Juggling video</td>
</tr>
<tr>
<td></td>
<td>✿ Juggling variations (Ready to Use, pg. 208)</td>
<td>❖ Juggle beanballs</td>
</tr>
<tr>
<td></td>
<td>❖ Beanbag juggling (Ready to Use, pg. 209)</td>
<td>❖ Diabolo sets</td>
</tr>
<tr>
<td></td>
<td>✿ Use verbal or written partner feedback</td>
<td></td>
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<td></td>
<td>❖ Juggling while walking</td>
<td></td>
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<tr>
<td><strong>Movement Concepts</strong></td>
<td></td>
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</tr>
<tr>
<td>2.1 Explain how to increase force based on the principles of biomechanics (Diabolo)</td>
<td><strong>Week 2: Continue Juggling Practice OR Diabolo—Throwing and Catching</strong></td>
<td></td>
</tr>
<tr>
<td>2.2 Explain how impact force is reduced by increasing the duration of impact. (Diabolo)</td>
<td>❖ The Basic Spin (Appendix)</td>
<td></td>
</tr>
<tr>
<td>2.3 Analyze and correct errors in movement patterns.</td>
<td>❖ Correcting tilt</td>
<td></td>
</tr>
<tr>
<td>2.4 Provide feedback to a partner to assist in developing and improving movement skills.</td>
<td>❖ Throwing and catching to self</td>
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<td></td>
<td>❖ Stand side by side, 10-15 feet apart</td>
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<td></td>
<td>❖ Pull string taut, angled toward partner</td>
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<td></td>
<td>❖ Partner challenges – Which team can complete the most throws and catches? Which team can complete the farthest throw and catch?</td>
<td></td>
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<td></td>
<td>❖ Small teams (rows) of 5-6 – Can the diabolo make it all the way to the end without being dropped?</td>
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<tr>
<td><strong>Rhythmic Skills</strong></td>
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<tr>
<td>2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</td>
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<tr>
<td><strong>Body Management</strong></td>
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<tr>
<td>2.3 Analyze and correct errors in movement patterns.</td>
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</tbody>
</table>

**Vocabulary**

- Juggling
- Cascade pattern
- Power hand
- Diabolo
- String
- Angle
## Physical Education Curriculum Guide
### Grade 6
#### Unit 13: Create a Game/Reflection
##### Suggested Time: 2 Weeks

### Standards

<table>
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<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Responsibility</strong></td>
<td>5.2 Accept responsibility for individual improvement.</td>
<td> Miscellaneous equipment (e.g., cones, pins, racquets, goals, mats, poly spots, frisbees, flags, bats)</td>
</tr>
<tr>
<td><strong>Combination of Movement</strong></td>
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<tr>
<td><strong>Patterns and Skills</strong></td>
<td>2.4 Identify characteristics of highly-skilled performances for the purpose of improving one’s own performance</td>
<td></td>
</tr>
<tr>
<td><strong>2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.</strong></td>
<td><strong>Week 1: Create a Game; Game Presentations</strong></td>
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<td>❖ Brainstorm individual or dual game ideas</td>
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<td>❖ Use Create a Game criteria (Appendix)</td>
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<td></td>
<td>❖ Practice and refine games students created</td>
<td></td>
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<td>❖ Complete game sheet</td>
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<td></td>
<td>❖ Present the game</td>
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<td></td>
<td>❖ Assess game using rubric (Appendix)</td>
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<td></td>
<td><strong>Week 2: Game presentations (continued); Self and Class Reflection</strong></td>
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<tr>
<td></td>
<td>❖ Complete game sheet</td>
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<tr>
<td></td>
<td>❖ Present the game</td>
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<tr>
<td></td>
<td>❖ Assess game using rubric (Appendix)</td>
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<tr>
<td></td>
<td>❖ Question/Reflection Sheet (Appendix)</td>
<td></td>
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<td></td>
<td>o Fill out</td>
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<td></td>
<td>o Discuss as a class</td>
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<td></td>
<td>❖ Students will reflect on their progress from this year and write a one-page fitness reflection paper (Appendix)</td>
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<td>❖ Class Activity</td>
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<tr>
<td></td>
<td>o Vote on the most favorite activity of the year</td>
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<td></td>
<td>o Play that activity on the last day</td>
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</table>

### Vocabulary
- Manipulative skill
- Offensive strategy
- Scoring system
- Reflection