



6th Grade Physical Education Curriculum Guide

6th Grade Physical Education Course Outline

Unit #	Name	Timeframe
1	Setting the Stage/Teambuilding	2 weeks
2	Introduction to Fitness/ Goal Setting	5 weeks
3	Volley Skills	3 weeks
4	Foot Dribble and Foot Passing Skills and Concepts	4 weeks
5	Hand Dribble/Hand Passing	3 weeks
6	Folk & Line Dance	3 weeks
7	Throwing and Catching--Football	3 weeks
8	Throwing and Catching--Softball	3 weeks
9	Striking Skills--Hockey	3 weeks
10	Striking Skills--Paddle Ball or Badminton	3 weeks
11	Fitness/Nutrition	2 weeks
12	Circus Skills	2 weeks
13	Create a Game/Reflection	2 weeks



Physical Education Curriculum Guide

Grade 6

Unit 1: Setting the Stage/Teambuilding

Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combination of Movement Patterns and Skills</u> 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</p> <p><u>Self-Responsibility</u> 5.1 Participate productively in group physical activity. 5.2 Evaluate individual responsibility in group efforts.</p> <p><u>Social Interaction</u> 5.3 Identify and define the role of each participant in a cooperative physical activity.</p> <p><u>Group Dynamics</u> 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.</p>	<p><u>Week 1: Class Expectations/Procedures</u></p> <ul style="list-style-type: none"> ❖ Start with an activity <ul style="list-style-type: none"> ○ Ascending Order (<u>Ready to Use</u>, pg. 419) ○ Find Someone Who...(<u>Spark</u>, Extra Extra, pg. 6)--Modify questions ❖ Memory Ball (<u>Spark</u>, Games, pg. 9)--Modify to play The Name Game ❖ Rules/Expectations <ul style="list-style-type: none"> ○ <u>Spark</u>, Extra Extra, pgs. 1-3 ○ <u>Spark</u>, Building a Physical Education Foundation, pgs. 7-17 ❖ Consequences <ul style="list-style-type: none"> ○ <u>Spark</u>, Building a Physical Education Foundation, pg. 13 ○ Re-Focus Station (Appendix) <p><u>Week 2: Introduction to Teambuilding*</u></p> <ul style="list-style-type: none"> ❖ Teaching Social Skills (<u>Spark</u>, Building Physical Education Foundation pgs. 16-17) ❖ Brainstorm verbal and non-verbal positive statements and interactions (<u>Spark</u>, Building a Physical Education Foundation, pg. 14) ❖ Encouragement T-Chart (<u>Spark</u>, Building a Physical Education Foundation, pg. 17) ❖ Praise phrases (Appendix) ❖ Houdini Hoops (<u>Spark</u>, Games, pg. 4) ❖ Memory Ball (<u>Spark</u>, Games, pg. 9) ❖ Human Knot (<u>Ready to Use</u>, pg. 411) <p><u>Too Good for Violence Lessons:</u></p> <ul style="list-style-type: none"> ❖ “Approaches to Conflict”, pg. 1 ❖ “The ABC’s of Solving Conflicts”, pg. 13 	<ul style="list-style-type: none"> ❖ Rule chart ❖ Expectation chart ❖ Consequence chart T-chart ❖ Tires/Hula hoops ❖ Polyspots/rugs/bases ❖ Ropes ❖ Scooters <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Expectation Consequence Respect Responsibility Responsibility Active listening Encouragement Courtesy Helpfulness Cooperation Trust Self-control Acceptance of personal differences Complementing Positive disagreement Conflict resolution Competition Self-reward</p> </div>
<p>*<u>Additional teambuilding activities to be used throughout the year:</u> The Rock (Appendix), Moon Ball and Group Moon Ball (<u>Spark</u>, Games, pg. 10 of <i>Cooperative Games</i>), Hog Call (Appendix), Triangle Tag (<u>Spark</u>, Games, pg. 10 of <i>Aerobic Games</i>), Trust Fall (<u>Ready to Use</u>, pg. 417), Partner Stand (<u>Spark</u>, Games, pg. 7 of <i>Cooperative Games</i>), Stepping Stones (Appendix)</p>		



Physical Education Curriculum Guide Grade 6

Unit 2: Introduction to Fitness/Goal Setting Suggested Time: 5 weeks

Standards	Instructional Activities & Resources	Equipment																						
<p><u>Fitness</u> 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. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition). 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week. 3.5 Measure and evaluate changes in physical fitness based on physical activity patterns. 3.6 Monitor heart rate intensity during physical activity. 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.</p>	<p><u>Week 1: Introduction to Fitness</u></p> <ul style="list-style-type: none"> ❖ Define and discuss fitness and its importance <ul style="list-style-type: none"> ○ List benefits of physical activity as a class (<u>Spark</u>, Promoting Activity Outside of Physical Education) ❖ Introduce warm-up and cool-down activities and the importance of each (<u>Spark</u>, Warm-up/Cool-down) ❖ Introduce the components of fitness: <ul style="list-style-type: none"> ○ Cardiovascular ○ Strength and Endurance ○ Muscle Strength ○ Flexibility ○ Body Composition ❖ Demonstrate various activities that improve and test each component <ul style="list-style-type: none"> ○ Fitnessgram components ○ Abdominal exercises (<u>Spark</u>, Strength and Conditioning pg. 2) ○ Upper body exercises (<u>Spark</u>, Strength and Conditioning pg. 4) <p><u>Week 2: Measuring Heart Rate</u></p> <ul style="list-style-type: none"> ❖ Measure the Heart Rate (<u>Ready to Use</u>, pg. 42) <ul style="list-style-type: none"> ○ Resting Heart Rate (RHR) ○ Target Heart Rate (THR) ○ Maximum Heart Rate (MHR) ❖ Practice taking Heart Rate during circuit training <ul style="list-style-type: none"> ○ Fitness Circuits (<u>Spark</u>, Fun and Fitness Circuits pgs. 1-29) ❖ Personal Best Day (<u>Spark</u>, Personal Best Day, pgs.1-6) ❖ Hip-To-Be Fit Fitness Circuits (Appendix) <p><u>Week 3: Introduce FITT Principle; Power Walking & Jogging</u></p> <ul style="list-style-type: none"> ❖ FITT principle (Frequency, Intensity, Time and Type) ❖ Introduce Individual Rope Jumping <ul style="list-style-type: none"> ○ Review Rules & Basic Jump Instruction (<u>Spark</u>, Jump Rope pgs. 3-4) ○ Rope Challenges (<u>Spark</u>, Jump Rope pgs. 5-10) <p style="text-align: center;"><i>Continued.....</i></p>	<ul style="list-style-type: none"> ❖ Fitnessgram DVD ❖ Fitnessgram CD ❖ Stereo ❖ Goal chart ❖ Cones ❖ Push-up and curl-up mats ❖ Sit & Reach boxes ❖ Flexible rulers ❖ Scale ❖ Height measuring device ❖ Jump ropes 																						
		<p><u>Vocabulary</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cardiovascular</td> <td style="width: 50%;">Body types—</td> </tr> <tr> <td>Aerobic capacity</td> <td>-Mesomorph</td> </tr> <tr> <td>Strength and endurance</td> <td>-Ectomorph</td> </tr> <tr> <td>Muscle strength</td> <td>-Endomorph</td> </tr> <tr> <td>Flexibility</td> <td>Fitnessgram</td> </tr> <tr> <td>Body composition</td> <td>Curl-up</td> </tr> <tr> <td>Pull-up</td> <td>Healthy Fitness Zone</td> </tr> <tr> <td>Heart Rate</td> <td>Frequency</td> </tr> <tr> <td>-Resting</td> <td>Intensity</td> </tr> <tr> <td>-Maximum</td> <td>Time</td> </tr> <tr> <td>-Target</td> <td>Type</td> </tr> </table>	Cardiovascular	Body types—	Aerobic capacity	-Mesomorph	Strength and endurance	-Ectomorph	Muscle strength	-Endomorph	Flexibility	Fitnessgram	Body composition	Curl-up	Pull-up	Healthy Fitness Zone	Heart Rate	Frequency	-Resting	Intensity	-Maximum	Time	-Target	Type
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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



Physical Education Curriculum Guide

Grade 6

Unit 3: Volley Skills

Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Volley an object repeatedly with a partner, using the forearm pass.</p> <p>1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.</p> <p><u>Combination of Movement Patterns and Skills</u> 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.</p> <p><u>Movement Concepts</u> 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.</p> <p><u>Manipulative Skills</u> 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</p>	<p><u>Week 1: The Forearm Bump Pass</u></p> <ul style="list-style-type: none"> ❖ Demonstration of the forearm bump pass ❖ The Bump (<u>Ready to Use</u>, pg. 243) ❖ Lessons 1-3 (<u>Spark</u>, Volleyball pgs. 2-4) <ul style="list-style-type: none"> ○ Use verbal or written partner feedback ○ Use Performance Assessment Rubric (Appendix) <p><u>Week 2: The Underhand Serve</u></p> <ul style="list-style-type: none"> ❖ Bumping in Small Groups (<u>Ready to Use</u>, pg. 245) <ul style="list-style-type: none"> ○ Leader Ball ○ Donkey ○ Bump & Over ❖ Introduce Underhand Serve <ul style="list-style-type: none"> ○ Underhand Serve (<u>Ready to Use</u>, pg. 249) ❖ Lessons 7-9 (<u>Spark</u>, Volleyball pgs. 8-10) <p><u>Week 3: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Modified Games Using Bumping and Serving Skills <ul style="list-style-type: none"> ○ Lessons 14-20+ (<u>Spark</u>, Volleyball pg. 14) ○ Station Volleyball (<u>Ready to Use</u>, pg. 257) ❖ Sideline Volleyball (<u>Ready to Use</u>, pg. 259) ❖ Four Square Volleyball (<u>Ready to Use</u>, pg. 251) <p><u>Too Good for Drugs Lessons:</u></p> <ul style="list-style-type: none"> ❖ “Peer Pressure Strategies”, pg. 19 ❖ “Peer Pressure Style”, pg. 29 	<ul style="list-style-type: none"> ❖ Volleyball nets ❖ Variety of volleyballs (1 for every 2 students— foam, trainer, standard) ❖ Paint for grass or sidewalk chalk (lines) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Volley Biomechanics Rebound principle Bump (forearm pass) Striking pattern Impact force Movement pattern Angle of implement</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 4: Foot Dribble and Foot Passing Skills and Concepts Suggested Time: 4 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. 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. 2.9 Identify opportunities to pass or dribble while being guarded.</p> <p><u>Combination of Movement Patterns and Skills</u> 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.</p> <p><u>Movement Concepts</u> 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. 2.5 Identify practices and procedures necessary for safe participation in physical activities.</p>	<p><u>Week 1: Introduction to Foot Dribble, Passing, and Trapping</u></p> <ul style="list-style-type: none"> ❖ Basic soccer kicks/passing and trapping (<u>Ready to Use</u>, pg. 319) ❖ Pass and Trap (<u>Spark</u>, Soccer pg. 3) ❖ Dribbling and Trapping <ul style="list-style-type: none"> ○ <u>Spark</u>, Soccer pg. 2 ○ <u>Ready to Use</u>, pg. 318 ○ Use Performance Assessment Rubric (Appendix) <p><u>Week 2: Control Dribbling, Passing, and Defending</u></p> <ul style="list-style-type: none"> ❖ Control dribbling and passing (<u>Ready to Use</u>, pg. 317) ❖ Lesson 3 (<u>Spark</u>, Soccer pg. 4) <p><u>Week 3: Introduction to Shooting</u></p> <ul style="list-style-type: none"> ❖ Target kicking challenges <ul style="list-style-type: none"> ○ <u>Spark</u>, Soccer pg. 11 ○ <u>Ready to Use</u>, pg. 320 ❖ Lesson 8-9 (<u>Spark</u>, Soccer, pg. 9) <p><u>Week 4: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Four sided soccer (<u>Ready to Use</u>, pg. 331) ❖ Small-Sided Soccer Games (<u>Spark</u>, Soccer pg. 10) ❖ Kicking Games (<u>Ready to Use</u>, pg. 321) <p><u>Too Good for Drugs Lessons:</u></p> <ul style="list-style-type: none"> ❖ “Tobacco Truths”, pg. 51 ❖ “Alcohol”, pg. 65 	<ul style="list-style-type: none"> ❖ Soccer balls ❖ Hoops ❖ Cones ❖ Wall target ❖ Ropes ❖ Trash cans <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Dribbling Trapping Passing Kicks -Inside -Outside -Toe Defending Force Angle Biomechanics Movement patterns</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 5: Hand Dribble/Hand Passing Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.5 Dribble and pass a ball to a partner while being guarded. 1.6 Throw and object accurately and with applied force, using the underhand, overhand, and sidarm movement (throw) patterns.</p> <p><u>Manipulative Skills</u> 2.9 Identify opportunities to pass or dribble while being guarded.</p> <p><u>Combination of Movement Patterns</u> 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</p> <p><u>Group Dynamics</u> 5.1 Participate productively in group physical activities.</p>	<p><u>Week 1: Dribbling Basics (ready position, pivot, hand and foot movement)</u></p> <ul style="list-style-type: none"> ❖ Whistle cues-free dribble (<u>Spark</u>, Basketball pgs. 1-3) ❖ Maravich drills (<u>Spark</u>, Basketball pg. 4) ❖ On Command Drills (<u>Spark</u>, Basketball pg. 6) ❖ Line Dribbling (<u>Spark</u>, Basketball pg. 6) ❖ Dribble Keep Away (<u>Spark</u>, Basketball pg. 6) ❖ Ball Touch – Keepaway (<u>Ready to Use</u>, pg. 265) ❖ Knock Away (<u>Ready to Use</u>, pg. 265) ❖ Steal the Tails (<u>Ready to Use</u>, pg. 265) <p><u>Week 2: Passing (chest pass, overhead pass, bounce pass)</u></p> <ul style="list-style-type: none"> ❖ Overview (<u>Spark</u>, Basketball pg. 7) ❖ Passing Challenges (<u>Spark</u>, Basketball pgs. 7-9) ❖ Memory Ball (Group Juggling) (<u>Spark</u>, Cooperative Games pgs. 9) <p><u>Week 3: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Keepaway (<u>Spark</u>, Field Games pg. 14) ❖ 3 Catch Games (<u>Spark</u>, Field Games pg. 5) ❖ 3 Step Run with Defenders (<u>Spark</u>, Field Games pg. 5) <p><u>Too Good for Drugs Lessons:</u> ❖ “Keep Off the Grass”, pg. 77</p>	<ul style="list-style-type: none"> ❖ Balls (1 per person) ❖ Flags ❖ Pinnies <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Overhand Underhand Pivot Ready position Pass</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 6: Folk & Line Dance Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Rhythmic Skills</u> 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.</p> <p><u>Movement Patterns and Skills</u> 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.</p> <p><u>Movement Concepts</u> 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.</p>	<p><u>Week 1: Introduction to Dance</u></p> <ul style="list-style-type: none"> ❖ Orientation and Expectations (<u>Spark</u>, Dance and Rhythms, pg. 5) ❖ “The Conga” (<u>Spark</u>, Dance and Rhythms, pg. 6) ❖ Review “The Conga,” Introduce “The Macarena” (<u>Spark</u>, Dance and Rhythms, pg. 7) <p><u>Week 2: Focus on Rhythm, Timing, and Locomotor Skills</u></p> <ul style="list-style-type: none"> ❖ “California Strut” (<u>Spark</u>, Dance and Rhythms, pgs. 8-9) ❖ “Achy Breaky Heart” (<u>Spark</u>, Dance and Rhythms, pg. 11) ❖ “The Electric Slide” (<u>Spark</u>, Dance and Rhythms, pg. 12) <p><u>Week 3: Practice, Create, and Perform Group Dance</u></p> <ul style="list-style-type: none"> ❖ 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. <ul style="list-style-type: none"> ○ Use rubric (Appendix) <p>*Videotape the performances (students love to watch them and they can be shared at Open House)</p> <p>Refer to <i>Teaching Techniques, Rhythmic Activities and Dances Appropriate for Grades K-8 CD</i></p>	<ul style="list-style-type: none"> ❖ Stereo ❖ Music <ul style="list-style-type: none"> -“The Conga” -“The Macarena” -“Gonna Make You Sweat” -“Achy Breaky Heart” -“The Electric Slide” ❖ Poly spots ❖ Extension cord <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u> Aesthetic Rhythm Folk</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 7: Throwing and Catching--Football Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</p> <p><u>Combination of Movement Patterns and Skills</u> 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</p>	<p><u>Week 1: Football Warm-Up; Ball-Carrying Technique</u> (Ready to Use, pgs. 221-224)</p> <ul style="list-style-type: none"> ❖ Jogging ❖ Lateral Shuffling ❖ Hit the Dirt ❖ Quadriceps stretch (Crab Walk) ❖ Open Field Carrying Technique ❖ Switch Drill ❖ Dodge and Mark ❖ Partner Throwing and Catching ❖ Net Football <p><u>Week 2: Running and Passing</u> (Ready to Use, pgs. 224, 226)</p> <ul style="list-style-type: none"> ❖ Partner throwing and catching while receiver is moving ❖ Star and Receiver while the receiver is moving ❖ Turn Around ❖ Interception <p><u>Week 3: Modified Games</u> (Ready to Use)</p> <ul style="list-style-type: none"> ❖ Five Passes pg. 227 ❖ Bordenball pg. 234 ❖ Flickerball pg. 234 ❖ Garbage Ball pg. 396 ❖ Steal the Football pg. 386 	<ul style="list-style-type: none"> ❖ Footballs (Nerf and standard) ❖ Flags <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Vocabulary</u> Offense Defense</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 8: Throwing and Catching--Softball Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.</p> <p><u>Combination of Movement Patterns and Skills</u> 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</p>	<p><u>Week 1: Overhand/Underhand Throws; Fielding Fly Balls and Grounders</u> (<u>Spark</u>, Softball pgs.1-3)</p> <ul style="list-style-type: none"> ❖ Partner Throw and Catch ❖ Fly Balls ❖ Challenges ❖ Partner Step Back ❖ Partner Throw and Catch ❖ Ground Balls <p><u>Week 2: Review Overhand/Underhand/Ground balls; Underhand Pitch and Catch</u> (<u>Spark</u>, Softball pg. 3)</p> <ul style="list-style-type: none"> ❖ Partner Throw and Catch ❖ Ground Balls ❖ Partner Underhand Pitch and Catch ❖ Challenges <p><u>Week 3: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Throwing on the Move (<u>Ready to Use</u>, pg. 334) ❖ Around the World (<u>Ready to Use</u>, pg. 335) ❖ 25 Up (<u>Ready to Use</u>, pg. 335) ❖ The Hot Box (<u>Ready to Use</u>, pg. 337) ❖ 5 Person Throw and Run Softball (<u>Spark</u>, Softball pg.4) 	<p>❖ Ragball (1 for every 2 students)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Vocabulary</u> Offense Defense</p> </div>



Physical Education Curriculum Guide

Grade 6

Unit 9: Striking Skills--Hockey

Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and backhand stroke. 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height. 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. 2.9 Identify opportunities to pass or dribble while being guarded.</p> <p><u>Combination of Movement Patterns and Skills</u> 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.</p> <p><u>Movement Concepts</u> 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.</p>	<p><u>Week 1: Introduction to Grip, Stance, Dribble and Trapping</u></p> <ul style="list-style-type: none"> ❖ Introduce hockey skills <ul style="list-style-type: none"> ○ Lesson 1 (<u>Spark</u>, Hockey pgs. 2-3) ❖ Continue dribbling and trapping and introduce dodging skills <ul style="list-style-type: none"> ○ Lesson 2 (<u>Spark</u>, Hockey pgs. 4-5) <p><u>Week 2: Introduction to Passing and Receiving</u></p> <ul style="list-style-type: none"> ❖ Lessons 3-4 (<u>Spark</u>, Hockey pgs. 6-7) <p><u>Week 3: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Lessons 5-8 (<u>Spark</u>, Hockey pgs. 8-10) 	<ul style="list-style-type: none"> ❖ Hockey sticks ❖ Pucks ❖ Small mesh balls ❖ Modified hockey sticks ❖ Poly spots ❖ Cones <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Striking pattern Trapping Forehand Backhand</p> </div>



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.

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 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.</p> <p><u>Movement Concepts</u> 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.</p> <p><u>Manipulative Skills</u> 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.</p>	<p><u>Week 1: Basic Paddle Skills (grip, ready position, footwork, stroking technique)</u> (<u>Ready-to-Use</u>, pgs. 302-303)</p> <ul style="list-style-type: none"> ❖ Forehand ❖ Backhand ❖ Wall or partner practice without a net ❖ Use verbal or written partner feedback (Appendix) <p><u>Week 2: Bounce and Drop Serve Technique</u> (<u>Ready-to-Use</u>, pg. 303)</p> <ul style="list-style-type: none"> ❖ Wall practice ❖ Bench ball ❖ Floor Ping Pong <p><u>Week 3: Modified/Lead-Up Games</u> (<u>Ready-to-Use</u>, pg. 304)</p> <ul style="list-style-type: none"> ❖ Cut-Throat Paddle Ball ❖ Paddle Ball Tennis 	<ul style="list-style-type: none"> ❖ Paddles (1 per student) ❖ Balls (1 per student) ❖ Wall or net (optional) <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Grip Face Forehand Backhand Ready position Footwork Biomechanics— -Angle -Force</p> </div>



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.

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 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.</p> <p><u>Combination of Movement Patterns and Skills</u> 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.</p> <p><u>Movement Concepts</u> 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.</p> <p><u>Manipulative Skills</u> 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.</p>	<p><u>Week 1: Basic Racquet Skills (grip, ready position, footwork, stroking technique)</u> (See <u>Ready-to-Use</u>, pg. 305)</p> <ul style="list-style-type: none"> ❖ Shuttlecock hitting – stationary and walking while hitting the shuttlecock to self continuously (<u>Ready-to-Use</u>, pg. 305) ❖ Carry the Bird Relay (<u>Ready-to-Use</u>, pg. 305) ❖ Small circle hitting <p><u>Week 2: Continue Forehand/Backhand Practice; Serving</u> (<u>Ready-to-Use</u>, pg. 307-8)</p> <ul style="list-style-type: none"> ❖ Bird in the Air ❖ Partner Stroking ❖ Badminton Golf ❖ High serve/short serve partner practice <p><u>Week 3: Overhead Clear - Modified Games</u> (<u>Ready to Use</u>, pgs. 309-313)</p> <ul style="list-style-type: none"> ❖ Partner Clears pg. 309 ❖ Hit and Run pg. 309 ❖ Goodminton pg. 313 	<ul style="list-style-type: none"> ❖ 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) <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Grip Face Forehand Backhand Ready position Footwork Biomechanics— -Angle -Force Movement patterns</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 11: Fitness/Nutrition Suggested Time: 2 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Fitness</u> 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.</p>	<p><u>Weeks 1-2: Fitness Testing; Measure and Evaluate Progress Toward Yearly Fitness Goals; Nutrition</u></p> <ul style="list-style-type: none"> ❖ Test each component and give students options in demonstrating proficiency in order to maximize student success. <ul style="list-style-type: none"> ○ 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 “<i>Exercise Your Options</i>” lessons <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> ❖ 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 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Cardiovascular Aerobic capacity Strength and endurance Muscle strength Flexibility Fitnessgram Body composition Curl-up Pull-up Healthy Fitness Zone See Dairy Council lessons</p> </div>



Physical Education Curriculum Guide

Grade 6

Unit 12: Circus Skills

Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.6 Throw and object accurately and with applied force, using the underhand, overhand, and sidarm movement (throw) patterns. 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p><u>Movement Concepts</u> 2.1 Explain how to increase force based on the principles of biomechanics (Diabolo) 2.2 Explain how impact force is reduced by increasing the duration of impact. (Diabolo) 2.3 Analyze and correct errors in movement patterns. 2.4 Provide feedback to a partner to assist in developing and improving movement skills.</p> <p><u>Rhythmic Skills</u> 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p> <p><u>Body Management</u> 2.3 Analyze and correct errors in movement patterns.</p>	<p><u>Week 1: Introduction to Circus Skills; Juggling Practice</u></p> <ul style="list-style-type: none"> ❖ Juggling scarves <ul style="list-style-type: none"> ○ Cascade pattern (<u>Ready to Use</u>, pg. 207) ○ Juggling variations (<u>Ready to Use</u>, pg. 208) ❖ Beanbag juggling (<u>Ready to Use</u>, pg. 209) <ul style="list-style-type: none"> ○ Use verbal or written partner feedback ❖ Juggling while walking <p><u>Week 2: Continue Juggling Practice OR Diabolo—Throwing and Catching</u></p> <ul style="list-style-type: none"> ❖ The Basic Spin (Appendix) ❖ Correcting tilt ❖ Throwing and catching to self ❖ Stand side by side, 10-15 feet apart ❖ Pull string taut, angled toward partner ❖ Partner challenges – Which team can complete the <u>most</u> throws and catches? Which team can complete the <u>farthest</u> throw and catch? ❖ Small teams (rows) of 5-6 – Can the diabolo make it all the way to the end without being dropped? 	<ul style="list-style-type: none"> ❖ Scarves (3 per student) ❖ Beanbags (3 per student) ❖ Juggling video ❖ Juggle beanballs ❖ Diabolo sets <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Juggling Cascade pattern Power hand Diabolo String Angle</p> </div>



Physical Education Curriculum Guide Grade 6

Unit 13: Create a Game/Reflection Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Self-Responsibility</u> 5.2 Accept responsibility for individual improvement.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance 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.</p>	<p><u>Week 1: Create a Game; Game Presentations</u></p> <ul style="list-style-type: none"> ❖ Brainstorm individual or dual game ideas ❖ Use Create a Game criteria (Appendix) ❖ Practice and refine games students created ❖ Complete game sheet ❖ Present the game ❖ Assess game using rubric (Appendix) <p><u>Week 2: Game presentations (continued); Self and Class Reflection</u></p> <ul style="list-style-type: none"> ❖ Complete game sheet ❖ Present the game ❖ Assess game using rubric (Appendix) ❖ Question/Reflection Sheet (Appendix) <ul style="list-style-type: none"> ○ Fill out ○ Discuss as a class ❖ Students will reflect on their progress from this year and write a one-page fitness reflection paper (Appendix) ❖ Class Activity <ul style="list-style-type: none"> ○ Vote on the most favorite activity of the year ○ Play that activity on the last day 	<p>❖ Miscellaneous equipment (e.g., cones, pins, racquets, goals, mats, poly spots, frisbees, flags, bats)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Manipulative skill Offensive strategy Scoring system Reflection</p> </div>