

**Course Title:** Physical Education - Sixth Grade

**Board Approval Date:** 10/15/12

**Credit / Hours:** NA

This course consists of fitness assessments, team sports, moderate and vigorous activities, aquatics, cooperative activities, and health and wellness. The fitness assessments consist of the mile run, curl ups, pull ups, push-ups, sit & reach, and shuttle run. During the team sports unit the students will learn the rules, skills, and boundaries used to participate in basketball, soccer, volleyball, tchoukball, dodge ball, and pilo polo. During the moderate and vigorous activities unit the students learn the differences between moderate and vigorous activities, participate in yoga, gymnastics, and dance. The aquatics unit emphasizes improving the different strokes and learning the rules and skills used to play various water games. During the cooperative activities unit the students participate in games and activities that focus on improving teamwork, cooperation, and strategies. The health and wellness unit concentrates on the three parts of health, nutrition, reading nutrition fact labels, balancing a diet, and proper amounts of daily physical activity. ***This unit complies with the CCSD Student Wellness Policy, specifically 7040.5: Nutrition Education.***

**Learning Activities / Modes of Assessment:**

Large group instruction	Teacher Observation
Fitness Assessments	Tests and Quizzes
Goal Setting	
Teamwork	
Strategizing	

**Instructional Resources:**

*Teen Health-Course 1* (Glencoe/McGraw Hill, 2009)  
*Fitness for Life* (Human Kineticss, 2007)

## Course Pacing Guide

Course: **Physical Education – Grade Six**

<b>Course Unit (Topic)</b>	<b>Length of Instruction (Days/Periods)</b>
1. Fitness Assessment	10 days
2. Team Sports	30 days
3. Moderate and Vigorous Activities	24 days
4. Aquatics	7 days
5. Cooperative Activities	7 days
6. Health and Wellness	<u>8 days</u>
<b>DAYS TOTAL</b>	<b>86 Days</b>

## Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

## Know:

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

## Understand:

Fitness assessments help you to know your current fitness level.

## Do:

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Compact**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.B - Analyze the effects of regular

## Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

## Know:

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

10.4.9.A - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

## Understand:

## Do:

participation in moderate to vigorous physical activities in relation to adolescent health improvement.

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.4.6.D - Describe factors that affect childhood physical activity preferences.

10.4.6.E - Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

10.3.6.D - Analyze the role of individual responsibility for safety during physical activity.

10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6.D - Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

- weight management
- personal choice
- developmental differences
- amount of physical activity
- authentic practice
- agility
- balance
- coordination

## Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

## Know:

## Understand:

## Do:

10.4.9.D - Analyze factors that affect physical activity preferences of adolescents.

10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.

10.5.9.E - Analyze and apply scientific and biomechanical principles to complex movements.

10.3.6.D - Analyze the role of individual responsibility for safety during physical activity.

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.4.6.E - Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

10.4.6.F - Identify and

- power
- reaction time
- speed
  
- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment
  
- success-oriented activities
- school-community resources
- variety of activities
- time on task
  
- leading
- following
- teamwork
- etiquette
- adherence to rules
  
- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition
  
- leading
- following
- teamwork
- etiquette
- adherence to rules

Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<p>describe positive and negative interactions of group members in physical activities.                  10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.                  10.5.6.D - Describe and apply the principles of exercise to the components of health-related and skill-related fitness.                  10.4.6.D - Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• skill competence</li> <li>• social benefits</li> </ul>		
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Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<ul style="list-style-type: none"> <li>• previous experience</li> <li>• activity confidence</li>   <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li>   <li>• group dynamics</li> <li>• social pressure</li>   <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• speed</li>   <li>• centripetal/centrifugal force</li> <li>• linear motion</li> <li>• rotary motion</li> <li>• friction/resistance</li> <li>• equilibrium</li> <li>• number of moving segments</li>   <li>• success-oriented activities</li> <li>• school-community resources</li> <li>• variety of activities</li> <li>• time on task</li>   <li>• leading</li> <li>• following</li> <li>• teamwork</li> <li>• etiquette</li> </ul>		
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Topic: 1. Fitness Assessment

Days: 10

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

- adherence to rules
- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition
  
- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment



## Topic: 1. Fitness Assessment

Subject(s): Physical Education

Days: 10

Grade(s): 6th

Which standards are students learning in this unit?

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Compact**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

**10.4.6.D – Essential**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

To be able to understand the mental, physical and social benefits of team sports

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6.B - Identify and apply the concepts of motor skill development to a variety of basic skills.

10.5.6.F - Identify and apply game strategies to basic games and physical activities.

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6.B - Identify and apply the concepts of motor

Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.4.6.D - Describe factors that affect childhood physical activity preferences.

10.4.6.F - Identify and describe positive and negative interactions of group members in

skill development to a variety of basic skills.

10.5.6.F - Identify and apply game strategies to basic games and physical activities.

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6.B - Identify and apply the concepts of motor skill development to a variety of basic skills.

10.5.6.F - Identify and apply game strategies to basic games and physical activities.

10.5.6.C - Describe the relationship between practice and skill development.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

- give and go
- one on one
- peer communication

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

- give and go
- one on one
- peer communication

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

- give and go
- one on one
- peer communication

Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<p>physical activities.                  10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.                  10.5.6.B - Identify and apply the concepts of motor skill development to a variety of basic skills.                  10.5.6.C - Describe the relationship between practice and skill development.                  10.5.6.F - Identify and apply game strategies to basic games and physical activities.                  10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.                  10.4.6.D - Describe factors that affect childhood physical activity preferences.                  10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.                  10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.                  10.5.6.B - Identify and apply the concepts of</p>		
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Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<p>motor skill development to a variety of basic skills.                  10.5.6.C - Describe the relationship between practice and skill development.                  10.5.6.F - Identify and apply game strategies to basic games and physical activities.                  10.4.6.D - Describe factors that affect childhood physical activity preferences.                  10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.                  10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.                  10.5.6.B - Identify and apply the concepts of motor skill development to a variety of basic skills.                  10.5.6.C - Describe the relationship between practice and skill development.                  10.5.6.F - Identify and apply game strategies to basic games and physical activities.                  10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute</p>		
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Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<p>to physical fitness and health.</p> <ul style="list-style-type: none"> <li>• enjoyment</li> <li>• personal interest</li> <li>• social experience</li> <li>• opportunities to learn new activities</li> <li>• parental preference</li> <li>• environment</li>   <li>• leading</li> <li>• following</li> <li>• teamwork</li> <li>• etiquette</li> <li>• adherence to rules</li>   <li>• transfer between skills</li> <li>• selecting relevant cues</li> <li>• types of feedback</li> <li>• movement efficiency</li> <li>• product (outcome/result)</li>   <li>• give and go</li> <li>• one on one</li> <li>• peer communication</li>   <li>• enjoyment</li> <li>• personal interest</li> <li>• social experience</li> <li>• opportunities to learn new activities</li> <li>• parental preference</li> <li>• environment</li>   <li>• leading</li> </ul>		
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Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

- following
- teamwork
- etiquette
- adherence to rules
  
- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/ result)
  
- give and go
- one on one
- peer communication
  
- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment
  
- leading
- following
- teamwork
- etiquette
- adherence to rules
  
- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency

Topic: 2. Team Sports

Days: 30

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

<ul style="list-style-type: none"><li>• product (outcome/ result)</li><li>• give and go</li><li>• one on one</li><li>• peer communication</li></ul>		
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Topic: 2. Team Sports

Subject(s): Physical Education

Days: 30

Grade(s): 6th

Which standards are students learning in this unit?

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Essential**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

## Topic: 3. Moderate and Vigorous Activities

Days: 24

Subject(s): Physical Education

Grade(s): 6th

## Know:

**10.4.6.B – Essential**

Explain the effects of regular participation in moderate to vigorous physical activities on the body systems

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

## Understand:

The benefits of participating in moderate to vigorous activities, and how to improve related skills.

## Do:

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.C – Essential**

Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.

- heart rate monitoring
- checking blood pressure
- fitness assessment

**10.3.3.D – Essential**

Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**9.1.5.G – Essential**

Identify the function and benefits of rehearsal and practice sessions.

## Topic: 3. Moderate and Vigorous Activities

Days: 24

Subject(s): Physical Education

Grade(s): 6th

## Know:

**9.1.5.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance:energy/force, space, time
  - Principles
    - Dance:choreography, form, genre, improvisation, style, technique

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

10.4.6.B - Explain the effects of regular participation in moderate to vigorous physical activities on the body systems

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

9.1.5.G - Identify the function and benefits of rehearsal and practice sessions.

## Understand:

## Do:

**9.1.5.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance:energy/force, space, tim
  - Principles
    - Dance:choreography, form, genre, improvisation, style, technique

10.5.6.C - Describe the relationship between practice and skill development.

## Topic: 3. Moderate and Vigorous Activities

Subject(s): Physical Education

Days: 24

Grade(s): 6th

Which standards are students learning in this unit?

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.B – Essential**

Explain the effects of regular participation in moderate to vigorous physical activities on the body systems

**10.4.6.C – Essential**

Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.

- heart rate monitoring
- checking blood pressure
- fitness assessment

**10.3.3.D – Essential**

Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

**9.1.5.G – Essential**

Identify the function and benefits of rehearsal and practice sessions.

## Topic: 3. Moderate and Vigorous Activities

Days: 24

Subject(s): Physical Education

Grade(s): 6th

**9.1.5.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements

Dance: energy/force, space, time

Music: duration, intensity, pitch, timbre

Theatre: scenario, script/text, set design

Visual Arts: color, form/shape, line, space, texture, value

- Principles

Dance: choreography, form, genre, improvisation, style, technique

Music: composition, form, genre, harmony, rhythm, texture

Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

leading

following

teamwork

etiquette

adherence to rules

## Topic: 4. Aquatics

Days: 7

Subject(s): Physical Education

Grade(s): 6th

## Know:

## Understand:

## Do:

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

Students will understand how to perform different stroke mechanics, pool safety, and the benefits associated with aquatic games and activities.

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Compact**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

## Topic: 4. Aquatics

Days: 7

Subject(s): Physical Education

Grade(s): 6th

## Know:

## Understand:

## Do:

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

10.3.6.B - Know and apply appropriate emergency responses.

10.4.6.F - Identify and describe positive and negative interactions of group members in physical activities.

10.5.6.A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

- universal precautions
- leading
- following
- teamwork
- etiquette
- adherence to rules

## Topic: 4. Aquatics

Subject(s): Physical Education

Days: 7

Grade(s): 6th

Know:

Understand:

Do:

10.3.6.B - Know and apply appropriate emergency responses.

10.4.6.D - Describe factors that affect childhood physical activity preferences.

- universal precautions
- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment



## Topic: 4. Aquatics

Subject(s): Physical Education

Days: 7

Grade(s): 6th

Which standards are students learning in this unit?

**10.3.6.B – Unranked**

Know and apply appropriate emergency responses.

- basic first aid
- Heimlich maneuver
- universal precautions

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.A – Essential**

Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

**10.5.6.D – Essential**

Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Compact**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

Topic: 4. Aquatics

Subject(s): Physical Education

Days: 7

Grade(s): 6th

**10.4.6.E – Compact**

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

## Topic: 5. Cooperative Activities

Days: 7

Subject(s): Physical Education

Grade(s): 6th

## Know:

**10.4.6.D – Essential**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

## Understand:

Students will participate in cooperative games and activities to understand how relationships, peer influences, and teamwork contribute to positive or negative outcomes.

## Do:

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

**10.3.6.C – Compact**

Describe strategies to avoid or manage conflict and violence.

- anger management
- peer mediation
- reflective listening
- negotiation

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

10.5.6.C - Describe the relationship between practice and skill development.

Topic: 5. Cooperative Activities

Days: 7

Subject(s): Physical Education

Grade(s): 6th

Know:

Understand:

Do:

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

**10.3.6.C – Compact**

Describe strategies to avoid or manage conflict and violence.

- anger management
- peer mediation
- reflective listening
- negotiation

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

10.4.6.A - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

## Topic: 5. Cooperative Activities

Subject(s): Physical Education

Days: 7

Grade(s): 6th

Which standards are students learning in this unit?

**10.4.6.A – Essential**

Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

**10.4.6.D – Essential**

Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

**10.4.6.F – Essential**

Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

**10.5.6.B – Essential**

Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

**10.5.6.C – Essential**

Describe the relationship between practice and skill development.

**10.5.6.F – Essential**

Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

Topic: 5. Cooperative Activities

Subject(s): Physical Education

Days: 7

Grade(s): 6th

**10.3.6.C – Compact**

Describe strategies to avoid or manage conflict and violence.

- anger management
- peer mediation
- reflective listening
- negotiation

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

Topic: 6. Health and Wellness

Days: 8

Subject(s): Other

Grade(s): 6th

Know:

**10.1.6.E – Essential**

Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)
- preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

**10.1.6.D – Essential**

Explain factors that influence childhood and adolescent drug use.

- peer influence
- body image (e.g., steroids, enhancers)
- social acceptance
- stress
- media influence
- decision-making/refusal skills
- rules, regulations and laws
- consequences

Understand:

Understands behaviors and habits that can help keep students healthy and safe.

Do:

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

- 10.1.6.E - Identify health problems that can occur throughout life and describe ways to prevent them.  
 10.1.6.D - Explain factors that influence childhood and adolescent drug use.  
 10.2.6.D - Describe and apply the steps of a decision-making process to health and safety issues.  
 10.3.6.A - Explain and apply safe practices in the home, school and community.  
 10.3.6.B - Know and apply appropriate emergency responses.
- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)
  - preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)
  - peer influence
  - body image (e.g., steroids, enhancers)
  - social acceptance
  - stress
  - media influence
  - decision-making/refusal skills
  - rules, regulations and laws
  - consequences
  - emergencies (e.g., fire, natural disasters)
  - personal safety (e.g., home alone, latch key, harassment)
  - communication (e.g., telephone, Internet)
  - violence prevention (e.g., gangs, weapons)
  - basic first aid
  - Heimlich maneuver
  - universal precautions

Topic: 6. Health and Wellness

Days: 8

Subject(s): Other

Grade(s): 6th

Know:

Understand:

Do:

**10.3.6.A – Unranked**

Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters)
- personal safety (e.g., home alone, latch key, harassment)
- communication (e.g., telephone, Internet)
- violence prevention (e.g., gangs, weapons)

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.

10.2.6.D - Describe and apply the steps of a decision-making process to health and safety issues.

10.3.6.B - Know and apply appropriate emergency responses.

10.3.6.C - Describe strategies to avoid or manage conflict and violence.

10.1.6.E - Identify health problems that can occur throughout life and describe ways to prevent them.

10.1.6.D - Explain factors that influence childhood and adolescent drug use.



Topic: 6. Health and Wellness

Days: 8

Subject(s): Other

Grade(s): 6th

Know:

Understand:

Do:

<p>10.3.6.A - Explain and apply safe practices in the home, school and community.</p> <ul style="list-style-type: none"> <li>• basic first aid</li> <li>• Heimlich maneuver</li> <li>• universal precautions</li>   <li>• anger management</li> <li>• peer mediation</li> <li>• reflective listening</li> <li>• negotiation</li>   <li>• diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)</li> <li>• preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)</li>   <li>• peer influence</li> <li>• body image (e.g., steroids, enhancers)</li> <li>• social acceptance</li> <li>• stress</li> <li>• media influence</li> <li>• decision-making/refusal skills</li> <li>• rules, regulations and laws</li> </ul>		
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Topic: 6. Health and Wellness

Subject(s): Other

Days: 8

Grade(s): 6th

Know:

Understand:

Do:

<ul style="list-style-type: none"><li>• consequences</li><li>• emergencies (e.g., fire, natural disasters)</li><li>• personal safety (e.g., home alone, latch key, harassment)</li><li>• communication (e.g., telephone, Internet)</li><li>• violence prevention (e.g., gangs, weapons)</li></ul>		
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Topic: 6. Health and Wellness

Subject(s): Other

Days: 8

Grade(s): 6th

Which standards are students learning in this unit?

**10.1.6.E – Essential**

Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)
- preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

**10.1.6.D – Essential**

Explain factors that influence childhood and adolescent drug use.

- peer influence
- body image (e.g., steroids, enhancers)
- social acceptance
- stress
- media influence
- decision-making/refusal skills
- rules, regulations and laws
- consequences

**10.2.6.D – Compact**

Describe and apply the steps of a decision-making process to health and safety issues.

**10.3.6.A – Unranked**

Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters)
- personal safety (e.g., home alone, latch key, harassment)
- communication (e.g., telephone, Internet)
- violence prevention (e.g., gangs, weapons)

**10.3.6.C – Unranked**

Describe strategies to avoid or manage conflict and violence.

- anger management
- peer mediation
- reflective listening
- negotiation

**10.3.6.D – Essential**

Analyze the role of individual responsibility for safety during physical activity.