

Unit of Study 1	Sixth Grade	Quarter 1	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>participation</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> ○→ 6.3.1 Record daily activity and identify benefits gained. Describe how being physically active leads to a healthy body • 6.3.2 Participate in self-selected physical activity outside of physical education class • 6.3.4 Explain the role of warm-up and cool-down before and after physical activity • 6.3.7 Identify positive and negative results from stress and appropriate ways of dealing with each ○→ 6.4.1 Exhibit personal responsibility by using appropriate etiquette, demonstrate respect for facilities, and exhibit safe behaviors • 6.4.2 Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk ○→ 6.4.5 Use physical activity and fitness equipment appropriately and safely, with minimal teacher guidance • 6.5.1 Describe how being physically active leads to a healthy body • 6.5.4 Describe how participation in a physical activity creates enjoyment 		<ul style="list-style-type: none"> • daily activity • physical activity • warm-up • cool-down • stress • etiquette • positive self-talk 	<ul style="list-style-type: none"> • Record and chart daily activity for a week • Have students participate in make expectations and consequences for PE • Have students participate in a self-selected physical activity outside of class and report on it
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Record daily activity and identify benefits gained from physical fitness. • Identify positive and negative results from stress and appropriate ways of dealing with each. • Describe how being physically active leads to a healthy body. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 2	Sixth Grade	Quarter 2	Physical Education 01/17/17
<p>Concepts:</p> <p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		<p>Skills:</p> <p>dancing, dribbling, shooting, jumping, jump rope skills</p>	
<p align="center">Physical Education Concepts</p>		<p align="center">Vocabulary students should use</p>	<p align="center">Lesson Ideas</p>
<p>I can:</p> <ul style="list-style-type: none"> • 6.1.4 Demonstrate correct rhythm and patterns for a dance form (e.g., folk, social, creative, line or world dance) • 6.1.5 Perform a rhythmic dance using drumming, and incorporate complete movement using ropes, balls, or Lummi sticks • 6.1.6 Use locomotor and non-locomotor skills to teach a group dance or rhythmic activity ➔ 6.1.12 Demonstrate a complete skill by dribbling and shooting on goal with power in a game setting • 6.1.14 Create a jump rope routine with repeated patterns and combinations of movement • 6.3.3 Differentiate between skill-related and health-related fitness • 6.3.5 Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment ➔ 6.4.4 Demonstrate understanding of rules and etiquette for physical activities, games, and dance ➔ 6.5.5 Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity 		<ul style="list-style-type: none"> • folk dance • social dance • creative dance • line dance • world dance • drumming • ropes • Lummi sticks • dribbling • shooting 	<ul style="list-style-type: none"> • Cultural dance unit • Design a personal fitness program
<p align="center">Physical Education Language Objectives</p>			
<ul style="list-style-type: none"> • Show patterns for a dance form such as folk, social, creative, line or world dance. • Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment. • Tell the difference between skill-related and health-related fitness. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			

Unit of Study 3	Sixth Grade	Quarter 3	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		catching, dribbling, passing, volleying, striking	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> ➤ 6.1.7 Catch a variety of objects from different trajectories, using varying practice tasks ➤ 6.1.9 Dribble with the dominant hand, using a change of speed and direction in a variety of practice tasks <ul style="list-style-type: none"> • 6.1.11 Pass and receive with the feet, using a well-developed pattern in a small group activity • 6.1.13 Demonstrate a well-developed form of the overhead volley through implementation in a game setting ➤ 6.2.1 Demonstrate individual strategies in a small group setting in both defensive and offensive situations to create or deny open space <ul style="list-style-type: none"> • 6.2.2 Apply speed, direction, and force using a long-handled implement, sending it toward a specific target area while in motion • 6.5.2 Identify why physical activity participation reduces stress and promotes positive social interaction • 6.5.3 Understand that personal challenges can be positive, and reaction can build personal satisfaction through acceptance of feedback, extending effort, and not being afraid to ask for help 		<ul style="list-style-type: none"> • catching • dribbling • passing • receiving • volleying • striking • long-handled implement • target 	<ul style="list-style-type: none"> • Catching unit • Soccer unit • Basketball unit • Volleyball unit • Baseball or softball unit • Comparing and contrasting offense and defense in different sports
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Compare and contrast the difference between offense and defense in different game settings. • Identify why physical activity participation reduces stress and promotes positive social interaction. • Describe and show how to dribble a ball with your hands and then your feet. 			
Assessment Options: General Options: Teacher observation, class/group discussions			

Unit of Study 4	Sixth Grade	Quarter 4	Physical Education 01/17/17
Concepts:		Skills:	
<p>Strand 1: Students will achieve a level of competency in motor skills and movement patterns: Students will exhibit skill development that includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.</p> <p>Strand 2: Students will apply knowledge to attain efficient movement and performance: Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.</p> <p>Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity: Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others: Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.</p> <p>Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family: Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.</p>		dribbling, underhand tossing, pivot, fakes, change of direction	
Physical Education Concepts		Vocabulary students should use	Lesson Ideas
<p>I can:</p> <ul style="list-style-type: none"> • 6.1.1 Create an open space by using locomotor movement and change of speed and direction during activity • 6.1.2 Demonstrate competency in locomotor skills as applied to small group games (i.e., 3-5 players), such as basketball, flag football, and speedball ○ 6.1.3 Combine movement with manipulative skills to reach a target and score a goal (e.g., soccer, hockey, basketball). • 6.1.8 Execute consistently (i.e., 70% of the time) a well-developed underhand pattern for target games such as bowling, bocci, or horseshoes ○ 6.1.10 Complete a variety of practice tasks; dribble with control, changing speed and direction ○ 6.2.3 Execute an offensive tactic, such as pivots, fakes, or change of direction away from the ball, to create open space • 6.2.4 Reduce open space on defense, by making the body larger and reducing the passing angles • 6.3.6 Select food within each of the basic food groups, and select appropriate servings and portions for age and physical activity level • 6.4.3 Demonstrate understanding that there are differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback to peers 		<ul style="list-style-type: none"> • open space • change of speed • underhand pattern • basketball • flag football • speedball • manipulative skills • target • goal • bowling • bocci • horseshoes • offensive tactic • pivots • fakes • change of direction • defense • basic food groups • appropriate serving • feedback 	<ul style="list-style-type: none"> • Show how to create open spaces in games • Practice skills used in sports, activities and games • Show and practice the difference between offense and defense in sports, games and activities • Learn the basic food groups and serving portions
Physical Education Language Objectives			
<ul style="list-style-type: none"> • Show a combination of movement and manipulative skills to reach a target and score a goal. • List some foods within each of the basic food groups and the appropriate serving portions for each. • Create an open space by using locomotor movement and change of speed and direction during activity. 			
<p>Assessment Options: General Options: Teacher observation, class/group discussions</p>			