

Grade Level: 6

Course: PE: team taught course with ½ period for each activity

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g., assessments, performance, projects, homework)
September	<p><b>Fitness measurement &amp; goal setting</b></p> <p><b>Five components of fitness</b></p>	<p>1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p> <p><b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform fitness tests that measure the five components of fitness               <ol style="list-style-type: none"> <li>1. Cardiorespiratory endurance</li> <li>2. Muscular strength</li> <li>3. Muscular endurance</li> <li>4. Flexibility</li> <li>5. Height and weight</li> </ol> </li> <li>• Set fitness goals to be achieved this year.</li> <li>• Define and understand how to measure the five components of fitness</li> </ul>	<p>Fitness testing equipment in PE storage portable</p>	<p>Written completion of fitness measurements and goals in student portfolio</p> <p>Components of fitness quiz</p>
September	<p><b>Flickerball indoors, ultimate frisbee outdoors</b></p>	<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p><b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b></p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p><b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform basic frisbee skills, backhand toss with correct preparation, weight shift and follow through. Perform a variety of catches.</li> <li>• Perform basic flickerball tossing form with correct preparation, weight shift and follow through.</li> <li>• Display fundamentals of team play in games.</li> <li>• Display understanding of flickerball and frisbee rules in games.</li> <li>• Demonstrate game social skills including, solving conflicts, team selection and rules modification to include everyone.</li> </ul>	<p>Frisbees in PE storage</p> <p>Ultimate frisbee and flickerball rules poster</p> <p>Ultimate frisbee and flickerball form posters (to be developed)</p>	<p>Observation of basic frisbee and flickerball throwing motions, preparation, weight transfer and follow through</p> <p>frisbee and flickerball skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p> <p>Observation of and post game questioning of game social skills.</p>

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October	<p><b>Introduction to circuit training</b></p> <p><b>Cardio respiratory &amp; Heart rate response to exercise</b></p>	<p>1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p> <p><b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Complete a daily circuit emphasizing the five components of fitness.</li> <li>• Display safe technique with all functional equipment Identify the component of fitness being used at each station</li> </ul>	<p>Functional training equipment in PE storage</p>	<p>Observation of student technique with emphasis on safety.</p> <p>Daily questioning on components of fitness as they participate in circuit.</p> <p>Heart rate response to exercise quiz.</p>
October	<p><b>Flickerball indoors, ultimate frisbee outdoors</b></p>	<p>1.2 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p><b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b></p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p><b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform basic frisbee skills, backhand toss with correct preparation, weight shift and follow through. Perform a variety of catches.</li> <li>• Perform basic flickerball tossing form with correct preparation, weight shift and follow through.</li> <li>• Display fundamentals of team play in games.</li> <li>• Display understanding of flickerball and frisbee rules in games.</li> <li>• Demonstrate game social skills including, solving conflicts, team selection and rules modification to include everyone.</li> </ul>	<p>Frisbees in PE storage</p> <p>Ultimate frisbee and flickerball rules poster</p> <p>Ultimate frisbee and flickerball form posters (to be developed)</p>	<p>Observation of basic frisbee and flickerball throwing motions, preparation, weight transfer and follow through</p> <p>frisbee and flickerball skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p> <p>Observation of and post game questioning of game social skills.</p>

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November	Circus Skills Juggling & jump bands\ tinikling	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Develop skills with a variety of juggling equipment.</li> <li>• Create small juggling routines singly or with partners.</li> <li>• Perform a variety of steps and jump patterns with jump bands or tinikling sticks</li> </ul>	Variety of juggling equipment in PE storage	Observation of student skill and creativity in juggling.  Observation of group coordination and creativity in jump bands or tinikling
November	Badminton	1.3 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform underhand serve, forehand, backhand and smashes with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, zones etc ) in games.</li> <li>• Display understanding of badminton rules in games.</li> </ul>	Badminton rackets, nets and birdies in PE storage  Badminton rules poster  Badminton form posters (to be developed)  Game social skills poster	Observation of Raquet skills, preparation, weight transfer and follow through  Badminton skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.

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December	<b>Social Dance – Swing (or other social dance depending on instructor expertise)</b>	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Display appropriate dance social skills, respect, dance with all, intro &amp; thank you.</li> <li>• Perform the basic 6 count swing step with a partner to music.</li> <li>• Perform a variety of swing moves with a partner to music.</li> </ul>	Swing dance video in PE video library	Observation of student interaction with each other, look for courtesy to all.  Observation of basic step and at least two other moves.  Student entry into the all class dance contest
December	<b>Floor hockey</b>	1.4 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Display correct hand position when holding hockey stick</li> <li>• Display hockey safety including, stick no higher than waist and staying out of goalie crease</li> <li>• Perform face off, shooting and passing without high sticking</li> <li>• Display fundamentals of team play (communication, passing) in mini games. Games will limit players to certain zones to encourage team play.</li> <li>• Keep heart rate above 135bpm during games.</li> </ul>	Hockey sticks and goals in PE storage  Hockey rules poster  Hockey form posters (to be developed)  Hand held heart rate monitors	Observation of stick handling and safety rules.  Hockey skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.  Record working heart rate a least during games. Heart rate must be above 135bpm.

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January	<b>Fitness measurement &amp; goal evaluation</b>  <b>FITT &amp; Training principles</b>	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform fitness tests that measure the five components of fitness               <ol style="list-style-type: none"> <li>6. Cardiorespiratory endurance</li> <li>7. Muscular strength</li> <li>8. Muscular endurance</li> <li>9. Flexibility</li> <li>10. Height and weight</li> </ol> </li> <li>• Evaluate fitness goals set in September</li> <li>• Define and understand how the FITT &amp; training principles are used to increase our fitness</li> </ul>	Fitness testing equipment in PE storage portable	Written completion of fitness measurements and goals in student portfolio  FITT & Training principles quiz
January	<b>Basketball</b>  <b>Jump Rope</b>	1.5 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform basic basketball skills, dribble, shoot &amp; pass with correct preparation, weight shift and follow through.</li> <li>• Display fundamentals of team basketball play in games.</li> <li>• Display understanding of basketball rules in games.</li> <li>• Perform a variety of basic jump rope skills individually and with a partner</li> </ul>	Basketball rules poster  Basketball and jump rope form posters (to be developed)  Jump ropes and basketballs in PE storage	Observation of basic basketball skills dribble, shoot and pass with preparation, weight transfer and follow through  Basketball skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.  Performance of jump rope routine

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February	<b>Strength Buildup unit leading to Tumbling unit</b>	1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Hold and control a variety of yoga like poses to build total body strength.</li> <li>• Balance on a stability ball in a variety of postures to develop core strength.</li> <li>• Lift against the resistance of dyanbands using a variety of exercises to develop extremity strength.</li> <li>• Complete a fitness circuit emphasizing strength and balance.</li> </ul>	Yoga, Stability ball and dynaband form posters	Observation of control with yoga like poses  Observation of ability to control the stability ball  Observation of correct form using dynabands
February	<b>Volleyball</b>	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Perform overhand or underhand serve, set and forearm pass with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, using multiple contacts) in mini &amp; full games.</li> <li>• Display understanding of volleyball rules in mini &amp; full games.</li> </ul>	Volleyball nets, standards and balls in PE storage  Volleyball form posters (to be developed)	VB skill checkoff rubric (to be developed).  Observation of understanding of rules and team play during games.
February	<b>Fitness Logging</b>	<b>4.2. Develop a health and fitness plan and a monitoring system.</b> Develop a support system and record-keeping system to achieve health and fitness goals.	Students will: Record daily levels of health and fitness related activities including; aerobic exercise, components of fitness, sleep, breakfast, exercise outside of class.	Weekly recording sheets (online recording is being developed)	Completion of weekly fitness logs with all days accounted for.

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March	Tumbling	1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Display a variety of tumbling moves including, rolls, inverts, jumps and balance moves.</li> <li>• Develop a short routine to highlight their skills</li> <li>• Demonstrate an understanding of tumbling safety in their daily practice</li> </ul>	Tumbling mats, springboards, beams, posters etc. Stored in counselors portable	Observation of tumbling moves with emphasis on safety.  Performance of tumbling routine
March	Circus Skills	1.2. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Work together as a group to develop a circus skills act with that may include the following; juggling, tinikling, jump bancs, unicycles, jump rope, tumbling and dance</li> <li>• Perform a circus skills routine to music.</li> </ul>	Juggling, jump rope, unicycles, tinikling sticks and jump bancs in PE storage	Observation of groups working to develop a circus skills performance. Emphasis on including everyone.  Performance of circus skills act to music.
March	Fitness Logging	<b>4.3. Develop a health and fitness plan and a monitoring system.</b> Develop a support system and record-keeping system to achieve health and fitness goals.	Students will: Record daily levels of health and fitness related activities including; aerobic exercise, components of fitness, sleep, breakfast, exercise outside of class.	Weekly recording sheets (online recording is being developed)	Completion of weekly fitness logs with all days accounted for.

April is WASL month with fewer class meetings and less instructional material. Emphasis is on providing much needed exercise after testing and preparing for the fitness testing in May.

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April	<b>Self Defense (depends on instructor expertise. If no instructor has expertise in self defense it should be replaced with a different unit)</b>	1.3. Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: <ul style="list-style-type: none"> <li>• Demonstrate proper yellow, orange, red alert modes in a self defense setting.</li> <li>• Understand the situations that can lead to being a victim of violent crime and how to avoid them</li> </ul>	Video of self defense clinic by David Brown of Total Confidence Martial Arts	Observation of yellow, orange and red alert modes including stance, voice and eye contact.
April	<b>Fitness &amp; running activities</b>	<b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: <ul style="list-style-type: none"> <li>• Engage in a variety of fitness activities and games outside to prepare for fitness testing in May.</li> </ul>		

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May	<b>Fitness measurement &amp; goal setting</b>	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. <b>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</b>	Students will: • Perform fitness tests that measure the five components of fitness ○ Cardiorespiratory endurance ○ Muscular strength ○ Muscular endurance ○ Flexibility ○ Height & weight • Evaluate progress measured against fitness goals set in September.	Fitness testing equipment in PE storage portable	Written completion of fitness measurements in portfolio
May	<b>Indoors Tennis intro</b>  <b>Outdoors Running games</b>	1.6 Develop fundamental and complex movement skills, as developmentally appropriate. <b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b> 1.2. Safely participates in a variety of developmentally appropriate physical activities. <b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b>	Students will: • Perform serve, forehand and backhand with correct preparation, weight transfer and follow through. • Display fundamentals of team play (communication, zones etc ) in games. • Display understanding of tennis rules in games. • Complete a variety of outside running activities recording steps, distance and calories with a pedometer and heart rate with hand held heart rate monitors. • Display proper set up and safety with pedometers.	Tennis raquets and tennis balls in PE storage.  Tennis rules poster  Tennis form posters (to be developed)  Pedometers in PE storage	Observation of tennis skills, preparation, weight transfer and follow through  tennis skill checkoff rubric (to be developed)  Observation of understanding of rules and team play during games.  Daily recording of steps, distance, calories and or heart rate.

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June	<p><b>Indoors</b> <b>Tennis intro</b></p> <p><b>Outdoors</b> <b>Running</b> <b>games</b></p>	<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p><b>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</b></p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p><b>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• . Perform serve, forehand and backhand with correct preparation, weight transfer and follow through.</li> <li>• Display fundamentals of team play (communication, zones etc ) in games.</li> <li>• Display understanding of tennis rules in games.</li> <li>• Complete a variety of outside running activities recording steps, distance and calories with a pedometer and heart rate with hand held heart rate monitors.</li> <li>• Display proper set up and safety with pedometers.</li> </ul>	<p>Tennis rackets and balls in PE storage</p> <p>Tennis rules poster</p> <p>Tennis form posters (to be developed)</p> <p>Pedometers in PE storage</p>	<p>Observation of tennis skills, preparation, weight transfer and follow through</p> <p>tennis skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p> <p>Daily recording of steps, distance, calories and or heart rate.</p>