

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education 6

Curriculum writing committee:

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Grade Level: 6

Date of Board Approval: _____2020_____

Course Weighting: Physical Education 6

Preparation	20%
Participation	40%
Performance and Application	40%
Total	100%

Curriculum Map

Overview: The students will participate in a variety of physical activities such as team, individual, and lifetime sports as well as physical fitness activities. The students will learn teamwork, respect for others, rules and regulations, and care for equipment. Through Physical Education, the students will gain knowledge of their body and an enhanced health level. They will recognize the importance of physical activity and fitness throughout their lives to enhance their health. Activities and instructional strategies are geared toward the development of adolescents physically, cognitively, and affectively.

Goals: The goals of the middle school physical education program are to prepare students to lead a physically active lifestyle and to understand that keeping their bodies healthy (physically, mentally, socially and emotionally) will contribute to their longevity. Team sports that can be introduced are flag football, soccer, softball, Ultimate Frisbee, basketball, volleyball, team handball, and floor hockey. The individual/dual sports units can include badminton, pickleball, wallyball, racquetball and table tennis. Interactive and cooperative games units will include a variety of activities and games that develop and enhance interpersonal relationships and develop leadership skills. The lifetime activities can include walking, swimming, lawn games, circuit workouts, Tabata, HIIT workouts, strength training, and dance.

The students will learn the critical elements of each of the skills involved in these activities, the fundamental offensive and defensive strategies, and the basic rules. The students will learn how to facilitate a game or variations of activities in order to stay active outside of class and to encourage lifelong fitness and activity.

Big Ideas:

- 1) Students are responsible for safety during organized group activities.
- 2) Describe and apply game strategies to complex games and physical activities including offensive strategies, defensive strategies and time management.
- 3) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
- 4) Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Textbook and Supplemental Resources: No textbook: athletic equipment needed for each activity

Curriculum Plan

Unit: Individuals and Team Sports

Time/Days: 46 min / 50 days

BCO: 58 min/35 days

PA Academic Standards: 10.4.6A, 10.4.6D, 10.4.6E, 10.4.6F, 10.5.6A, 10.5.6B, 10.5.6C, 10.5.6E, 10.5.6F

Eligible Content:

- Rules are put into place in order for everyone to participate safely.
- Activities can be modified from their original form in order to increase participation and include all ability levels.
- All defensive and offensive strategies are directly related to one another (i.e. give and go, zone and man defenses, occupying a set area on the court or field).
- Scientific principles apply to both team and individual sports (trajectory, inertia, gravity).
- Physical activity is a major component of a healthy lifestyle and can contribute to longevity.

Objectives:

1. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
2. The students will analyze the critical elements of the activity. (DOK Level 4)
3. The students will design offensive and defensive strategies that are necessary for competition. (DOK Level 4)
4. The students will summarize the benefits that regular participation in an activity has on their bodies. (DOK Level 2)
5. The students will analyze their heart rates at the beginning and end of the activity as well as during a 2-4 minute recovery period. (DOK Level 4)
6. The students will compare game strategies across multiple sports. (DOK Level 3)
7. The students will assess what factors influence their physical activity preferences. (DOK Level 3)
8. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)

9. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
10. The students will analyze how practice strategies can improve their skills (DOK Level 4)
11. The students will predict how muscular strength, muscular endurance, and cardiorespiratory endurance affect the activities in this unit. (DOK Level 2)
12. The students will identify and use scientific principles during team and individual sports. (DOK Level 1)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Practice style, Reciprocal style, Self-check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be instructed on the rules for the given activity area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Description of physical fitness components (health related or skill related).
5. Heart rate monitoring.
6. Individual practice drills of the critical elements.
7. Partner practice drills of the critical elements and offensive and defensive strategies.
8. Lead up games with rules explanation.
9. Modified game play with rules explanation.
10. Regulation and or Tournament game play with rules/scoring explanation.
11. Writing/journal assignment or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks

Unit: Interactive and Cooperative Games

Time/Days: 46 minutes / 10 days

BCO: 60 minutes / 9 days

PA Academic Standards: 10.4.6F, 10.5.6F

Eligible Content:

- Rules are put into place to enable everyone to participate safely.
- Activities in this unit can be modified from their original form in order to increase participation and to include all ability levels.
- Application of effective negotiation and assertive behavior are an asset in communication and teamwork.
- Application of anger management, peer mediation, and reflective listening skills can create a healthy environment and help to solve conflicts.
- Everyone in the group has something to contribute to the group and the activity.

Objectives:

1. The students will identify their role in regards to safety while participating in an activity (DOK Level 1)
2. The students will analyze the critical elements of the activity. (DOK Level 4)
3. The students will summarize the benefits that regular participation in an activity has on their bodies. (DOK Level 2)
4. The students will compare strategies from one activity to another. (DOK Level 3)
5. The students will assess what factors influence their participation preferences. (DOK Level 3)
6. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
7. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
8. The students will analyze how practice strategies can improve their skills (DOK Level 4)

9. The students will describe what a group initiative is and what debriefing an initiative is. (DOK Level 1)
10. The students will identify and describe the importance of self-respect and respect for the diversity of others during a group initiative. (DOK Level 1)
11. The students will analyze the importance of communication in group initiatives. (DOK Level 4)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Guided Discovery, Practice style, Reciprocal style, Self-check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be instructed on the rules for the given activity and area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Lead up games with rules explanation.
5. Student cooperation and participation in group initiatives.
6. Teacher explanation of the importance of communication and debriefing.
7. Student cooperation and participation in debriefing activities (reflection).
8. Writing/journal assignment or Completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.

Unit: Lifetime Fitness Activities

Time/Days: 46 minutes / 15 days

BCO: 60 minutes / 10 days

PA Academic Standards: 10.4.6B, 10.4.6C, 10.5.6A, 10.5.6D

Eligible Content:

- Rules are put into place to allow everyone to participate safely.
- Activities can be modified from their original form in order to increase participation and include all ability levels.
- There are five components of health-related fitness: Flexibility, Muscular Strength, Muscular Endurance, Cardiorespiratory Endurance, and Body Composition.
- There are six components of skill related fitness: agility, balance, reaction time, speed, power, and coordination.
- The F.I.T.T. principle (Frequency, Intensity, Time, and Type) is a simple set of rules for getting the most out of an exercise program.
- Physical activity is a major component of a healthy lifestyle and can contribute to longevity.

Objectives:

1. The students will identify their role in regards to safety while participating in an activity. (DOK Level 1)
2. The students will analyze the critical elements of the activity. (DOK Level 4)
3. The students will summarize the benefits that regular participation in an activity has on their bodies. (DOK Level 2)
4. The students will compare strategies from one activity to another. (DOK Level 3)
5. The students will assess what factors influence their participation preferences. (DOK Level 3)
6. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
7. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)

8. The students will analyze how practice strategies can improve their skills. (DOK Level 4)
9. The students will predict how muscular strength, muscular endurance, and cardiorespiratory endurance affect the activities in this unit. (DOK Level 2)
10. The students will analyze their heart rates at the beginning and end of their activity as well as during a 2-4 minute recovery period. (DOK Level 4)
11. The students will identify and use fitness principles. (DOK Level 1)
12. The students will be able to define health-related and skill related fitness components. (DOK Level 1)
13. The students will be able to describe how scientific principles affect their movement. (DOK Level 1)
14. The students will monitor their fitness levels by analyzing the data from their fitness scores. (DOK Level 4)
15. The students will identify the components of health-related fitness. (DOK Level 1)
16. The students will identify the components of skill related fitness. (DOK Level 1)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Practice style, Reciprocal style, Self-check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be instructed on how to perform the given fitness activity.
2. Warm up and cool down activities.
3. Description of physical fitness components (health related or skill related).
4. Heart rate monitoring.
5. Teacher explanation of health-related and skill related fitness components.
6. Teacher explanation of fitness principles.
7. Student participation in lifetime fitness activities.

8. Writing assignment/journal assignment or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks

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