



MIDDLE SCHOOL COURSE OUTLINE

<b>Course Code</b>	3740	<b>Department</b>	Physical Education		
<b>Course Title</b>	Physical Education 6 <sup>th</sup> Grade				
<b>Short Title</b>	PE 6 <sup>th</sup> Grade	<b>Grade Level</b>	6		
<b>Course Length</b>	1 Year	<b>Required</b>	X	<b>Elective</b>	
<b>Prerequisites</b>	None				

**COURSE DESCRIPTION:**

This course provides students the opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 6<sup>th</sup> grade, the content standards emphasize working cooperatively to achieve a common goal. The focus of this course is the development of movement skill combinations and movement skill knowledge; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities; throwing and catching skills and lead-up games (team handball and/or flag football); volleying skills and lead-up games (volley tennis and/or small-sided volleyball games); racket skills and lead-up games (paddle tennis, pickle ball, or tennis); dribbling skills (hand dribble and foot dribble) and lead-up games (3-on-3 basketball and small-sided soccer games); folk and line dance; stunts and tumbling.

**GOALS: (Student needs the course is intended to meet)**

Students need to:

- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

**CONTENT STANDARDS:**

Students will:

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner using the forearm pass.
- 1.2 Strike a ball continuously to a wall or a partner with a paddle using forehand and backhand movement patterns.

- 1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height.
- 1.4 Dribble and pass a ball to a partner while being guarded.
- 1.5 Throw an object with accuracy and force using the underhand, overhand, and sidearm movement (throw) patterns.

#### Rhythmic Skills

- 1.6 Perform folk and line dances.
- 1.7 Develop, refine, and demonstrate routines to music.

#### Combinations of Movement Patterns and Skills

- 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.9 Combine motor skills to play a lead-up or modified game.
- 1.10 Design and perform stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.

#### Movement Concepts

- 2.1 Explain how to increase the force of a throw based on biomechanical principles.
- 2.2 Explain how force is absorbed by changing time and distance.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

#### Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

#### Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

#### Combination of Movement Patterns and Skills

- 2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy.

#### Fitness

- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition.
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.
- 3.6 Monitor heart rate intensity during physical activity.
- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as being aerobic or anaerobic.

- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

Self Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree upon a common goal while participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to consensus on the best solution.

**DISTRICT PERFORMANCE STANDARDS**

The Long Beach Unified School District has common assessments and assignments for Physical Education. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the Assessments or Assignments.

**Physical Education Performance Standard Criteria**

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
<b>Graded Student Assessments</b>	<b>Average is a 1 or less than 60%</b>	<b>Average is a 2 or 60% - 69%</b>	<b>Average is a 3 or 70% - 84%</b>	<b>Average is a 4 or 85% - 100%</b>
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement  <b>See Appendix</b>
Fitness Plan (A one day personal fitness plan with warm-up; intensity, time, and types of physical activities for each component of physical fitness; and cool down, activities.)	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: an appropriate warm-up for the activities; activities listed with physical fitness component correctly identified (type); amount of time spent in each activity (time); intensity (e.g., target heart rate) for each of the activities; and parent signature to verify.  <b>See Appendix</b>

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
<b>Graded Student Assessments</b>	<b>Average is a 1 or less than 60%</b>	<b>Average is a 2 or 60% - 69%</b>	<b>Average is a 3 or 70% - 84%</b>	<b>Average is a 4 or 85% - 100%</b>
One Month Activity Journal	Includes all of the components for one week	Includes all of the components for two weeks	Includes all of the components for three weeks	A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 180 minutes or more a week, 4 or more days a week, parent signature verification for each week.
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge

## OUTLINE OF CONTENT AND TIME ALLOTMENT

### Introduction to Physical Education (Department Information on Letter/Brochure)

1 week

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	<p><u>Self Responsibility</u></p> <p>5.1 Participate productively in group physical activities.</p> <p>5.2 Evaluate individual responsibility in group efforts.</p> <p><u>Social Interaction</u></p> <p>5.3 Identify and define the role of each participant in a cooperative physical activity.</p> <p><u>Group Dynamics</u></p> <p>5.4 Identify and agree upon a common goal while participating in a cooperative physical activity.</p> <p>5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to consensus on the best solution.</p>	<p>Philosophy</p> <p>Class Curriculum Expectations, Grading Criteria</p> <p>Classroom Rules and Procedures</p> <p>Physical Education Uniform and Dressing Policy</p> <p>Locks and Locker Room Procedure</p> <p>Distribute physical education program information letter/brochure for parent signature</p> <p>Vocabulary</p> <p>See Glossary for definitions</p> <p>Biomechanics</p> <p>Body management</p> <p>Fundamental movement skills</p> <p>Group dynamics</p> <p>Health</p> <p>Individual or dual activity</p> <p>Kinesiology</p> <p>Large muscle groups</p> <p>Locomotor movements</p> <p>Manipulative movements</p>	<p>Equipment:</p> <p>Items from stock catalog or physical education equipment catalogs</p> <p>Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs</p> <p>Books:</p> <p><u>Teaching Responsibility Through Physical Activity</u> By Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Silly Sports and Goofy Games</u> Spencer Kagan/Kagan Publishing (Each department received this book from the Health/P.E. Office in 2003.)</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
		Movement concepts Movement patterns Physical activity Physical fitness	Video: <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986

### Social Skills and Cooperative Activities

**3 weeks ongoing**

(This is an ongoing unit throughout the school year)

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days Ongoing	<p><u>Combination of Movement Patterns and Skills</u> 2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy.</p> <p><u>Self Responsibility</u> 5.1 Participate productively in group physical activities. 5.2 Evaluate individual responsibility in group efforts.</p> <p><u>Social Interaction</u> 5.3 Identify and define the role of each participant in a cooperative physical activity.</p> <p><u>Group Dynamics</u> 5.4 Identify and agree upon a common goal while participating in a cooperative physical activity. 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to consensus on the best solution.</p>	<p>This is an ongoing unit throughout the school year. Personal responsibility and social skills should be taught at the beginning of the year. Cooperative activities are used to teach, practice, and reinforce social skills.</p> <p>Review, practice, and reinforcement of social skills, should continue throughout the school year in all units.</p> <p>Skills: Personal and Social Responsibility Social Skills: active listening, encouragement, courtesy, helpfulness</p> <p>Activities: Icebreakers: Name games, Line up Tag games: Everybody's it, hospital tag, partner tag, elbow tag, triangle-tag, blob tag, clothespin tag Team building activities: Group juggling, knots, stand up, circle the circle</p>	<p>Books: <u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003) <u>Teaching Responsibility Through Physical Activity</u> by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.) <u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.) <u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN <u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</p> <p>Video: <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</p>

### Fitness Concepts and Activities, Pre-and Post-Assessments

**7 weeks ongoing**

(This is an ongoing unit throughout the school year)

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
35 Days Ongoing During Year	<p><u>Fitness</u> 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.</p>	<p>This is an ongoing unit throughout the school year.</p> <p>Assess health-related fitness using the State fitness test (can be supplemented with additional research-based assessments) Compare scores to Healthy</p>	<p>Equipment: Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach board, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software) Each department received</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>3.2 Compare individual physical fitness results with research-based standards for good health.</p> <p>3.3 Develop individual goals for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition.</p> <p>3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.</p> <p>3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.</p> <p>3.6 Monitor heart rate intensity during physical activity.</p> <p>4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.</p> <p>4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of physical fitness.</p> <p>4.3 Identify contraindicated exercises and their adverse effects on the body.</p> <p>4.4 Classify physical activities as being aerobic or anaerobic.</p> <p>4.5 Explain methods of monitoring heart rate intensity.</p> <p>4.6 List the long-term benefits of participation in regular physical activity.</p> <p>4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.</p>	<p>Fitness Zone</p> <p>Introduce and review the health-related fitness components of (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition)</p> <p>Set goals for improvement for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition, monitor improvement, develop a one-day total body fitness plan</p> <p>Fitness Activities (Circuits, stations, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment)</p> <p>Heart rate monitors, heart rate wands, skin calipers, use of pedometers</p> <p>Fitness Post-Assessment</p> <p>Reassess personal fitness and compare scores to pretest scores, health standards, and personal goals.</p> <p>Evaluate fitness plan</p> <p>Vocabulary</p> <p>See Glossary for definitions</p> <ul style="list-style-type: none"> <li>• Aerobic activity</li> <li>• Anaerobic</li> <li>• Basic resistance principles</li> <li>• Biomechanics</li> <li>• Body composition</li> <li>• Components of physical fitness</li> <li>• Cool down exercises</li> <li>• Core muscles</li> <li>• Dehydration</li> <li>• Ergogenic aids</li> <li>• Flexibility</li> <li>• F.I.T.T. principles/concepts</li> <li>• Frequency</li> <li>• Health-related physical</li> <li>• Healthy fitness zone</li> <li>• Healthy target heart rate zone</li> <li>• Hyper-extension</li> <li>• Hyper-flexion</li> <li>• Individuality</li> <li>• Intensity</li> <li>• Large muscle groups</li> <li>• Mode/type</li> <li>• Moderate physical</li> </ul>	<p>Fitnessgram materials (Third Edition Manual w/DVD of all tests, Pacer audio CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.</p> <p>CD/cassette player and speakers; audio music CD's</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>Mats; Medicine Balls; Aerobic Steps; Hand weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books:</p> <p><u>Fitness for Life</u>, by Charles B. Corbin and Ruth Lindsey/Human Kinetics, 2003, ISBN 0-7360-4494-9 (or newer 5<sup>th</sup> Edition)</p> <p><u>Dynamic Physical Education for Elementary School Children</u> by Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN</p> <p><u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u></p> <p>American All. for Health, Physical Education, Recreation, and Dance, First Edition/Human Kinetics</p> <p>District Professional Library Code: 613.7 PHY</p> <p>(Second Edition, 2005)</p> <p><u>Fitnessgram/Activitygram Test Administration Manual with DVD</u></p> <p>video of all fitness tests, Third Edition, Merilu Meredith, Gregory Welk, Editors; Human Kinetics, 2004. LBUSD Research Office distributed to all schools, Spring, 2005.</p> <p><u>Physical Best Activity Guide Secondary Level</u></p> <p>AAHPERD/Human Kinetics</p> <p>District Professional Library Code: 613.7 PHY</p> <p>Videos:</p> <p>DVD of fitness tests included in <u>Fitnessgram Test Administration Manual</u>, 2004 (See info above)</p> <p><u>Physical Best Instructor Video</u></p> <p>Professional Video Library at OMS:</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
		<ul style="list-style-type: none"> <li>• Muscle endurance</li> <li>• Muscle strength</li> <li>• Overload</li> <li>• Perceived exertion index</li> <li>• Physical fitness</li> <li>• Plyometric exercise</li> <li>• Principles of training/principles of exercise</li> <li>• Progression</li> <li>• Recovery rates</li> <li>• Regularity</li> <li>• Resistance principle</li> <li>• Specificity.</li> <li>• Time</li> <li>• Type</li> <li>• Vigorous physical activity</li> <li>• Warm-up exercises</li> <li>• Weight-bearing activities</li> </ul>	VC 7008 <u>Flexibility for Sport and Fitness</u> Professional Video Library at OMS: VC 6908 Physical Education Software Sources: Bonnie's Fitware: (562) 924-0835 Humankinetics: Champaign, IL, (800) 747-4457, e-mail <a href="http://www.humankinetics.com">www.humankinetics.com</a>

### Volleying Skills Applied to Volley Tennis and/or Volleyball

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<u>Manipulative Skills</u> 1.1 Volley an object repeatedly with a partner using the forearm pass. 1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height. 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. 1.9 Combine motor skills to play a lead-up or modified game.  <u>Movement Concepts</u> 2.2 Explain how force is absorbed by changing time and distance. 2.3 Analyze and correct errors in movement patterns. 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills. 2.5 Identify practices and procedures necessary for safe participation in physical activities.  <u>Manipulative Skills</u> 2.6 Explain the role of the legs,	Volley an object continuously with two or more people Apply volleying skills to two and three person modified volleyball games and activities  Vocabulary <u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity. <u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness. <u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit. <u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game. <u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement. <u>Tactics</u> – Individual movement of	Equipment: Variety of volleyballs: trainer volleyballs and regular volleyballs, from stock catalog and from Physical Education equipment catalogs.  See General Reference books under, "Materials Used in Teaching the Course."

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	shoulders, and forearm in the forearm pass. 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.	players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation. Volley – To strike a ball upward	

### Striking Skills and Concepts

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Manipulative Skills</u></p> <p>1.2 Strike a ball continuously to a wall or a partner with a paddle using forehand and backhand movement patterns.</p> <p>1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height.</p> <p>1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.9 Combine motor skills to play a lead-up or modified game.</p> <p><u>Movement Concepts</u></p> <p>2.2 Explain how force is absorbed by changing time and distance.</p> <p>2.3 Analyze and correct errors in movement patterns.</p> <p>2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p>2.5 Identify practices and procedures necessary for safe participation in physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.</p> <p>2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at</p>	<p>Striking skills applied to paddle tennis, pickle ball, or tennis Emphasis should be on striking skills through modified games or lead-up activities.</p> <p>(Choose or combine these activities: Lead up games for volleyball, softball, racket sports, and hockey.)</p> <p>Use a variety of objects</p> <p>Throwing towards an intended target (stationary object, moving object)</p> <p>Volley an object continuously with two or more people</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p>	<p><b>Striking</b> Equipment: Racquets and/or paddles, balls, trainer volleyballs, bats, hockey sticks, pucks, nets, bases or poly spots, batting tees or tall cones, Pickle Ball, Inc., for balls for Pickleball. From stock catalog and from Physical Education equipment catalogs.</p> <p>Books: <u>USTA Curriculum Guide for Tennis</u>, (USTA) <u>Pickle Ball Book for Pickleball</u>, By Pickle-Ball, Inc., 801 N. W. 48<sup>th</sup> Street, Seattle, WA 98107 See General Reference books under, "Materials Used in Teaching the Course."</p> <p>Video: <u>USTA's Backboard Tennis</u> in District Professional Video Library at OMS: VC 6998</p>



Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	the time of contact.	<p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	

### Hand Dribble and Hand Passing Skills and Concepts

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Manipulative Skills</u></p> <p>1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height.</p> <p>1.4 Dribble and pass a ball to a partner while being guarded.</p> <p>1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.9 Combine motor skills to play a lead-up or modified game.</p> <p><u>Movement Concepts</u></p> <p>2.2 Explain how force is absorbed by changing time and distance.</p> <p>2.3 Analyze and correct errors in movement patterns.</p> <p>2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p>2.5 Identify practices and procedures necessary for safe participation in physical activities.</p> <p><u>Manipulative Skills</u></p> <p>2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</p>	<p>Hand dribbling and passing skills and application of skills in modified 3 on 3 basketball games.</p> <p>Emphasis should be on developing dribbling skills through modified games or lead-up activities, e.g. basketball</p> <p>With hands: Dribble a ball with control, while moving and in a game-like situation</p> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Tactics</u> – Individual movement of</p>	<p><b>Dribbling</b> Equipment: Basketballs, soccer balls, pinnies, cones (Stock catalog for all equipment except pinnies.)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Robert P. Pangrazi and Victor P. Dauer/Allyn &amp; Bacon: 372.86 PAN <u>Dynamic Physical Education For Secondary School Children</u> By Pangrazi/ Allyn and Bacon/District Professional Library Code: 613.7 <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH See General Reference books under, "Materials Used in Teaching the Course."</p> <p>Video: <u>Teaching Basketball Fundamentals</u>, Professional Video Library at OMS VC69878 <u>The Art of Handling the Rock</u>: 30 minute workout guaranteed for success By Sandy "Spin" Slade (basketball) Sandy Slade PO Box 1513 Corona, CA 91718 (909) 279-3476 <a href="http://www.sandyspinslade.com">www.sandyspinslade.com</a></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	2.9 Identify opportunities to pass or dribble while being guarded.	players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.	

### Foot Dribble and Foot Passing Skills and Concepts

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><b>Manipulative Skills</b></p> <p>1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height.</p> <p>1.4 Dribble and pass a ball to a partner while being guarded.</p> <p>1.5 Throw an object with accuracy and force using the underhand, overhand, and sidearm movement (throw) patterns.</p> <p>1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.9 Combine motor skills to play a lead-up or modified game.</p> <p><b>Movement Concepts</b></p> <p>2.1 Explain how to increase the force of a throw based on biomechanical principals.</p> <p>2.2 Explain how force is absorbed by changing time and distance.</p> <p>2.3 Analyze and correct errors in movement patterns.</p> <p>2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p>2.5 Identify practices and procedures necessary for safe participation in physical activities.</p> <p><b>Manipulative Skills</b></p> <p>2.8 Illustrate how the intended direction of an object is affected by the angle of the</p>	<p>Foot dribble and foot passing skills and application of foot dribbling and passing skills in modified small-sided soccer games</p> <p>Vocabulary  <u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.  <u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.  <u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.  <u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.  <u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.  <u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p>	<p><b>Dribbling</b>  Equipment:  Soccer balls, pinnies, cones (Stock catalog for all equipment except pinnies. Pinnies from GOPHER)</p> <p>Books:  <u>Dynamic Physical Education for Elementary School Children</u>  Robert P. Pangrazi and Victor P. Dauer/Allyn &amp; Bacon: 372.86 PAN  <u>Dynamic Physical Education For Secondary School Children</u>  By Pangrazi/ Allyn and Bacon/District Professional Library Code: 613.7  <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</p> <p>See General Reference books under, “Materials Used in Teaching the Course.”</p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	implement or body part at the time of contact. 2.9 Identify opportunities to pass or dribble while being guarded.		

### Throwing and Catching

4 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
20 Days	<p><u>Manipulative Skills</u></p> <p>1.5 Throw an object with accuracy and force using the underhand, overhand, and sidearm movement (throw) patterns.</p> <p>1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.9 Combine motor skills to play a lead-up or modified game.</p> <p><u>Movement Concepts</u></p> <p>2.2 Explain how force is absorbed by changing time and distance.</p> <p>2.3 Analyze and correct errors in movement patterns.</p> <p>2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p>2.5 Identify practices and procedures necessary for safe participation in physical activities.</p>	<p>Throwing and catching skills and cognitive concepts applied to lead-up games and modified small-sided team handball and flag football games</p> <p>Overhand throw, underhand throw</p> <p>Throw a variety of objects to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation.</p> <p>Catching above the waist, below the waist using a variety of objects while stationary, moving and in a game-type situation</p> <p>Choose or combine these activities: Lead-up games for team handball; lead-up games for flag football; lead-up games for softball; frisbee activities).</p>	<p>Equipment: Assortment of balls, blue soft "gatorskin-type" balls (Stock Catalog: S442375), gloves, flying discs (S442525), cones (S442075), bases (S441200) flags (S403300 Red; S403400 Yellow) All equipment in stock catalog except pinnies (in GOPHER catalog: GH29-217 Rainbow Pinnies with Velcro Closure, Rainbow Set...Set of 6, \$19.95, as of 12/05)</p> <p>Books: <u>Dynamic Physical Education for Elementary School Children</u> Pangrazi and Dauer/Allyn &amp; Bacon: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u> By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH See General Reference books under, "Materials Used in Teaching the Course."</p>

### Folk and Line Dance

3 weeks

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
15 Days	<p><u>Rhythmic Skills</u></p> <p>1.7 Develop, refine, and demonstrate routines to music.</p> <p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.10 Design and perform stunts, tumbling, and rhythmic patterns that combine</p>	<p>Rhythms, Tinikling, Lummi sticks, Jump rope (single, double dutch, long rope), Jump bands, Chinese jump ropes</p> <p>Folk dances (Hora, Pata Pata, Alunelul, Los Machetes, etc.)</p>	<p><b>Folk and Line Dance</b></p> <p>Equipment: Jump bands, jump ropes (S442250), tinkling sticks, lummi sticks</p> <p>Books: <u>Awesome Elementary School Physical Education Activities</u> By Cliff Carnes/The Education Company: District Professional Library: 372.86 PAN <u>Teaching Middle School Physical Education</u></p>

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.</p> <p><u>Movement Concepts</u>                      2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.                      2.5 Identify practices and procedures necessary for safe participation in physical activities.</p> <p><u>Rhythmic Skills</u>                      2.10 Identify steps and rhythm patterns for folk and line dances.                      2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p>		<p>By Bonnie Mohnsen/Human Kinetics: District Professional Library: 796 MOH</p> <p>Video:  <u>Multicultural Folk Dance Treasure Chest Volume 1 and Volume 2</u>                      Hosted by Christy Lane, (Video, Guide, and Music)/ Human Kinetics, 1998 District Professional Video Library at OMS: VC7010 and VC 7011</p> <p>Music CD's:  <u>International Folk Dance</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2001.)  <u>Fun Dances for Everyone</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2002.)  <u>Folk Dances Around the World</u> from Wagon Wheel Records (All departments received CD from Health/PE Office in 2002.)</p>

**Circus Skills**

**2 weeks**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
10 Days	<p>2.3 Analyze and correct errors in movement patterns.                      2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.</p> <p><u>Rhythmic Skills</u>                      2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p> <p><u>Combination of Movement Patterns and Skills</u>                      2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy</p>	<p>History of activity and safety                      Foot bag skills, stilts, balance boards, unicycle, Spin Jammers, diabolo, etc.</p>	<p><b>Circus Skills</b>                      Equipment:                      Spin Jammers (Stock 442525), juggling equipment: scarves (S442550), juggling balls, rings, soft clubs, stilts, footbags from physical education equipment catalogs</p> <p>Books:  <u>The Complete Juggler</u>                      By Dave Finnigan, Jugglebug, Inc., 1991; District Professional Library Code: 793.87 FIN  <u>Awesome Elementary School Physical Education Activities</u>                      By Cliff Carnes/The Education Company; District Professional Library Code: 372.86 PAN</p> <p>Video:  <u>Juggling Step-by-Step</u>                      By Dave Finnigan, Jugglebug; District Professional Video Library at OMS: VC6989</p>

**Closure**

**1 week**

Days	Content Standard(s)	Skills and Concepts	Suggested Resources
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Days	Content Standard(s)	Skills and Concepts	Suggested Resources
5 Days	All	Review and reflection of skills and concepts learned Locker room shutdown	<b>Closure</b> Student Portfolios, Assessments, Journals, Logs

**METHODS:** A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Idea Wave	• Response Boards or on Clipboards	• Model with or without manipulatives
• Imagine	• Choral Response	• Graphic Organizers	• Stand up/ Kneel
• Observe	• Give One, Get One	• Ticket Out of Class	• Point to Examples
• Consider	• Cooperative Discussion Groups		

**Baldrige Quality Tools**

- Flow Chart
- Team Building Activities

- Student Survey
- Plus/Delta
- Issue Bin

**Literacy and Differentiation Strategies:** Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><b><u>Reading Strategies in Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Learning Logs</li> <li>• Pre-teaching</li> <li>• Vocabulary</li> <li>• Pre-reading</li> <li>• Anticipation Guides</li> <li>• Reciprocal Teaching</li> </ul> <p><b><u>SDAIE Strategies for English Learners</u></b></p> <ul style="list-style-type: none"> <li>• Tapping/Building Prior Knowledge (Graphic Organizers)</li> <li>• Grouping Strategies</li> <li>• Multiple Intelligences</li> <li>• Adapt the written material</li> <li>• Interactive Learning (Manipulatives, Visuals)</li> <li>• Acquisition Levels</li> <li>• Language Sensitivity</li> <li>• Lower the Affective Filter (including Processing Time)</li> <li>• Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b><u>Strategies for Special Needs Students</u></b></p> <ul style="list-style-type: none"> <li>• Interactive Learning (manipulatives, visuals))</li> <li>• Adapt Reading Material</li> <li>• Modify Equipment</li> <li>• Homogeneous Grouping</li> <li>• Small Group Instruction</li> <li>• Direct Instruction</li> <li>• Graphic Organizers</li> <li>• Partner</li> <li>• Build Prior Knowledge</li> <li>• Differentiate Instruction</li> <li>• Use of Instructional Accommodations: <i>(i.e., Change of response, scheduling, presentation, and setting)</i></li> <li>• Modify/adapt the Curriculum: <i>(i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)</i></li> </ul>	<p><b><u>Primary Language Support</u></b></p> <p>Preview/review Grouping</p> <p><b><u>Differentiation for Advanced Learners</u></b></p> <p>Curriculum Compacting Tiered Assignments Flexible Grouping Acceleration Depth and Complexity Independent Study</p>
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**MATERIALS USED IN TEACHING THE COURSE:**

**Resources: Equipment, Books, Videos, Software**

Equipment:

- Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)
- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Boom box with tape/CD player (extra tapes and batteries)
- Stopwatches
- Electric ball pump
- Measuring wheel for measuring various distances, areas, fields, boundaries
- Clipboards (teacher and students class set)
- Chalk or paint for lining fields
- Video camera, VCR and monitor
- Heart Rate Wands

## General Reference Books

### Dynamic Physical Education for Elementary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN

### Dynamic Physical Education For Secondary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7

### The Safe Exercise Handbook, Fourth Edition

By Toni Branner/Kendall/Hunt Publishing, 2000, ISBN 0-7872-7135-7

One copy provided to all departments from Health/P.E. Office, Spring, 2003

### Awesome Elementary School Physical Education Activities

By Cliff Carnes/The Education Company; District Professional Library Code: 372.86 PAN

### Physical Activity and Sport For the Secondary School Student

Neil J. Dougherty, Editor, 2002, ISBN 0-88314-725-4; AAHPERD

### Teaching Middle School Physical Education

By Bonnie Mohsen/ Human Kinetics; District Professional Library Code: 796 MOH

### Complete Physical Education Plans for Grades 7-12

By Isobel Kleinman/Human Kinetics, 2001/www.humankinetics.com

### Teaching Cues for Basic Sport Skills For Elementary and Middle School Students

By Hilda Fronske and Rolayne Wilson, Benjamin Cummings, 2002, ISBN 0-205-30956-9

### Teaching Cues for Sports Skills, Second Edition

By Hilda Fronske/Allyn & Bacon, 2001, ISBN 0-205-32752-4

## General Music Source

Wagon Wheel Records  
16812 Pembroke Lane  
Huntington Beach, CA 92649  
(714) 846-8169

## Glossary

### **Vocabulary for Introduction Unit**

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

### **Vocabulary for Fitness Unit**

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one’s ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.



Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Time – A principle of training that establishes the amount of time for each exercise period.

Type – A principle of training that establishes which muscles to target during an exercise period.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

**EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)**

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and Tests
  
- Projects (rubric assessed)
- Video
- Fitnessgram
- Fitness Plan

**Grading Policy:** A common grading policy ensures consistency between schools and classrooms across the district.

### 6<sup>th</sup> Grade Physical Education Suggested Standards Based Grading Criteria

Physical Education Content	Percent of Grade
Demonstrates Motor Skills and Movement Patterns	30%
Demonstrates Knowledge of Movement Concepts, Principles and Strategies	10%
Assess and Maintain Physical Fitness To Improve Health and Performance	30%
Demonstrates Knowledge of Physical Fitness Concepts, Principles and Strategies	10%
Psychological and Sociological Concepts and Strategies Applied to Physical Activity	20%

	Advanced Proficient	Proficient	Partially Proficient	Not Proficient
Rubric Score:	4	3	2	1
<b>STANDARD 1:</b> Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.  Manipulative Skills Rhythmic Skills Combinations of Movement Patterns and Skills	Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.	Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.	Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.	Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.
<b>STANDARD 2:</b> Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.  Movement Concepts Manipulative Skills Concepts Rhythmic Skills Concepts Combination of Movement Patterns and Skills	Student clearly and consistently demonstrates concept knowledge.	Student demonstrates evidence of concept knowledge.	Student demonstrates some evidence of concept knowledge.	Student demonstrates little or no evidence of concept knowledge.

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Not Proficient</b>
<b>Rubric Score:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>STANDARD 3:</b> Assess and maintain a level of physical fitness to improve health and performance.	Student clearly and consistently demonstrates all critical elements of the skill. Developing consistently and independently.	Student usually demonstrates critical elements of the skill. Developing with moderate teacher or peer support.	Student sometimes demonstrates some critical elements of the skill. Needs more time to develop or requires considerable teacher guidance.	Student demonstrates minimal or no critical elements of the skill. Movements are inconsistent and unreliable.
<b>STANDARD 4:</b> Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Student clearly and consistently demonstrates concept knowledge.	Student demonstrates evidence of concept knowledge.	Student demonstrates some evidence of concept knowledge.	Student demonstrates little or no evidence of concept knowledge.
<b>STANDARD 5:</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.  Self Responsibility Social Interaction Group Dynamics	Student exhibits behaviors that are focused on the task, works continually without intervention by the teacher, and is helpful to classmates as needed.	Student exhibits behaviors that are focused on the task and works continually without intervention by the teacher.	At times the student exhibits behaviors that are off-task. Needs frequent reminders to stay focused on his or her work.	Student exhibits behaviors that prevent him or her from learning.

### Standard Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

**Note:** If grades are determined by averaging grades using 100 point scales, zeros for incomplete, late, or missing work have a devastating effect on averages. A zero for an assignment gives that assignment inequitable weight compared to other assignments. To weight assignments equitably, use "50" for the lowest "F".

Submitted by: Joan Van Blom  
 School: Health/Physical Education Office  
 Revised Date: 12/05

Mscourse/pe/pe6thgrr

**APPENDIX ATTACHED**



Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Roll # \_\_\_\_\_

Date of Birth \_\_\_/\_\_\_/\_\_\_ Teacher \_\_\_\_\_ Period \_\_\_

Pre-Test Parent Sign. \_\_\_\_\_ Post-Test Parent \_\_\_\_\_

### Physical Education Fitness Assessment

Standard 3 (K – 8th Grade): Assess and maintain a level of physical fitness to improve health and performance

6<sup>th</sup> Grade: 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test

6<sup>th</sup> Grade: 3.2 Compare individual physical fitness results with research-based standards for good health

6<sup>th</sup> Grade: 3.3 Develop individual goals for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition.

Proficiency Level	Characteristics
4	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement
3	Mostly complete
2	Partially complete
1	Minimal completion

Compare your scores to the healthy fitness zones and place a √ in the HFZ column if your score is in the zone.

Test Item	Pre-Test ___/___/___ Completion Date	HFZ (Healthy Fitness Zone) √	Goal	Post-Test ___/___/___ Completion Date	HFZ (Healthy Fitness Zone) √	Met Goal √
Curl-up						
Push-up						
PACER						
Mile Run						
Sit & Reach Right						
Sit & Reach Left						
Trunk Lift						
Skinfold Triceps						
Skinfold Calf						
Sum of Skinfolts						
Height						
Weight						
Body Mass Index						

Healthy Fitness Zones on Reverse Side

**HEALTHY FITNESS ZONES - BOYS**

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT AND REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 24	7 – 20	11:30 – 9:00	23 - 61	8"	9 – 12"	21 – 15.3	10 – 25%
11	15 – 28	8 - 20	11:00 – 8:30	23 - 72	8"	9 – 12"	21 – 15.8	10 – 25%
12	18 – 36	10 - 20	10:30 – 8:00	32 - 72	8"	9 – 12"	22 – 16	10 – 25%
13	21 – 40	12 - 25	10:00 – 7:30	41 - 72	8"	9 – 12"	23 – 16.6	10 – 25%
14	24 – 45	14 - 30	9:30 – 7:00	41 - 83	8"	9 – 12"	24.5 – 17.5	10 – 25%
15	24 – 47	16 - 35	9:00 – 7:00	51 - 94	8"	9 – 12"	25 – 18.1	10 – 25%
16	24 – 47	18 - 35	8:30 – 7:00	61 - 94	8"	9 – 12"	26.5 – 18.5	10 – 25%

**HEALTHY FITNESS ZONES - GIRLS**

AGE	CURL-UP	PUSH-UP	ONE MILE RUN	PACER LAPS	SIT & REACH	TRUNK LIFT	BODY MASS INDEX	BODY COMPOSITION
10	12 – 26	7 – 15	12:30 – 9:30	15 – 41	9"	9 – 12"	23.5 – 16.6	17 – 32%
11	15 – 29	7 – 15	12:00 – 9:00	15 – 41	10"	9 – 12"	24 – 16.9	17 – 32%
12	18 – 32	7 – 15	12:00 – 9:00	23 – 41	10"	9 – 12"	24.5 – 16.9	17 – 32%
13	18 - 32	7 – 15	11:30 – 9:00	23 – 51	10"	9 – 12"	24.5 – 17.5	17 – 32%
14	18 - 32	7 – 15	11:00 – 8:30	23 – 51	10"	9 – 12"	25 – 17.5	17 – 32%
15	18 - 35	7 – 15	10:30 – 8:00	23 – 51	12"	9 – 12"	25 – 17.5	17 – 32%
16	18 - 35	7 – 15	10:00 – 8:00	32 - 61	12"	9 – 12"	25 – 17.5	17 – 32%



Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Roll # \_\_\_\_\_

Teacher \_\_\_\_\_ Period \_\_\_\_\_ Parent sign \_\_\_\_\_

## Physical Education Fitness Assessment – Sixth Grade One Day Personal Physical Fitness Plan

**Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

4.2 Develop a one-day person physical fitness plan specifying the intensity, time, and types of physical activities for each component of physical fitness.

Proficiency Level	Characteristics
4	A complete plan includes the following: appropriate activities for each section of the plan; activities for all health-related components of fitness; correctly identifies the health-related components for each activity, indicates time, intensity and type of activity; parent signature
3	Plan includes almost all of above components
2	Plan partially complete
1	Plan minimally complete

Time in Activity	List what activities you will do for each part of the plan. Include activities from each component of fitness.	Draw a line from each activity on the left to the appropriate component below.	Intensity of activity
<b>Warm-up:</b> ____minutes		<b>Cardiorespiratory</b>  <b>Muscle strength</b>  <b>Muscle endurance</b>  <b>Flexibility</b>	
<b>Main Activity:</b> ____minutes (must be at least 20 minutes)		<b>Cardiorespiratory</b>  <b>Muscle strength</b>  <b>Muscle endurance</b>  <b>Flexibility</b>	
<b>Cool Down:</b> ____minutes		<b>Cardiorespiratory</b>  <b>Muscle strength</b>  <b>Muscle endurance</b>  <b>Flexibility</b>	