

Curriculum Management System

MONROE TOWNSHIP SCHOOLS



Course Name: Health & Physical Education Curriculum

Grade: 6th Grade

*For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy # 2220.*

Board Approved: November.2014

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Monroe Township Schools Administration and Board of Education Members

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Mission, Vision, Beliefs, and Goals

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Beliefs

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

Board of Education Goals

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>

Quarter 1

Unit Topics(s)

****Introduction to Physical Education

- a. Learning How to Open a Lock
 - i. Understanding the Importance of using a lock during Physical Education class.
- b. Following Directions
 - i. Ensure Safety of PE class
- c. Team Building
 - i. Improve communication in a group environment

I. Soccer

- a. Introduction
 - i. History
 - ii. Rules & Regulations
 - iii. Safety & Sportsmanship
 - iv. Field Positions
 - v. Strategy
- b. Offensive Skills
 - i. Dribbling
 - ii. Passing
 - iii. Trapping
 - vi. Shooting
- c. Defensive Skills
 - i. 1 vs. 1 positioning
 - ii. Team Defense

II. Ultimate Frisbee

- a. Introduction
 - i. History
 - ii. Rules & Regulations
 - iii. Safety & Sportsmanship
 - iv. Field Positions
 - v. Strategy
- b. Offensive Skills
 - i. Backhand
 - ii. Forehand
 - iii. Catching

iv. Cutting

III. Juggling

- a. Creation of Juggling Balls
- b. Psychomotor Skills
 - i. Timing
 - ii. Hand - Eye Coordination
 - iii. Throwing and Catching
- c. Cognitive Skills
 - i. Understanding Patterns
 - ii. Fixation and Tracking
- d. Affective Skills
 - i. Goal Setting
 - ii. Track Progress

VI. Health Related Fitness - FITNESSGRAM

- a. Introduction
 - i. Overview of Assessments
 - ii. Safety
 - iii. Goals
- b. Aerobic Capacity
 - i. PACER Test
 - ii. Mile Run
- c. Body Composition
 - i. Skin Fold Test
 - ii. BMI
- d. Muscular Strength & Endurance
 - i. Curl up
 - ii. Trunk lift
 - iii. Push-up
 - iv. Modified pull-up/Flexed Arm Hang
- e. Flexibility
 - i. Back Saver Sit and Reach

Quarter 2

Unit Topic(s)

I. Volleyball

- a. Introduction
 - vi. History
 - vii. Rules & Regulations
 - viii. Safety & Sportsmanship
 - ix. Court Positions
 - x. Strategy
- b. Offensive Skill Sets
 - i. Serving
 - ii. Forearm Pass
 - iii. Setting
- c. Defensive Skill Set
 - i. Digging
 - ii. Blocking
 - iii. Positioning on court during a volley
- d. Volleyball Tournament

II. Basketball

- a. Introduction
 - i. History
 - ii. Rules & Regulations
 - iii. Safety & Sportsmanship
 - iv. Court Positions
 - v. Strategy
- b. Offensive Skills
 - i. Dribbling
 - ii. Passing
 - iii. Shooting
- c. Defensive Skills
 - i. Defensive Slides & Back pedaling
 - ii. Team Defense – Zone vs. Man to Man

III. Introduction to Personal Fitness

- a. How to take and monitor your heart rate during

exercise

- b. Cardiovascular Endurance
 - i. Safety of Cardio Equipment
 - ii. How to properly use Cardio Equipment
 - iii. Effectively use Cardio Equipment and track student progress
- c. Circuit Training
 - i. The importance and benefits
 - ii. Technique and Form of circuit exercises
 - iii. Program and Student Progress

VI. Health Related Fitness - FITNESSGRAM

- a. Introduction
 - i. Overview of Assessments
 - ii. Safety
 - iii. Goals
- b. Aerobic Capacity
 - i. PACER Test
 - ii. Mile Run
- c. Body Composition
 - i. Skin Fold Test
 - ii. BMI
- d. Muscular Strength & Endurance
 - i. Curl up
 - ii. Trunk lift
 - iii. Push-up
 - vi. Modified pull-up/Flexed Arm Hang
- e. Flexibility
 - ii. Back Saver Sit and Reach

Quarter 3

Unit Topic(s)

I. Bowling/Dance

a. Bowling

i. Introduction

- a. History
- b. Rules and Regulations
- c. Safety & Sportsmanship
- d. Strategy

ii. Skills

- a. The Stance
- b. The Grip
- c. The 4-step Approach
- d. Delivery – Straight Ball
- e. Lane Etiquette

iii. Scoring

b. Dance

i. Introduction

- a. Etiquette
- b. Physical benefit
- c. Social benefit
- d. History
- e. Choreography

ii. Line Dance

- a. Electric Slide
- b. Cha-Cha Slide
- c. Cotton Eye Joe
- d. Boot scootin boogie
- e. The wooble

iii. Keeping up with the New

- a. The current popular dances

II. Lacrosse

a. Introduction

- i. History
- ii. Rules & Regulations
- iii. Safety & Sportsmanship

iv. Field Positions

v. Strategy

b. Offensive Skill Set

- i. Catching
- ii. Throwing
- iii. Cradling
- iv. Passing
- v. Shooting

c. Defensive Skill Set

- i. Scooping
- ii. Team Defense

III. Recreational Games

- a. Sportsmanship
- b. Practice Gross Motor Skills
- c. Practice Fine Motor Skills

VI. Health Related Fitness - FITNESSGRAM

a. Introduction

- i. Overview of Assessments
- ii. Safety
- iii. Goals

b. Aerobic Capacity

- i. PACER Test
- ii. Mile Run

f. Body Composition

- i. Skin Fold Test
- ii. BMI

g. Muscular Strength & Endurance

- i. Curl up
- ii. Trunk Lift
- iii. Push-up
- vi. Modified pull-up/Flexed Arm Hang

h. Flexibility

- i. Back Saver Sit and Reach

Quarter 4

Unit Topic(s)

- I. Bullying and Harassment
 - a. Introduction to Bullying and Harassment
 - i. Determine prior knowledge
 - ii. Review of terms
 - b. Describe and Illustrate techniques of dealing with bullies
 - i. What is intimidation?
 - ii. Using "I" messages
 - c. Identify different forms of harassment
 - d. Develop effective communication skills to deal with bullying and harassment
 - e. Understanding conflict
 - i. Explain the nature of conflict
 - ii. Identify common causes of conflict
 - iii. Recognize the signs of conflict
 - iv. Describe types of conflict at home and at school
 - v. Discuss when to avoid conflict
- II. Relationships
 - a. You and Your Relationships
 - i. Explain the differences among relationships
 - ii. Identify needs that relationships satisfy
 - iii. Develop skills to build healthy relationships
 - b. Getting Along with your Family
 - i. Identify the different types of families
 - ii. Describe responsibilities within the family
 - iii. Explain changes that affect families
 - iv. Develop healthy ways to deal with family changes
 - c. Friendships during Adolescence
 - i. Explain why friends are important
 - ii. Identify the characteristics of a good friendship
 - iii. Recognize ways of keeping friendships strong
 - iv. Explain changes that occur in friendships during adolescence
 - v. Develop communication skills to make new friends

- d. Intimate/Sexual Relationships and Abstinence
 - e. i. What is abstinence
 - f. ii. Identify risk behaviors involved with Intimate/Sexual Behaviors
 - g. iii. Recognize the benefits of practicing abstinence from sexual activity
 - h. iv. Apply refusal skills by using the S.T.O.P formula during intimate/sexual relationships
- III. Decision Making and Goal Setting
 - a. Making Responsible Decisions
 - i. Decisions and Your Health
 - ii. Decisions and Your Values
 - iii. Evaluating Your Choices
 - iv. The Decision Making Process – 6 steps
 - b. Building your Character
 - i. What is Character
 - ii. Character in Action
 - c. Setting and Reaching your Goals
 - i. Why Set Goals?
 - ii. Long-Term and Short-Term Goals
 - iii. Strategies for Attaining a Goal

Quarter 1 – Unit 1

Soccer – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of soccer skills such as dribbling, passing, trapping, shooting and team defense.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Soccer offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of soccer will automatically improve and maintain lifelong fitness.
- Soccer is a sport that consists of basic skills including dribbling, passing, trapping, shooting, and team defense.
- They will progress in their ability of physical skills as well as strategy, primarily related to teamwork.
- Creating an appropriate practice plan using self and peer

ESSENTIAL QUESTIONS

- Why is soccer a lifelong activity and how can it to help improve your physical fitness?
- What health benefits does soccer offer the body?
- What are the basic rules of play and scoring procedures associated with soccer?
- What is the proper technique in executing the skills of dribbling, passing, trapping, shooting, and team defense?
- What is a throw-in and when and how is it performed during a game?
- What is a goal kick?
- What is a corner kick?
- What is off-sides in the

	assessments will help increase their individual soccer skills such as dribbling, passing, trapping, shooting and team defense.	game of soccer? <ul style="list-style-type: none"> How does teamwork and strategy enhance performance?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> The history of soccer and how the sport has changed through time. How to follow the rules and proper safety procedures while playing soccer. Basic terminology used and affiliated to the sport of soccer. How to perform the various skills of soccer: dribbling, passing, trapping, shooting and team defense. How to perform, modify and incorporate fundamental movements in soccer while participating to improve and maintain lifelong fitness. How to record and analyze individual data. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Explaining how the sport of soccer has changed throughout time. Properly following the rules and safety procedures while participating in the sport of soccer. Identifying terminology related to soccer. Developing an appropriate practice and assessment plan to help improve their soccer skills such as dribbling, passing, trapping, shooting, and team defense. Demonstrating fundamental and creative soccer skill combinations while applying them in a variety of lifelong fitness. Recording and analyzing individual data.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks: 4 – Innovating: Student was able to apply knowledge learned	PERFORMANCE TASK(S): Obstacle courses can be fun, very challenging but extremely helpful when learning new concepts.	

<p>during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>You have been asked by your physical education teacher to create an obstacle course for you and the members of your class to help practice and assess your knowledge and skills of soccer. The obstacle course must consist of 5 different challenges. Each challenge will focus and revolve on a particular topic that has been taught throughout the unit. The challenges will be revolved and created including the following topics: dribbling, passing, trapping, shooting, and team defense. It is up to you to prepare and organize how you will implement the challenges into your obstacle course. Each challenge has to include a physical component to it in some way. In order to progress from one challenge to another and successfully complete the obstacle course, students must complete one challenge at a time before moving on to another. When preparing and organizing your obstacle course please remember to:</p> <ul style="list-style-type: none"> • Create one challenge per topic that include: dribbling, passing, trapping, shooting, and team defense • Implement a physical component at each station • Utilize the whole field throughout the obstacle course • Create a written and DETAILED explanation of what is expected from the students at each challenge. You do not have to provide a strategy on how to complete the challenge at each station. The written directions will help the students understand their expectations of the obstacle course and allow them to strategize how to complete the obstacle course. • Create a map of the obstacle course showing where each challenge will be located and list any materials the students should see at each challenge. <hr/> <p>Additional Performance Tasks: <u>Dribbling Skills</u> <u>Key Points:</u> 1. <i>Maintain close control with both feet</i> 2. <i>Be agile, stay on toes</i> 3. <i>Use all parts of feet; inside, outside, laces, sole</i> 4. <i>Keep head up-eyes on the field</i> 5. <i>Change direction and speed when turning</i></p> <p><u>Dribbling Skill Practice:</u></p>
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	<ol style="list-style-type: none"> 1. <u>Tap Dance</u> - The ball should not move in this drill. Each student has a ball and they start with one foot on the ball and one foot on the ground. On the teacher's signal, start switching feet, "tapping" the top of the ball with each foot. 2. <u>Happy Feet</u> - The students put the ball between their feet. The ball is tapped back and forth from the left to right in a continuous motion. The knees should be slightly bent. 3. <u>Skill Drill</u> <ol style="list-style-type: none"> 1. Set up cones in diamond shape with one cone in the middle as shown below. 2. Students line up behind outer cones in pairs or threes. Each student dribbles to center cone, performs an exercise chosen by the teacher (push-up, sit-up, etc.) and then returns back to the end of line dribbling the soccer ball. 4. <u>Dribbling Games</u> <ol style="list-style-type: none"> 1. Sharks and Minnows - Cone off a rectangular area. Designate two Sharks to be in the middle of the "ocean" without a ball. All other students (the Minnows) have a ball at one end. On the teacher's signal the Minnows attempt to cross the "ocean" by dribbling without losing their ball. The Sharks try to kick everyone's balls out of the "ocean." If a Minnow loses his/her ball then he/she becomes a shark. Minnows cross on the teacher's signal each time. The last two Minnow surviving become Sharks in a new game. <p><u>Passing and Trapping Skills</u></p> <p><u>Passing Key Points:</u></p> <ol style="list-style-type: none"> 1. Use inside of feet 2. Strike through the middle of the ball 3. Place non-kicking foot next to the ball, pointing towards target <p><u>Trapping Key Points:</u></p> <ol style="list-style-type: none"> 1. Cushion the ball as it comes to you (like catching an egg) 2. Keep body loose-the ball should not bounce off of you 3. Can use all body parts (except hands and arms), but the feet and thigh are the most common <p><u>Passing and Trapping Skill Practice</u></p>
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1. Skill Drill
 1. 4-5 students per line
 2. 4 cones and 1 ball per line
 3. Student A passes to student B and jogs to the back of opposite line.
 4. Student B receives and passes back across the channel and joins the opposite line.
 5. Continue this basic sequence with the following progressions:
Upon receiving the ball take your first touch across the body (i.e. inside of left foot) and pass back with opposite foot (i.e. inside of right). Upon receiving the ball take your first touch with the outside of your right foot and pass back with the inside of the right foot.
 6. Make it a competition (i.e. 1 and then 2 touches). The team that completes the most successful (i.e. stays inside channel) passes in 60 seconds wins.
2. Passing Game
 1. **Hot Potato** - Play 3v3 keep-away with no goalkeepers in a 25x25 yard field. Focus on each team controlling the ball as long as they can. Award 1 point for each pass received and controlled using the foot. Award 2 points for each pass received and controlled using the thigh or chest. Keep a running total of each team's score. May also play 3v2 or 3v1 for more successful passing.

Shooting Skills

Key Points:

1. *Place non-kicking foot next to ball*
2. *Point toe down, lock ankle, strike with shoelaces*
3. *Lean slightly forward*
4. *Head down*
5. *Follow-through*

Shooting Skill Practice

1. Skill Drill
 1. Circle around teacher, students in a crab position.
 2. Teacher tosses ball to students who try to kick it back into teacher's hands, using their laces.
 3. Students are standing and drop ball onto their foot, striking with laces to teacher's hands.

4. Same but in pairs about 5 yards apart.

2. Shooting Games

1. **Pass and Shoot** - Set up two lines of students facing the goal in line with goal posts. The goal is divided into thirds by cones. Students pass to teacher who passes to the side or slightly forwards. Student runs and shoots on goal. 10 points for corners, 5 points for center.

2. **Shooting Battle**- This is a fast paced game that works on shooting off the dribble and quick thinking. Divide into two teams with each student having a ball. Place goals about 30 yards apart facing each other. Each team lines up on right side of their goal. Mark a 'shooting zone' in the center. First student dribbles into zone and shoots. Immediately they retreat to play goalie as the first player on opposing team dribbles and shoots. This cycle continues for set amount of time.

The sequence is as follows:

- a. Begin dribble as soon as opponent shoots
- b. Shoot while in the shooting zone
- c. After you shoot, you become goalie
- d. After being goalie, go to end of line

Each team keeps track of goals scored. Most goals in a set amount of time wins.

Team Defense Skills

Key Points:

1. *Stay between offensive player and the goal.*
2. *Watch the ball*
3. *Notice opponent's habits, such as using only one leg to dribble*

Team Defense Skill Practice

1. Skill Drill

1. Students pair up with one ball.
2. Student 1 starts on end line with ball facing student 2 about 15 yards away.
3. Student 1 passes to student 2 and then becomes defender.
4. Student 2 tries to dribble ball to the end line. Student 1 tries to stay between attacker and the end line
5. Switch offense/defense.

	<div>2. <u>Team Defense Games</u> 1. . Monkey on my Back - Play 2 vs. 2 or 3 vs. 3 in a 10 x 20 yard field. Assign end lines for each team to defend. The defense must try and stay between the attacker with the ball and the end line they are defending. Only the defense earns points; 1 point when attacker can't advance the ball forward, either by passing or dribbling, past the defender. (Award the point when the attacker is forced to pass backwards to his/her teammate.) 2 points if the ball is intercepted or taken away. 2. Run the Gauntlet - Mark off a 20x40 yard grid. Divide into four 10-yard zones. Place one defender into each zone. Rest of team lines up at one end line and tries to dribble to the other without losing their ball. All players leave at once. Defenders score 1-4 points depending on which zone the ball is intercepted. Attackers score 3 points for reaching the other side.</div>																									
<div>PHYSICAL EDUCATION RUBRIC</div> <table><tr><th></th><th>4 - INNOVATING</th><th>3 - APPLYING</th><th>2 - DEVELOPING</th><th>1 - BEGINNING</th></tr><tr><td>Development of skills specific to the activity.</td><td>Skills are superior. Uses proper technique and is successful in executing them. Knows and always follows the rules of game</td><td>Skills are generally good. Mostly uses proper technique and is usually successful in executing them. Knows and tries to follow the rules of the game</td><td>Skills are adequate. Tries to use proper technique and is often successful in executing them. Knows and tries to follow most rules of the game.</td><td>Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.</td></tr><tr><td>Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric</td><td></td><td></td><td></td><td></td></tr><tr><td>Sportsmanship</td><td>Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.</td><td>Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship</td><td>Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship</td><td>Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship</td></tr><tr><td>Participation/Effort & Following Directions</td><td>Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification</td><td>Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.</td><td>Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.</td><td>Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors. or follow directions well.</td></tr></table>		4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING	Development of skills specific to the activity.	Skills are superior. 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Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors. or follow directions well.	<div>OTHER EVIDENCE:</div> <ul style="list-style-type: none">Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.Teacher observation of skillsSelf-evaluationPeer observation & evaluationLead up gamesClass discussionDaily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)Skills Test (Pre & Post)
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Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship																						
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors. or follow directions well.																						
Stage 3 – Learning Plan																										

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that soccer can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills
- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org
- <http://www.wasasoccer.org>
- <http://www.soccerhelp.com>

Quarter 1 – Unit 2
Ultimate Frisbee – Grade 6
Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of Ultimate Frisbee skills such as the backhand, the forehand, catching, and cutting.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Ultimate Frisbee offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of Ultimate Frisbee will automatically improve and maintain lifelong fitness.
- Ultimate Frisbee is a sport that consists of basic skills including the backhand, the forehand, catching, and cutting.
- They will progress in their ability of physical skills as well as strategy, primarily related to teamwork.
- Creating an appropriate practice plan using self and peer

ESSENTIAL QUESTIONS

- Why is Ultimate Frisbee a lifelong activity and how can it help to improve your physical fitness?
- What health benefits does Ultimate Frisbee offer the body?
- What are the basic rules of play and scoring procedures associated with Ultimate Frisbee?
- What is the proper technique in executing the skills of the backhand, the forehand and catching?
- What is the proper technique in executing the skills of cutting?
- What is an offensive set in Ultimate Frisbee?
- How does teamwork and

	assessments will help increase their individual Ultimate Frisbee skills such as the backhand, the forehand, catching, and cutting.	strategy enhance performance?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • The history of Ultimate Frisbee and how the sport has changed through time. • How to follow the rules and proper safety procedures while playing Ultimate Frisbee. • Basic terminology used and affiliated to the sport of Ultimate Frisbee. • How to perform the various skills of Ultimate Frisbee: the backhand, the forehand, catching, and cutting. • How to perform, modify and incorporate fundamental movements in Ultimate Frisbee while participating to improve and maintain lifelong fitness. • How to record and analyze individual data. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Explaining how the sport of Ultimate Frisbee has changed throughout time. • Properly following the rules and safety procedures while participating in the sport of Ultimate Frisbee. • Identifying terminology related to Ultimate Frisbee. • Developing an appropriate practice and assessment plan to help improve their Ultimate Frisbee skills such as the backhand, the forehand, catching, and cutting. • Demonstrating fundamental and creative Ultimate Frisbee skill combinations while applying them in a variety of lifelong fitness. • Recording and analyzing individual data.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:	PERFORMANCE TASK(S): Your physical education teacher has asked for your help to assist other	

<p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>students to learn about Ultimate Frisbee and the basic skills needed to play.</p> <p>Your task is to partner up with another student and create an informational booklet on Ultimate Frisbee that middle school physical education teachers can use to help teach their students during their Ultimate Frisbee unit. You and your partner will also conduct a 3 minute oral presentation presenting your booklet and demonstrating the lead up activities and basic skills you provide in your booklet. Please include the following so I may use it during my future Ultimate Frisbee units:</p> <ul style="list-style-type: none"> • Reflect by explaining and illustrating the skills learned in class necessary to begin play of the Ultimate Frisbee game. • Include the following items to develop the booklet: <ol style="list-style-type: none"> 1. Cover 2. A brief description about the history of Ultimate Frisbee 3. A list of 15 terms related to Ultimate Frisbee with their meanings 4. A list of 20 rules to the game of Ultimate Frisbee and suggestions on how to modify the game for students to play in physical education class 5. Name and explain 4 different Ultimate Frisbee skills 6. Create 3 different drills that students can participate in to practice their Ultimate Frisbee skills 7. Proper grammar and correct spelling throughout the booklet 8. A colorful, organized and attractive layout of the booklet • Your 3 minute presentation should include all components included in your booklet and participation from both partners throughout the presentation. <hr/> <p>Additional Performance Tasks:</p> <ol style="list-style-type: none"> 1. <u>Throwing in pairs</u> <ol style="list-style-type: none"> 1. Each student stands a comfortable distance apart and completes passes between each other. Both backhand and forehand throws should be made. <p><i>Some variations that can be made while throwing in pairs are:</i></p> <ul style="list-style-type: none"> * <i>Get the throwers to throw high floating passes to practice high catches</i> * <i>Increase the distance between throwers to practice longer passes.</i> * <i>Throw to a running target</i>
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* *Have the thrower pivot across before throwing. This gets the student used to using their pivot foot.*

2. Three Person Drill – This drill consists of three positions: thrower, receiver and marker. The thrower and receiver set up 20 feet apart. The marker starts his stall count at 6 and the thrower tries to complete a pass to the receiver. After releasing the disc roles change. The receiver has the disc and becomes the thrower, the old thrower becomes the marker and must run down to mark the disc. If the throw is incomplete, students will keep trying until a completion is made. The more pressure the markers puts on the handler, the more effective the drill.
3. Monkey in the Middle – Split into groups of three. Have the thrower and receiver stand about 20 yards apart with the third player (‘the monkey’) in between them. The goal is to complete passes without the monkey getting the disc. The students are not allowed to move. Practice banking the disc around the monkey using both the backhand and forehand throws.
4. Wheel Relay – Form an extremely large, evenly spaced circle of students all facing inwards and with one person holding the disc. The first person passes the disc to their right and then runs around the circle in the opposite direction. The disc is passed around the circle and should meet the original thrower just as they arrive back in place. They pass it on to the next student (to their right) who does the same thing. This relay continues until it is in the original thrower’s turn. *One variation you can make with this is to change the directions of passing and running so that both forehands and backhands are practiced.*
5. Diamond Drill – Form two lines of at least three students each, facing each other behind cones about 30 yards apart. The first student from one line cuts to the right and is thrown the disc by the first student in the other line. The thrower then makes the next cut to the other line, while the receiver continues through to join the end of the opposite line from which they came. The two extra cones may be used to provide a cutting and throwing target. After a while change the direction of cuts so that both backhands and forehands are practiced.

PHYSICAL EDUCATION RUBRIC					Challenge the students to get 10 connections in a row.
<p>Development of skills specific to the activity.</p> <p>Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric</p>	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source. Written response to three of the essential questions using correct information, affiliated vocabulary and understanding. Teacher observation of skills Self-evaluation Peer observation & evaluation Lead up games Class discussion Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students) Skills Test (Pre & Post)
	Skills are superior. Uses proper technique and is successful in executing them. Knows and always follows the rules of game	Skills are generally good. Mostly uses proper technique and is usually successful in executing them. Knows and tries to follow the rules of the game	Skills are adequate. Tries to use proper technique and is often successful in executing them. Knows and tries to follow most rules of the game.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.	
	Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively: shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors. or follow directions well.	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that Ultimate Frisbee can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament

- Drills created by the students to help practice and improve their skills
- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org
- <http://www.yeahaw.de/uthb/UltHB2.pdf>

Quarter 1 – Unit 3

Juggling – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while juggling and improving their psychomotor, cognitive and affective skills.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Juggling offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of juggling will automatically improve and maintain lifelong fitness.
- Juggling is a skill that consists of psychomotor, cognitive and affective skills
- Creating an appropriate practice plan using self and peer assessments while juggling will help increase their individual psychomotor, cognitive and affective skills.

ESSENTIAL QUESTIONS

- How can juggling help improve your physical fitness?
- What health benefits does juggling offer the body?
- Is juggling considered a sport?
- What specific psychomotor skills will improve during the juggling unit?
- What specific cognitive skills will improve during the juggling unit?
- What specific affective skills will improve during the juggling unit?

	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • Basic terminology used and affiliated to juggling. • How to perform, modify and incorporate fundamental movements in juggling while participating to improve and maintain lifelong fitness. • Juggling is a skill that consists of psychomotor, cognitive and affective skills • How juggling helps improve an individual's hand-eye coordination. • How to successfully juggle scarves and balls. • How to improving juggling skills that will help improve one's self-esteem. • How to record and analyze individual data. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Developing an appropriate practice and assessment plan to help improve their psychomotor, cognitive and affective skills. • Demonstrating fundamental and creative juggling skill combinations while applying them in a variety of lifelong fitness. • Communicating with fellow classmates through cooperative work on group tasks to help monitor each other's advancement. • Improving their self-esteem as they improve their juggling skills. • Recording and analyzing individual data.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p><u>Suggested Performance Rubric:</u> Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p><u>4 – Innovating:</u> Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p>	<p>PERFORMANCE TASK(S):</p> <p>Juggling can be very difficult for some students to grasp and understand when taught to them in their physical education class. The students, as a whole have never tried to juggle or learn how to juggle outside of school. Most students see it for the first time in their physical education classes. The movements used in the skill can be very confusing to the students and frustration is usually a very common complaint verbalized amongst the students. The students seem to</p>	

<p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>enjoy the skill once they catch on to the concept of it. The students say they would be more comfortable if they had more resources to help them learn and practice their juggling skills.</p> <p>Your task is to create a power point presentation that your physical education teacher can use, not only to help teach the juggling unit, but that students can view on their own time to help make them feel more comfortable. This power point presentation will be available for students to view at all times throughout class and access at home. When creating the power point presentation please remember to:</p> <ul style="list-style-type: none"> • Construct a visually appealing and attractive power point • Include graphics and videos where applicable • Provide a narrative piece on the health benefits of juggling • List all three skills that juggling helps improve and the individual details following each skill. • List and define all terminology related to juggling. • Provide all equipment that can be used when learning how to juggle using pictures or graphics • Explain and demonstrate all the proper techniques of juggling using videos in the power point. • Use videos to show the progression that should take place when learning to juggle. • Use proper grammar and correct spelling throughout the power point • Use a colorful, organized and attractive layout of the power point
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PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them.	Skills are generally good. Mostly uses proper technique and is usually successful in executing them.	Skills are adequate. Tries to use proper technique and is often successful in executing them.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric	Knows and always follows the rules of game	Knows and tries to follow the rules of the game	Knows and tries to follow most rules of the game.	Knows and tries to follow some rules of the game.
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that juggling can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills
- Survey the students for improvement and understanding of skills after drill work.

- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org

Quarter 2 – Unit 1

Volleyball – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of volleyball skills such as serving, the forearm pass, setting, digging, and blocking.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Volleyball offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of volleyball will automatically improve and maintain lifelong fitness.
- Volleyball is a team sport that consists of basic skills including serving, the forearm pass, setting, digging, and blocking.
- They will progress in their ability of physical skills as well as strategy, primarily related to teamwork.
- Creating an appropriate practice plan using self and peer

ESSENTIAL QUESTIONS

- Why is volleyball a lifelong activity and how can it help improve your physical fitness?
- What health benefits does volleyball offer the body?
- What are the basic rules of play and scoring procedures associated with volleyball?
- What is newcomb?
- How can newcob help improve a student's volleyball skills?
- What is the proper technique in executing the underhand serve, the forearm pass and a set?
- What is the proper technique in executing the dig and a block?

	assessments will help increase their individual volleyball skills such as serving, the forearm pass, setting, digging, and blocking.	<ul style="list-style-type: none"> • How does a team properly rotate on their side of the volleyball court throughout the game? • What is a carry/lift? • How does teamwork and strategy enhance performance?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • The history of volleyball and how the sport has changed through time. • How to follow the rules and proper safety procedures while playing volleyball. • Basic terminology used and affiliated to the sport of volleyball. • The difference between newcomb and volleyball. • How to perform the various skills of volleyball: serving, the forearm pass, setting, digging, and blocking. • How to perform, modify and incorporate fundamental movements in volleyball while participating to improve and maintain lifelong fitness. • How to record and analyze individual data. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Explaining how the sport of volleyball has changed throughout time. • Properly following the rules and safety procedures while participating in the sport of volleyball. • Identifying terminology related to volleyball. • Determining the difference between newcomb and volleyball • Developing an appropriate practice and assessment plan to help improve their volleyball skills such as serving, the forearm pass, setting, digging, and blocking. • Demonstrating fundamental and creative volleyball skill combinations while applying them in a variety of lifelong fitness. • Recording and analyzing

individual data.

Stage 2 – Evidence

Evaluative Criteria

Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:

4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.

3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.

2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.

1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

Assessment Evidence

PERFORMANCE TASK(S):

Volleyball is a sport that a lot of people enjoy to play both competitively and recreationally. Throughout the volleyball unit your physical education teacher taught and demonstrated various drills and skill games to help improve your volleyball skills.

Your task is to choose one of the skills that you learned throughout the volleyball unit and create 2 drills and 2 skill games to help future students improve their volleyball skills. I would like to potentially use some of these drills and skill games the next time I teach this unit so please remember to include the following for each drill and skill game:

- A written explanation on why you chose this particular volleyball skill to focus on.
- A written explanation describing the goal of each drill and skill game.
- A list of all equipment needed for each drill and skill game.
- A sequential diagram illustrating the progression of skills practice with the students during the drills and skill games.
- The rules to each skill game created.
- The purpose of each drill and skill game and what they are supposed to accomplish when used.
- A written explanation of any modifications that can be made to the drill and skill game for special needs students.

PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them. Knows and always follows the rules of game	Skills are generally good. Mostly uses proper technique and is usually successful in executing them. Knows and tries to follow the rules of the game	Skills are adequate. Tries to use proper technique and is often successful in executing them. Knows and tries to follow most rules of the game.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric				
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that volleyball can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills

- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org
- www.volleyball.org
- <http://volleyball.about.com/od/volleyball101/u/UPGetStarted.htm>
- www.volleytastic.org

Quarter 2 – Unit 2

Basketball – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of basketball skills such as shooting, passing and dribbling.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Basketball offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of basketball will automatically improve and maintain lifelong fitness.
- Basketball is a team sport that consists of basic skills including dribbling, passing and shooting.
- They will progress in their ability of physical skills as well as strategy, primarily related to teamwork.
- Creating an appropriate practice plan using self and peer assessments will help increase their individual basketball skills

ESSENTIAL QUESTIONS

- Why is basketball a lifelong activity and how can it help to improve your physical fitness?
- What health benefits does basketball offer the body?
- What are the basic rules of play and scoring procedures associated with basketball?
- What is the proper technique when dribbling, passing and shooting a basketball?
- How does teamwork and strategy enhance performance?

	such as dribbling, passing and shooting.	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The history of basketball and how the sport has changed through time. • How to follow the rules and proper safety procedures while playing basketball. • Basic terminology used and affiliated to the sport of basketball. • How to perform the various skills of basketball: shooting, passing and dribbling. • How to perform, modify and incorporate fundamental movements in basketball while participating to improve and maintain lifelong fitness. • How to record and analyze individual data. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how the sport of basketball has changed throughout time. • Properly following the rules and safety procedures while participating in the sport of basketball. • Identifying terminology related to basketball. • Developing an appropriate practice and assessment plan to help improve their basketball skills such as shooting, passing and dribbling • Demonstrating fundamental and creative basketball skill combinations while applying them in a variety of lifelong fitness. • Recording and analyzing individual data.
Stage 2 - Evidence		

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>PERFORMANCE TASK(S): You have been asked to assist a sports broadcaster in a special report interview to help celebrate Black History Month. The athlete that you have to choose is an African American basketball player that has evolved the sport of basketball. The player can be either male or female. You must develop essential questions, display important events that have made your basketball player famous and create a timeline of their professional life adventures that you can refer to throughout the interview. Please include the following so I may review your information and approve the interview for the sports broadcaster:</p> <ul style="list-style-type: none"> • A written explanation as to why you have chosen this famous African American basketball player • The essential questions you have created for the interview • The important events that have made your basketball player famous with a detailed explanation around these events. • The timeline you will refer to throughout the interview mapping out the basketball player's professional life adventures • An explanation on how you are going to tie in this basketball player's career in basketball to the celebration of Black History month.

PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them. Knows and always follows the rules of game	Skills are generally good. Mostly uses proper technique and is usually successful in executing them. Knows and tries to follow the rules of the game	Skills are adequate. Tries to use proper technique and is often successful in executing them. Knows and tries to follow most rules of the game.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric				
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that basketball can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills

- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org
- <http://www.breakthroughbasketball.com/pr/fun-youth-drills.html>

Quarter 2 – Unit 3

Introduction to Fitness and Circuit Training – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.

Transfer

Students will be able to independently use their learning to...

- Foster skills in order to promote life-long health and wellness through physical fitness and circuit training.
- Help others make healthy decisions and choices regarding personal fitness and circuit training.

Meaning

UNDERSTANDINGS

Students will understand that...

- Fitness is a life-long process.
- Physical fitness is important for overall health.
- Individuals are responsible for their own fitness.
- Longevity is one of the many benefits to being physically fit.
- Exercise improves one's mood, boosts energy and promotes better sleep.
- Exercise helps fight against health conditions and diseases.
- Children who regularly participate in physical activity tend to stay physically active their entire lives.
- There is fun involved with staying physically active.
- Circuit training has various benefits to a student's health.
- Desired results determine the FITT formula.

ESSENTIAL QUESTIONS

- Why is fitness important?
- What are the components to a lifestyle of fitness?
- How does a fitness lifestyle lead to a life of wellness?
- Why are cardiovascular endurance, muscular strength and flexibility essential to overall fitness?
- What is the importance of pacing yourself during long distance runs?
- Why is it important to stretch after intense exercise?
- How can I set challenging fitness goals that help me stay committed to fitness?
- What is circuit

		training? <ul style="list-style-type: none"> • What are the physical benefits to circuit training? • How is the FITT formula used in developing a fitness plan?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • Physical fitness implies a combination of muscular strength, endurance, flexibility, and coordination. • A physical fitness program is not the same for everyone, and it is something that will constantly be evolving over time to meet your individual needs at different times in your life • Various programs or techniques may be implemented to contribute to physiological development, including aerobics, anaerobic, weight training, interval training, circuit training, testing, etc. • How to locate, obtain and record their pulse before and after exercise. • The importance of physical fitness and circuit training. • Their own fitness level and the importance of recording it. • Creating fitness programs helps improve your physical fitness. • The difference between cardiovascular endurance, 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Monitoring and recording their pulse before and after exercise. • Identifying the importance of physical fitness. • Determining their fitness level and gauge improvement across a timeline. • Developing fitness programs to help improve their fitness level. • Comparing the difference between cardiovascular endurance, muscular strength and flexibility. • Identifying the importance of pacing yourself throughout a fitness program. • Demonstrating proper technique when performing a fitness -

	<p>muscular strength and flexibility.</p> <ul style="list-style-type: none"> • How to explain the importance of pacing yourself throughout a fitness program. • Evaluation to develop and maintain acceptable levels of fitness will be encouraged throughout the year. • The FITT formula 	<p>related activity. Describing the benefits of circuit training.</p> <ul style="list-style-type: none"> • Recognizing the need for a cool • down period and recovery heart rate. • Performing a series of Dynamic and Static stretches prior to participating in fitness activities. • Applying the FITT formula.
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of</p>	<p>PERFORMANCE TASK(S): Throughout the fitness and circuit training unit you have been introduced to many different exercises focusing on various components of physical fitness. It is now time to put all of what has been taught and demonstrated to you and create your own circuit training program for you to use and share with other students.</p> <p>Your task is to create and display a circuit training program on a poster. Your physical education teacher would like the ability to frame and hang your poster on the walls of the weight room for other students and staff to see and possible incorporate into their physical fitness plan.</p> <p>The components of your circuit training program and poster should include:</p> <ul style="list-style-type: none"> • A circuit training program of one circuit with 20 exercises in each circuit. • A title given to your circuit training program. • A written explanation on what your circuit program is focusing on and the goal of your circuit program. • A presentation of each exercise on the poster using diagrams and words. The diagrams should show the proper technique of each exercise and any equipment used to complete the exercise.

ability.	<ul style="list-style-type: none"> The amount of time each exercise should be performed. The number of repetitions for each exercise. The arrangement and sequence each exercise should be completed. A title for each of the 20 exercises you are using in your circuit training program. A written explanation of any modifications that can be made to the circuit training program for special needs students. Proper grammar and correct spelling throughout the poster A colorful, organized and attractive layout of the poster A written explanation of different things that can be added to your circuit training program to challenge an individual.
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PHYSICAL EDUCATION RUBRIC					OTHER EVIDENCE:
	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING	
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them.	Skills are generally good. Mostly uses proper technique and is usually successful in executing them.	Skills are adequate. Tries to use proper technique and is often successful in executing them.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them.	
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric.	Knows and always follows the rules of game	Knows and tries to follow the rules of the game	Knows and tries to follow most rules of the game.	Knows and tries to follow some rules of the game.	
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship	
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively: shows active listening Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.	

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Suggested Learning Events: <ul style="list-style-type: none"> Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source Introduce essential questions and emphasize that life-long fitness and wellness is important to attain and maintain physical fitness 	

- Introduction to terminology and safety rules of the weight room
- Discuss health and skill-related fitness components that are part of composing a fitness plan including how to find, obtain and record one's pulse
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills
- Pretest skill level
- List benefits to improving and maintaining our fitness levels
- Teacher led skill based instruction
- Practice and improve the student's fitness levels
- Mid-evaluation of performance task project
- Survey the students for improvement and understanding of skills throughout fitness plan
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org

Quarter 3 – Unit 1

Bowling/Dance – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of bowling skills such as the stance, the grip, the 4 step approach, the straight ball delivery technique, and practicing proper lane etiquette.
- Identify, describe and perform popular dance styles.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Bowling and dance offer health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of bowling and/or dance will automatically improve and maintain lifelong fitness.
- Bowling is a sport that consists of basic skills including the stance, the grip, the 4 step approach, the straight ball delivery technique, and practicing proper lane etiquette.

ESSENTIAL QUESTIONS

- Why is bowling a lifelong activity and how can it help to improve your physical fitness?
- What health benefits does bowling offer the body?
- What are the basic rules of play and scoring procedures associated with bowling?
- What is the proper technique of the stance and the grip when bowling?
- What is the proper technique of the 4 step approach?
- Why do we use proper lane etiquette during bowling games?

	<ul style="list-style-type: none"> • They will progress in their ability of physical skills as well as strategy, primarily related to teamwork. • Creating an appropriate practice plan using self and peer assessments will help increase their individual bowling skills such as the stance, the grip, the 4 step approach, the straight ball delivery technique, and practicing proper lane etiquette. • Fitness can be obtained through dance. 	<ul style="list-style-type: none"> • What is the proper safety equipment players must wear when bowling? • How has dance changed throughout the years? • How does dance impact physical fitness levels?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • The history of bowling and how the sport has changed through time. • How to follow the rules and proper safety procedures while playing bowling. • Basic terminology used and affiliated to the sport of bowling. • How to perform the various skills of bowling: the stance, the grip, the 4 step approach, the straight ball delivery technique, and practicing proper lane etiquette. • How to properly keep score in the sport of bowling. • How to perform, modify and 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Explaining how the sport of bowling has changed throughout time. • Properly following the rules and safety procedures while participating in the sport of lacrosse. • Identifying terminology related to bowling. • Developing an appropriate practice and assessment plan to help improve their bowling skills such as the stance, the grip, the 4 step approach, the straight ball delivery technique, and practicing proper lane etiquette.

	<p>incorporate fundamental movements in bowling while participating to improve and maintain lifelong fitness.</p> <ul style="list-style-type: none"> • How to record and analyze individual data. • The basic steps of various dances. • The factors that play a role in social dance styles. 	<ul style="list-style-type: none"> • Properly keeping score during a game of bowling. • Demonstrating fundamental and creative bowling skill combinations while applying them in a variety of lifelong fitness. • Recording and analyzing individual data. • Performing basic dance steps. • Presenting to a large group.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>PERFORMANCE TASK(S): Your task is to create a <u>three dimensional</u> diagram of a single bowling lane. When creating your project please make sure you:</p> <ul style="list-style-type: none"> • Display a bird-eye view of the bowling lane • Label the foul line • Label the gutters and their dimensions • Label the approach spots on the beginning of an alley • Label the heads, the pines, the backend, the pin deck and the pit including the dimensions of each component • Include the arrows or darts • Include and label all ten pins and the proper spacing between each pin • Include a brief written explanation on the purpose of each part to a bowling alley. <p>In addition to the diagram, please provide a written explanation on how to keep score during a single game of bowling.</p>	

PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them. Knows and always follows the rules of game	Skills are generally good. Mostly uses proper technique and is usually successful in executing them. Knows and tries to follow the rules of the game	Skills are adequate. Tries to use proper technique and is often successful in executing them. Knows and tries to follow most rules of the game.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric				
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that bowling and/or dance can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills

- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org

Quarter 3 – Unit 2

Lacrosse – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability of lacrosse skills such as catching, throwing, cradling, passing, shooting, and scooping.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Lacrosse offers health benefits that enhance physical fitness (an outcome associated with participation in physical activity) and improves cognitive function.
- Practicing the fundamental movements of lacrosse will automatically improve and maintain lifelong fitness.
- Lacrosse is a team sport that consists of basic skills including catching, throwing, cradling, passing, shooting, and scooping.
- They will progress in their ability of physical skills as well as strategy, primarily related to teamwork.
- Creating an appropriate practice plan using self and

ESSENTIAL QUESTIONS

- Why is lacrosse a lifelong activity and how can it help improve your physical fitness?
- What health benefits does lacrosse offer the body?
- What are the basic rules of play and scoring procedures associated with lacrosse?
- What is the proper technique when catching, throwing, cradling, passing, and shooting a lacrosse ball?
- What is the proper technique when scooping a lacrosse ball?
- What is the proper safety equipment players must wear when playing

	peer assessments will help increase their individual lacrosse skills such as catching, throwing, cradling, passing, shooting, and scooping.	lacrosse? <ul style="list-style-type: none"> How does teamwork and strategy enhance performance?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> The history of lacrosse and how the sport has changed through time. How to follow the rules and proper safety procedures while playing lacrosse. Basic terminology used and affiliated to the sport of lacrosse. How to perform the various skills of lacrosse: catching, throwing, cradling, passing, shooting, and scooping. How to perform, modify and incorporate fundamental movements in lacrosse while participating to improve and maintain lifelong fitness. How to record and analyze individual data. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Explaining how the sport of lacrosse has changed throughout time. Properly following the rules and safety procedures while participating in the sport of lacrosse. Identifying terminology related to lacrosse. Developing an appropriate practice and assessment plan to help improve their lacrosse skills such as catching, throwing, cradling, passing, shooting, and scooping. Demonstrating fundamental and creative lacrosse skill combinations while applying them in a variety of lifelong fitness. Recording and analyzing individual data.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks: 4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort.	PERFORMANCE TASK(S): One of the unique things about the sport of lacrosse is its history. Students will research the history of lacrosse using several resources to gather their information. Students will prepare a 2 page, typed paper summarizing the	

All steps of the task demonstrated application, innovation and higher leveled thinking.

3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.

2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.

1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

history of lacrosse. Students should make sure that their summary has an introduction, body and conclusion and that proper grammar and spelling is used throughout the summary.

After researching and summarizing the history of lacrosse, students will prepare a timeline illustrating how the sport of lacrosse has changed overtime. Your time line should include the following:

- A chronological list of events revolved around the history of lacrosse and how it has evolved over time up until today.
- A graphic design of the timeline
- A linear scale when creating the timeline
- Proper grammar and correct spelling throughout the timeline

PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them.	Skills are generally good. Mostly uses proper technique and is usually successful in executing them.	Skills are adequate. Tries to use proper technique and is often successful in executing them.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric	Knows and always follows the rules of game	Knows and tries to follow the rules of the game	Knows and tries to follow most rules of the game.	Knows and tries to follow some rules of the game.
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that lacrosse can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project
- Lead up games/tournament
- Drills created by the students to help practice and improve their skills
- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org
- www.simplylacrosse.com
- www.uslacrosse.org

Quarter 3 – Unit 3

Recreational Games – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.6.6.A.1 - Analyze the social, emotional and health benefits of selected physical experiences.

Transfer

Students will be able to independently use their learning to...

- Demonstrate a willingness to work with other students towards a common goal.
- Foster skills in order to promote life-long health and wellness through physical fitness.
- Work cooperatively with other students while increasing their understanding and ability to practice positive sportsmanship, communication skills, leadership skills, fine motor skills and gross motor skills.
- Demonstrate sportsmanship during class activities.

Meaning

UNDERSTANDINGS

Students will understand that...

- Teamwork and cooperating with others is critical in society.
- Effort and work ethic is directly related to success levels.
- Sportsmanship and ethics are more important than winning and losing.
- Dealing with failure and disappointment is essential in order to improve and learn.
- In a group setting all individuals can offer different skills, strengths and weakness to the situation.

ESSENTIAL QUESTIONS

- Why is it critical to work cooperatively with others?
- Why is it important to follow the rules?
- What are characteristics of fair play?
- What are the advantages and disadvantages to always winning?
- When is losing better than winning?
- Why is the development of motor skills important?
- How can I help my teammates that are having difficulty?

	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • How to participate in small and large group activities. • The importance of successfully working with others no matter what type of environment it is. • How to develop strategies to help promote success. • The importance and skills to help others improve on their weaknesses. • People make mistakes but will develop the skills on how to learn and change from their mistakes. • How to reflect and change future decisions. • How to use their communication skills between group members to achieve goals. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Using their communication skills and working successfully with others in various settings. • Developing strategies designed to promote success. • Helping others improve on their weaknesses. • Learning from their mistakes and failures. • Reflecting and changing future decisions. • Evaluating and accessing personal and team performance. • Performing individual responsibilities within a group to reach a common goal. • Developing leadership skills. • Developing strategies specific to an activity.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p>	<p>PERFORMANCE TASK(S):</p> <p>There are so many different recreational and team games that groups can play with one another to help enhance the skills taught throughout this unit. The best part is there is always room for more team games to help improve these skills.</p>	

3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.

2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.

1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

Your task is to create a team game for you and members of your class to help practice and assess your knowledge and skills of positive sportsmanship, communication, leadership, fine motor and gross motor skills. You will work in groups of four to create your team game. You will be preparing a written explanation and presentation of the game to your physical education teacher and classmates. The components of your team game should include:

- A title
- A list of skills that your game focuses on
- The goal of your game
- The rules of your game
- Utilization of the entire gym during the game
- A list of all equipment needed to play the game and its purpose in the game.
- An explanation of how to play your game
- Strategies that can be used throughout the game to help encourage teamwork.
- A written explanation of any modifications that can be made to your team game for special needs students.
- A written explanation of different things (rules, equipment, etc.) that can be added to your team game to challenge the students.
- Proper grammar and correct spelling throughout your written explanation.

PHYSICAL EDUCATION RUBRIC

	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
Development of skills specific to the activity.	Skills are superior. Uses proper technique and is successful in executing them.	Skills are generally good. Mostly uses proper technique and is usually successful in executing them.	Skills are adequate. Tries to use proper technique and is often successful in executing them.	Skills are weak and needs improvement. Is unsure of proper techniques but is sometimes successful in executing them.
Teacher may choose to assess skills as a whole or assess each specific skill within the unit using this rubric.	Knows and always follows the rules of game	Knows and tries to follow the rules of the game	Knows and tries to follow most rules of the game.	Knows and tries to follow some rules of the game.
Sportsmanship	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is kind to classmates. Consistently demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is kind to classmates. Sometimes demonstrates good sportsmanship	Disturbs the harmony of the group or class, interrupting others' focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor Sportsmanship
Participation/Effort & Following Directions	Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their skills. Listens attentively; shows active listening. Always follows directions. Asks questions for clarification	Student gives very good effort even if they don't enjoy the activity. Attempts to learn necessary skills. Generally listens and follows directions well. Occasionally asks questions for clarification.	Usually tries if the student doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen.	Participates only if the student enjoy the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors, or follow directions well.

The teacher may choose to use the skills portion of the rubric to assess the skills of the unit as a whole or individually. Individual skills include: positive sportsmanship, communication skills, leadership skills, fine motor skills, and gross motor skills.

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation of skills
- Self-evaluation
- Peer observation & evaluation
- Lead up games
- Class discussion
- Daily in-class assessments of student progress (teacher led discussions and questions & periodic questions to the students)
- Skills Test (Pre & Post)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source
- Introduce essential questions and emphasize that recreational games can be used as a life-long activity to attain and maintain personal fitness goals
- Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
- Explain daily participation of skill practice, assessment and charting personal fitness
- Discuss sequences to creating and completing the performance task project
- Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills.
- Pretest skill level
- Teacher led skill based instruction
- Drills to help practice and improve the student's skills
- Mid-evaluation of performance task project

- Lead up games/tournament
- Drills created by the students to help practice and improve their skills
- Survey the students for improvement and understanding of skills after drill work.
- Student's jigsaw peer to peer instruction through ability groupings
 - 1's – no experience/skill in the sport
 - 2's – some experience/skill in the sport
 - 3's - mostly experienced/skilled in the sport
 - 4's - very experienced/skilled in the sport
- 1's would group with the 4's
- 2's would group with the 3's
- Review terminology and correct techniques of skills
- Skills test
- Discuss any remaining questions or concerns about the performance task project
- Administer written unit test
- Present performance task project

Suggested Learning Resources:

- www.aapherd.org
- www.pecentral.com
- www.teachpe.com
- www.sparkpe.org

Quarters 1,2 & 3 – Unit 4 of each Quarter

Health Related Fitness – FITNESSGRAM – 6th Grade

Stage 1 Desired Results

ESTABLISHED GOALS

2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Transfer

Students will be able to independently use their learning to...

- Enhance their health related fitness through utilization of assessment results.

Meaning

UNDERSTANDINGS

Students will understand that...

- Knowing their current level of fitness will help them assess areas that need improvement.
- Physical fitness (an outcome

ESSENTIAL QUESTIONS

- How can you play a more active role in your health?
- How can healthy fitness levels lead to more happy and productive lives?
- How does assessment play a

	<p>associated with participation in physical activity) also has been shown to be important for health and quality of life.</p> <ul style="list-style-type: none"> While not everyone can be an elite athlete, most people can achieve healthy levels of fitness by performing the recommended amounts of physical activity. 	<p>vital role in your fitness program?</p> <ul style="list-style-type: none"> What are the health related fitness components that are measured in FITNESSGRAM?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Physical activity reduces the risk of premature mortality in general, and of coronary artery disease, hypertension, colon cancer, and diabetes mellitus in particular. Physical activity also improves mental health and is important for the health of muscles, bones, and joints." FITNESSGRAM provides personalized tips and suggestions that can help in planning an individualized fitness plan. An accurate assessment of physical fitness is one component of a comprehensive physical education curriculum that incorporates health-related fitness education. Setting personal goals is a 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Attempting/completing the Mile run Attempting/completing the PACER test Attempting/completing the Walk test Calculating BMI Technique and Completion of: <ul style="list-style-type: none"> Curl-ups Trunk-lift Push-ups Modified Pull-up Flexed arm hang Back- Saver Sit and Reach

crucial part in maintain healthy levels of fitness.

Stage 2 - Evidence

Evaluative Criteria

FITNESSGRAM STANDARDS **HEALTHY FITNESS ZONES** **(HFZ)**

TEST	BOYS - 11 yrs. old		GIRLS - 11 yrs. old	
<u>Pacer Test</u> VO2 MAX	40.2 +		40.2 +	
<u>Mile Run</u> VO2 MAX	40.2 +		40.2 +	
<u>Walk Test</u> VO2 Max	40.2 +		40.2 +	
Body Fat %	23.6	8.8	25.7	12.2
BMI	20.5	14.9	21.2	14.7
<u>Curl-ups</u> # Completed	15	75	15	75
<u>Push-Ups</u> # Completed	8	25	7	15
<u>Modified Pull-Ups</u> # Completed	6	22	4	13
<u>Flexed Arm Hang</u> in Seconds	6	17	6	12
<u>Trunk Lift</u> In Inches	9	12	9	12
	8	8	10	10

Assessment Evidence

PERFORMANCE TASK(S):

Aerobic Capacity

Pacer (Progressive Aerobic Cardiovascular Endurance Run)

- Set to music
- Paced 20 meter shuttle run
- Increasing in intensity as time progresses

One Mile Run

- Students run (or walk if needed) one mile as fast as they can

Walk Test

- Students walk one mile as fast as they can (differentiation)

Body composition

Skin Fold Test

- Measures percent of body fat by testing the tricep and calf areas

BMI (Body Mass Index)

- Chart calculated from height and weight

Muscular Strength and Endurance

Curl-up - measures abdominal strength and endurance

- Students lie down with knees bent and unanchored
- Set to a specific pace
- Students complete as many as possible maxing at 75

Trunk Lift - measures trunk extensor strength

- Students lie face down
- Slowly raise their upper body long enough for the tester to measure distance between the floor and the student's chin.

<div>Sit and Reach</div> <div>In Inches</div>					<div>Push-ups - measures upper body strength and endurance</div> <ul style="list-style-type: none">Students lower body to a 90-degree angle and push upSet to a cadenceComplete as many repetitions as possible <div>OR</div> <div>Modified Pull-Up - (differentiation) upper body strength/endurance</div> <ul style="list-style-type: none">Palm away grip on a low bar, legs straight and feet touching the groundStudents pull up as many times as possible <div>Flexed Arm Hang - (differentiation) upper body strength/endurance</div> <ul style="list-style-type: none">Student have a palm away grip on barHang with chin above bar for as long as possible (timed) <div>Flexibility</div> <div>Back-Saver Sit and Reach</div> <ul style="list-style-type: none">Using a box, test one leg at a timeOne knee bent, one straight against boxReach as far forward as possible (measured on box) <div>OR</div> <div>Shoulder Stretch (differentiation)</div> <ul style="list-style-type: none">One arm over the shoulder, one arm tucked under behind the backStudents try to touch their fingers and then alternate arms.
<div>Number on the LEFT is the LOW end of the Healthy Fitness Zone</div> <div>Number on the RIGHT is the HIGH end of the Healthy Fitness Zone</div> <ul style="list-style-type: none">Students can gauge where they are individually by performing assessments independently from class					
					<div>OTHER EVIDENCE:</div> <ul style="list-style-type: none">Practice of technique through repetition during warm up activitiesTeacher observation of skillsSelf-evaluationPeer observation & evaluationClass discussion

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- THE FITNESSGRAM ASSESSMENT IS TO BE USED AT THE END OF EACH MARKING PERIOD OF PHYSICAL EDUCATION COMPLETED BY THE STUDENT

- Each student will receive a fitness assessment to help them gauge their individual fitness level
- PE instructors will use the FITNESSGRAM as a tool to assess what areas of fitness students need improvement in.

Suggested Learning Resources:

- www.fitnessgram.net
- Journal of Physical Activity & Health, 2006, 3(Suppl. 2), S1-S4 © 2006 Human Kinetics, Inc.

Quarter 4 - Unit 1

Bullying – 6th Grade

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p><u>2.1.6.E.2</u> – Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p><u>2.2.6.A.2</u> – Demonstrate use of refusal, negotiation and assertiveness skills in different situations.</p> <p><u>2.2.6.B.1</u> – Use effective decision-making strategies.</p> <p><u>2.2.6.B.2</u> – Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p><u>2.2.6.B.3</u> – Determine how conflicting interests may influence one's decision.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand how their thoughts and feelings influence their actions • Identify and develop tolerance and appreciation for similarities and differences among individuals • Define and understand characteristics of bullying • Acquire and practice coping strategies for bullying 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students are the only ones that have the power/ability to eliminate bullying. • Bullying has evolved overtime. • Cyber bullying and its coping strategies can come in many different forms. • Bullying is a form of youth violence. • Bullying is a public health problem. • Bullying affects a person's overall health. • There are several coping strategies one can use if they are being bullied. • There are steps to becoming a bystander. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How are people different? How are they the same? • Are people always how they appear? • How can our differences bring positive contributions to our class, school, and society? • Why do some kids bully other kids? • What are some of the effects bullying can have on victims? • How can we raise awareness about bullying and cyber-bullying? • Why do people choose to do bad things to others, even knowing the consequences? • How can bullying negatively impact one's health?

	<ul style="list-style-type: none"> • Bullying can impact the environment of a school. • There are different roles of bullying (target, perpetrator, ally, and bystander) • Cyber bullying is just as harmful as bullying to one's personal health. 	<ul style="list-style-type: none"> • What are the various impacts of bullying? • What kinds of behaviors are considered bullying? • What makes cyber bullying easier to do than other types of bullying? • What are some of the effects that cyber bullying can have on a victim? • What are some ways that a victim can respond to make cyber bullying stop? • What kind of consequence do cyber bullies face? • What action can you take if you or your peers are being bullied? • What actions can you take to make a situation better without resulting in violence? • How do your thoughts, feelings, and actions influence your peers?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key vocabulary terms and their definitions related to bullying and cyber bullying. • How to identify different types of bullying and cyber bullying. • It is important to be a bystander to the person who is getting bullied. • The difference between the different roles of bullying (target, perpetrator, ally, and bystander). • The importance of developing empathy for others. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Discussing their feelings about bullying. • Determining the difference between the different roles of bullying (target, perpetrator, ally, and bystander). • Developing empathy for others. • Developing tangible skills for coping with bullying. • Becoming an ally and intervening successfully. • Recognizing bullying

	<ul style="list-style-type: none"> • Skills and strategies for coping and dealing with bullying and cyber bullying behavior. • How to recognize bullying behavior. • The reasons why bullying occurs. • What a bystander is. • The difference between helpful and harmful bystander behavior. • The concept of empathy. • The different technologies used in cyber bullying. 	<p>behavior.</p> <ul style="list-style-type: none"> • Developing an understanding of why bullying occurs. • Generating strategies for dealing with bullying behavior. • Defining <i>bystander</i> and distinguishing the difference between helpful and harmful bystander behavior. • Defining and understanding the concept of empathy. • Identifying the technologies used in cyber bullying.
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty</p>	<p>PERFORMANCE TASK(S): Your middle school has decided to challenge their students to come up with a creative way to send an important message about anti-bullying. This challenge will help raise awareness and remind students about the importance of becoming a bystander. Your middle school is participating in an anti-bullying poster contest. The reward of the contest will be the first and second place winners will have their posters on two billboards in their state's county for the month of October – Anti-bullying month.</p> <p>Your task is to create a poster that can be entered in the contest. The components of your poster should include:</p> <ul style="list-style-type: none"> • A short, catchy slogan against bullying • A <u>colorful, organized and attractive</u> layout of the poster • A symbol or illustration that can be paired up with the creation of your slogan. • Strategies of dealing with being bullied or steps an individual can take to become a bystander. • CREATIVITY • <i>A lot of thought put into this assignment, it could save a life.</i>

working individually or collaboratively and did not work to best of ability.

Health RUBRIC				
	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
	Identification and descriptions of health terms, facts, concepts and principles; and required information are complete and correct	Identification and descriptions of health terms, facts, concepts and principles; and required information are mostly complete and correct	Identification and descriptions of health terms, facts, concepts and principles; and required information are somewhat complete and correct	Identification and descriptions of health terms, facts, concepts and principles; and required information are minimally present or correct or missing and/or incorrect
	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are mostly complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are somewhat complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are minimally complete, appropriate and accurate or missing and/or incorrect
KNOWLEDGE	Knows and understands health terms, facts concepts and principles;			
APPLICATION	Applies health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate			
COMMUNICATION	Communicates health knowledge and application through writing, speech and visual displays			

OTHER EVIDENCE:

- Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.
- Teacher observation
- Class discussions on informational topics
- Read textbook selections and answer written and oral questions
- Formative and summative assessments on vocabulary and content
- Collaborative group work on informational topics
- Responding to opinion questions using the RACE strategy
- Homework/Classwork
- Roll Playing activities
- Steps to Success Program
- DARE Program

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Essential questions
- Topic-related terminology
- Discuss sequences to creating and completing the performance task project
- Presenting and writing about current events
- Class debates
- Discussion circles
- Topic-related Games/Activities
- Teacher and student discussion

- Venn Diagrams
- Role playing
- Research more information on topic
- Projects

Suggested Learning Resources:

- www.brainpop.com
- www.studyisland.com
- www.rubistar.4teachers.org
- www.kidshealth.com/classroom

Quarter 4 – Unit 2

Relationships – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.1.6.E.3 – Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation.

2.2.6.A.1 – Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and other.

2.2.6.A.2 – Demonstrate use of refusal, negotiation and assertiveness skills in different situations.

2.4.6.A.1 – Compare and contrast how families may change over time.

2.4.6.A.2 – Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3 – Examine the types of relationships adolescents may experience.

2.4.6.A.4 – Demonstrate successful resolution of a problem(s) among friends and in other relationships.

2.4.6.A.5 – Compare and contrast the role of dating and dating

Transfer

Students will be able to independently use their learning to...

- Develop, practice and maintain good communication skills to help provide healthy relationships in their life with friends, family and intimate partners.

Meaning

UNDERSTANDINGS

Students will understand that...

- Relationships are based on commonly accepted values (respect, honesty, equity, consideration, commitment).
- Strong relationships have a positive impact on one's overall health.
- Healthy relationships result in mental-emotional, social and physical benefits.
- Showing respect to yourself and others is a way to promote healthy relationships.
- A healthy relationship is a shared responsibility and

ESSENTIAL QUESTIONS

- What are some common characteristics of a healthy relationship?
- How is one's health impacted by their relationships with others?
- What are the benefits of a healthy relationship?
- How do you keep relationships strong?
- How does self-respect play a vital role in gaining the respect of others?
- What are the components of effective communication in a healthy relationship?

behaviors in adolescence.	<p>requires effective communication.</p> <ul style="list-style-type: none"> • Keeping open lines of communication is key to healthy relationships with friends and family. • Personal values play a role in dating decisions. 	<ul style="list-style-type: none"> • What is the role of family? • How can you strengthen family relationships? • What are the methods for coping with changes in the family? • What is a good friend? • What are the benefits of practicing abstinence? • What are the risk factors associated with not practicing abstinence?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Key vocabulary terms and their definitions. • The many types of relationships in life and the different role of each. • In healthy relationships people respect and support each other. • Self-respect will strengthen your relationships. • How family is the basic unit of society. • The function of family. • Ways to improve family relationships. • Why friends are important. • Characteristics of a good friendship. • How to recognize problems in many types of relationships. • How to cope with changes in relationship status. • Ways to resist negative peer pressure. • Resources available to help 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and describing the many types of relationships in life and the different role of each. • Describing how family is the basic unit of society. • Recognizing the function of family. • Listing ways to improve family relationships. • Explaining why friends are important. • Identifying characteristics of a good friendship. • Recognizing problems in many types of relationships. • Coping with changes in relationship status. • Recognizing ways to resist negative peer pressure. • Identifying resources available to help when dealing with relationship issues.

	<p>when dealing with relationship issues.</p> <ul style="list-style-type: none"> • The benefits of practicing abstinence from sexual activity. • Strategies for practicing abstinence. • The S.T.O.P formula. 	<ul style="list-style-type: none"> • Recognizing the benefits of practicing abstinence from sexual activity. • Applying refusal skills by using the S.T.O.P formula.
Stage 2 – Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.</p> <p>1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.</p>	<p>PERFORMANCE TASK(S):</p> <p>Role playing provides students with a chance to act out, rather than merely talk about, ways to solve problems effectively. Many students find this to be an enjoyable and instructive supplement to class discussions. It also gives teachers the opportunity to provide students with supervised practice in dealing with "real life" problem situations.</p> <p>Your task is to complete the following role-play scenarios and follow the directions provided in each scenario. You will complete each scenario in groups of three.</p> <p><u>Scenario #1</u></p> <p>John is a good student who has always enjoyed school. He has always maintained good working relationships with teachers and has felt able to ask for help when appropriate. Recently John has felt that his art teacher has been treating him unfairly during class by questioning his performance in a series of projects. In fact, John would go as far to say that the teacher has been making fun of him.</p> <p>Role-play scenarios should include a conversation between the following:</p> <ul style="list-style-type: none"> * John * The art teacher <p>Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.</p> <p><u>Scenario #2</u></p> <p>Amanda and Amy consider themselves best friends. Recently Amanda has noticed that Amy has been losing a lot of weight. She sees Amy passing on food and has</p>	

	<p>heard her claiming that she is “fat” to other friends. Amanda is now very concerned for her friend but is not sure how Amy will react if she raises the subject.</p> <p>Role-play scenarios should include a conversation between the following:</p> <ul style="list-style-type: none"> * Amanda * Amy <p>Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.</p> <p><u>Scenario #3</u></p> <p>Sophia has known Mary Beth since 3rd grade. She has covered for Mary Beth several times, saying that they are having a sleep-over when in fact Mary Beth has been staying with her boyfriend. Sophia no longer wants to lie and feels used in this situation.</p> <p>Role-play scenarios should include a conversation between the following:</p> <ul style="list-style-type: none"> * Sophia * Mary Beth <p>Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.</p> <p><u>Scenario #4</u></p> <p>Joshua is keen to take a year off from study to travel and work in Europe before attending college. He believes that his parents will see this as a waste of time and money and has decided to approach them with his idea.</p> <p>Role-play scenarios should include conversations between the following:</p> <ul style="list-style-type: none"> * Joshua * A parent * A sibling <p>Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.</p> <p><u>Scenario #5</u></p> <p>Ron lent Matt some money 6 weeks ago. He has not asked for the money back but knows from a mutual friend that Matt spent the borrowed money from him to buy drugs.</p> <p>Role-play scenarios should include conversations between the following:</p>
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					* Ron * Matt				
					Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.				
					OTHER EVIDENCE:				
					• Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.				
					• Written response to three of the essential questions using correct information, affiliated vocabulary and understanding.				
					• Teacher observation				
					• Class discussions on informational topics				
					• Read textbook selections and answer written and oral questions				
					• Formative and summative assessments on vocabulary and content				
					• Collaborative group work on informational topics				
					• Responding to opinion questions using the RACE strategy				
					• Homework/Classwork				
					• Roll Playing activities				
					• Steps to Success Program				
					• DARE Program				

Health RUBRIC				
	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING
KNOWLEDGE	Identifications of health terms, facts, concepts and principles; and required information are complete and correct	Identifications of health terms, facts, concepts and principles; and required information are mostly complete and correct	Identifications of health terms, facts, concepts and principles; and required information are somewhat complete and correct	Identifications of health terms, facts, concepts and principles; and required information are minimally present or correct or missing and/or incorrect
APPLICATION	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are mostly complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are somewhat, complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are minimally complete, appropriate and accurate or missing and/or incorrect
COMMUNICATION	Written, oral and/or visual communication of health knowledge and applications is well-organized and effective	Most of the written, oral and/or visual communication of health knowledge and application is well organized and effective	Some of the written, oral and/or visual communication of health knowledge and application is well organized and effective	Little or none of the written, oral and/or visual communication of health knowledge and application is well organized and effective

Stage 3 – Learning Plan

Suggested Learning Events:

- Discussion circles
- Topic-related Games/Activities
- Teacher and student discussion
- Venn Diagrams
- Role playing
- Research more information on topic
- Projects

Suggested Learning Resources:

- www.brainpop.com
- www.studyisland.com
- www.rubistar.4teachers.org
- www.kidshealth.com/classroom

Quarter 4 – Unit 3

Decision Making – Grade 6

Stage 1 Desired Results

ESTABLISHED GOALS

2.1.6.E.3 – Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation.

2.2.6.A.1 – Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and other.

2.2.6.A.2 – Demonstrate use of refusal, negotiation and assertiveness skills in different situations.

2.4.6.A.1 – Compare and contrast how families may change over time.

2.4.6.A.2 – Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3 – Examine the types of relationships adolescents may experience.

Transfer

Students will be able to independently use their learning to...

- Make responsible decisions and set goals that will lead to a healthy lifestyle and help give them direction and purpose in life.
- Appreciate that in order to shape a successful future, it is important to set goals.

Meaning

UNDERSTANDINGS

Students will understand that...

- Making healthy decisions is important to overall future and health wellness.
- There's often more than one choice in a given situation, each with its own consequence.
- The decisions you make affect your health triangle.
- Making healthy decisions shows that you respect yourself and your health.

ESSENTIAL QUESTIONS

- What is decision making?
- What are some decisions you have made in the last week?
- What's the hardest decision you have ever had to make?
- Why are values important to decision making?
- How do decisions affect your health and the health of others?
- What are some ways you can

<p><u>2.4.6.A.4</u> – Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p><u>2.4.6.A.5</u> – Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<ul style="list-style-type: none"> • Your parents, friends and peers can influence your decisions. • The process of decision-making is the most effective when an individual utilizes all the steps thoroughly. • There are 6 steps of decision making: state the situation, list the options, weigh the possible outcomes, consider your values, make a decision and act, and evaluate the decision. • Goals give you a sense of purpose and help you make good decisions. • Goal setting focuses your efforts and helps you measure your progress. • The two types of goals are long-term and short-term. Long-term goals can take months and even years to achieve. Short-term goals don't take as long to complete. 	<p>show respect for yourself?</p> <ul style="list-style-type: none"> • Who can influence the decisions that you make? • What is the 6-step decision making process? • Why is goal setting important for a healthy lifestyle? • What is an example of a short-term goal? • What is an example of a long-term goal? • How can short-term goals be used to reach long-term goals?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Lifestyle choices will help promote a healthy body • What decision making is and why it is important. • Why values are important to decision making. • How to use the 6-step decision making process to make a healthful choice. • How decisions affect your health and the health of others. • The decision-making skills to 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Making lifestyle choices that will help promote a healthy body. • Explaining what decision making is and why it is important. • Describing why values are important to decision making. • Demonstrating how to use the 6-step decision making process to make a healthful

	<p>make healthful choices.</p> <ul style="list-style-type: none"> • The three different types of decision-making styles. • The benefits of setting goals. • The goal-setting process to work toward an accomplishment. • The difference between short-term and long-term goals. • How to use the SMART Model to help assist them when determining their goals. 	<p>choice.</p> <ul style="list-style-type: none"> • Describing how decisions affect your health and the health of others. • Developing decision-making skills to make healthful choices. • Distinguishing the difference between the three different types of decision-making styles. • Identifying the benefits of setting goals. • Practicing the goal-setting process to work toward an accomplishment. • Distinguishing the difference between short term and long term goals. • Using the SMART Model to help assist them when determining their goals.
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate a student's performance on performance tasks:</p> <p>4 – Innovating: Student was able to apply knowledge learned during the unit, worked individually or collaboratively, and showed effort. All steps of the task demonstrated application, innovation and higher leveled thinking.</p> <p>3 – Applying: Student worked individually or collaboratively and showed effort. All steps of the new assignment demonstrated student could apply new knowledge.</p> <p>2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps</p>	<p>PERFORMANCE TASK(S): When faced with a decision, whether big or small, you want to make the best one you can. The 6-step decision-making process could always help assist you or someone you know to make the right decision. You are going to practice using this process in this performance task. Below are going to be 5 different scenarios. For each scenario you should read the scenario carefully and then answer the following questions for EACH of the five scenarios.</p> <p>Questions to answer:</p> <ol style="list-style-type: none"> 1. Identify the problem. 2. What are the person's choices? 3. Gather information: What information should the person gather that would be helpful to know before making a decision? 4. Consider the outcome. What would be the results of the decision?

in the assignment demonstrated student could apply most of the knowledge learned throughout the unit.

1 – Beginning: Student was only able to apply new knowledge learned during the unit with assistance. Student had difficulty working individually or collaboratively and did not work to best of ability.

5. Make the decision. What should the person do?
6. Evaluate your decision. Why do you think this is the best decision possible?

Scenario #1

Jack is fourteen and has taken piano lessons since he was five. He feels that he misses out on many fun activities because he has to practice every day after school. He wants to quit piano lessons, but his mother will not allow him to; she says, “If you quit playing the piano now you’ll be sorry when you get older.” Jack wants to quit anyway. What other options could Jack and his mother find? Is there a compromise that they can make to satisfy both of them?

Scenario #2

Maren loves clothes. She wishes she could have all the designer clothes she wants. Unfortunately, she can’t; she has two brothers and three sisters, and her parents cannot afford to buy all their children designer clothes. Maren has a few friends that have some designer jeans. Her friends let her borrow the jeans, even though this is against her parents’ wishes. Her parents felt that Maren should not borrow them in case something were to happen to them. In that case, they would need to purchase an outfit to replace the damaged one.

One day on the way home from school, Maren tripped and fell on her knees. She tore holes in both knees of the designer jeans she had borrowed from her friend, Lexie. Maren was crying, not only because she had injured her knees, but because the new jeans were ruined and they weren’t even hers. What is Maren going to do? Should she tell her parents? Should she tell Lexie? What decisions should Maren have made prior to borrowing the jeans? Does Maren have an obligation to Lexie?

Scenario #3

Anna is a very pretty girl. She has a beautiful face and beautiful hair. She is not very happy with her body size. She weighs about fifteen pounds more than her friends. Anna says, “My friends are so much prettier than I am. I am so fat. I wish I could be as skinny as they are.” She also says, “It’s not fair that you guys are so skinny and I am fat.” When Anna comes home from school she is starved to death. She is a picky eater. She doesn’t like the things they serve at lunch, so she spends her lunch money in the candy and Coke machine at school. When she gets home from school, she makes herself an extra-large milkshake because she is so hungry. What choices does Anna have about weighing more than she wants? Are there different choices that she could make about her diet to enable her to be the

way she wants to be?

Scenario #4

Donna has recently moved to a new school and was having a hard time making friends. Then she met Jason, who introduced her to many people at school. Thanks to him, Donna soon had many friends.

Jason sat behind Donna in science class. One day, he asked Donna to let him copy answers from her test. Donna felt that she “owed” Jason for helping her. However, she also knew that cheating on a test is wrong. What should Donna do?

Scenario #5

Tyler has noticed that his best friend, Jonathan, has become a little distant. Jonathan recently changed schools, so Tyler doesn’t see him every day anymore. Tyler knows that Jonathan has met some new friends at his new school. When they get together, Tyler notices that Jonathan doesn’t seem interested and has trouble following the conversation.

One day, Tyler meets up with Jonathan and some of his new friends. Jonathan’s new friends suggest that everyone go back to Jonathan’s house to smoke marijuana. Tyler wants to keep Jonathan as a friend, but he doesn’t want to use drugs. What should Tyler do?

Health RUBRIC					OTHER EVIDENCE:
	4 - INNOVATING	3 - APPLYING	2 - DEVELOPING	1 - BEGINNING	
	Identification and descriptions of	Identification and descriptions of	Identification and descriptions of	Identification and descriptions of	<ul style="list-style-type: none"> Pre-asses student's prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source. Written response to three of the essential questions using correct information, affiliated vocabulary and understanding. Teacher observation Class discussions on informational topics Read textbook selections and answer written and oral questions Formative and summative assessments on vocabulary and content Collaborative group work on informational topics Responding to opinion questions using the RACE strategy Homework/Classwork Roll Playing activities Step to Success Program DARE Program
KNOWLEDGE Knows and understands health terms, facts concepts and principles;	health terms, facts, concepts and principles; and required information are complete and correct	health terms, facts, concepts and principles; and required information are mostly complete and correct	health terms, facts, concepts and principles; and required information are somewhat complete and correct	health terms, facts, concepts and principles; and required information are minimally present or correct or missing and/or incorrect	
APPLICATION Applies health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are mostly complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are somewhat complete, appropriate and accurate	Applications of health knowledge, skills and methods to manipulate, analyze, synthesize, create, and evaluate are minimally complete, appropriate and accurate or missing and/or incorrect	
COMMUNICATION Communicates health knowledge and application through writing, speech and visual displays	Written, oral and/or visual communication of health knowledge and applications is well-organized and effective	Most of the written, oral and/or visual communication of health knowledge and application is well organized and effective	Some of the written, oral and/or visual communication of health knowledge and application is well organized and effective	Little or none of the written, oral and/or visual communication of health knowledge and application is well organized and effective	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Suggested Learning Events:

- Pre-assess students' prior knowledge in the form of a written test, survey, K-W-L-A chart, or other source.
- Essential questions
- Topic-related terminology
- Discuss sequences to creating and completing the performance task project
- Presenting and writing about current events
- Class debates
- Discussion circles
- Topic-related Games/Activities
- Teacher and student discussion
- Venn Diagrams
- Role playing

- Research more information on topic
- Projects

Suggested Learning Resources:

- www.brainpop.com
- www.studyisland.com
- www.rubistar.4teachers.org
- www.kidshealth.com/classroom

Benchmark Assessment Quarter 1

- Students will demonstrate a willingness to work with other students towards a common goal.
- Students will demonstrate sportsmanship during class activities
- Students will be able to foster skills in order to promote life-long health and wellness through physical fitness.
- Students will be able to enhance their health related fitness through utilization of assessment results.
- Students will successfully work with other students while increasing their understanding and ability of soccer, Ultimate Frisbee and juggling skills.
- Students will be able to choose from the Quarter 1 essential questions and reflect upon and respond to the enduring understandings of soccer, Ultimate Frisbee and juggling.
- Students will successfully complete the Fitnessgram assessment.

Benchmark Assessment Quarter 2

- Students will demonstrate a willingness to work with other students towards a common goal.
- Students will demonstrate sportsmanship during class activities
- Students will be able to foster skills in order to promote life-long health and wellness through physical fitness.
- Students will be able to enhance their health related fitness through utilization of assessment results.
- Students will successfully work with other students while increasing their understanding and ability of volleyball and basketball
- Students will be able to choose from the Quarter 2 essential questions and reflect upon and respond to the enduring understandings of volleyball and basketball.
- Students will successfully complete the Fitnessgram assessment.

Benchmark Assessment Quarter 3

- Students will demonstrate a willingness to work with other students towards a common goal.
- Students will demonstrate sportsmanship during class activities
- Students will be able to foster skills in order to promote life-long health and wellness through physical fitness.
- Students will be able to enhance their health related fitness through utilization of assessment results.
- Students will successfully work with other students while increasing their understanding and ability of bowling/dance, lacrosse and recreational games.
- Students will be able to choose from the Quarter 3 essential questions and reflect upon and respond to the enduring understandings of bowling/dance, lacrosse and recreational games.
- Students will successfully complete the Fitnessgram assessment.

Benchmark Assessment Quarter 4

- Students will demonstrate a willingness to work with other students towards a common goal.
- Students will successfully work with other students while increasing their understanding of bullying and harassment, relationships and decision making and goal setting.
- Students will successfully incorporate the Steps to Success and DARE program into the units of bullying and harassment, relationships and decision making and goal setting.
- Students will be able to choose from the Quarter 4 essential questions and reflect upon and respond to the enduring understandings of bullying and harassment, relationships and decision making and goal setting.