

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Physical Education 6**

**Curriculum writing committee:**

**Adalyn Ross**

**Grade Level: 6**

**Date of Board Approval:** \_\_\_\_\_ June 2025 \_\_\_\_\_

## Course Weighting: Physical Education 6

Preparation	20%
Participation and Cooperation	40%
Skill and Rule Application	40%
Total	100%

## Curriculum Map

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

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

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

### Big Ideas:

- 1) Students are responsible for safety during organized group activities.
- 2) Describe and apply game strategies to complex games and physical activities including offensive strategies, defensive strategies and time management.

- 3) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
- 4) Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

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

Open Phys Ed - <https://open.varsityuniversity.org/>

SPARK PE: <https://sparkpe.org/curriculum/middle-school/>

Center of Disease Control (CDC): <https://www.cdc.gov/physical-activity-education/about/index.html>

The PE Specialist: <https://www.thepespecialist.com/>

SHAPE America Grade Level Outcomes:

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

Society of Health and Physical Educators (SHAPE): <https://www.shapeamerica.org/>

Society of Health and Physical Educators Pennsylvania (SHAPE PA): <https://www.shape-pa.org/>

# Curriculum Plan

**Unit: Individual and Team Sports**

**Time/Days: 50 days**

## **PA Academic Standards:**

10.4.6A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

10.4.6D: Describe factors that affect childhood physical activity preferences.

- enjoyment
- personal interest
- social experience
- opportunities to learn new activities
- parental preference
- environment

10.4.6E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

10.4.6F: Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

10.5.6A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6B: Identify and apply the concepts of motor skill development to a variety of basic skills.

- transfer between skills
- selecting relevant cues
- types of feedback
- movement efficiency
- product (outcome/result)

10.5.6C: Describe the relationship between practice and skill development.

10.5.6E: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.

- Newton's Laws of Motion
- application of force
- static/dynamic balance
- levers

- flight
- 10.5.6F: Identify and apply game strategies to basic games and physical activities.
- give and go
  - one on one
  - peer communication

**Objectives:**

1. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
2. The students will analyze the critical elements of the activity. (DOK Level 4)
3. The students will design offensive and defensive strategies that are necessary for competition. (DOK Level 4)
4. The students will summarize the benefits that regular participation in an activity has on their bodies. (DOK Level 2)
5. The students will analyze their heart rates at the beginning and end of the activity as well as during a 2-4-minute recovery period. (DOK Level 4)
6. The students will compare game strategies across multiple sports. (DOK Level 3)
7. The students will assess what factors influence their physical activity preferences. (DOK Level 3)
8. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
9. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
10. The students will analyze how practice strategies can improve their skills. (DOK Level 4)
11. The students will predict how muscular strength, muscular endurance, and cardiorespiratory endurance affect the activities in this unit. (DOK Level 2)
12. The students will identify and use scientific principles during team and individual sports. (DOK Level 1)

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

1. The students will be instructed on the rules for the given activity area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Description of physical fitness components (health related or skill related).
5. Heart rate monitoring.
6. Individual practice drills of the critical elements.
7. Partner practice drills of the critical elements and offensive and defensive strategies.

8. Lead up games with rules explanation.
9. Modified game play with rules explanation.
10. Regulation and or tournament game play with rules/scoring explanation.
11. Writing/journal assignment or completion of activity response sheets.

**Assessments:**

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

**Corrective Action:** Based on teacher observation, the teacher may intervene to reteach skills that students may have not acquired.

**Extension Action:** Students that exhibit high skill and cooperative skills will be given further opportunities to compete against one another.

**Unit: Interactive and Cooperative Games**

**Time/Days: 10 days**

**PA Academic Standards:**

10.4.6F: Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to rules

10.5.6F: Identify and apply game strategies to basic games and physical activities.

- give and go
- one on one
- peer communication

**Objectives:**

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

**Core Activities and Corresponding Instructional Methods:** The following instructional methods can be used with each core activity based on the teacher choice of style: command style, guided discovery, practice style, reciprocal style, self-check style, inclusion style, guided discovery, jigsaw learning episode, think-pair-share learning episode, and/or cooperative learning.

1. The students will be instructed on the rules for the given activity and area.

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

**Assessments:**

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

**Corrective Action:** Based on teacher observation, the teacher may intervene to reteach skills that students may have not acquired.

**Extension Action:** Students that exhibit high skill and cooperative skills will be given further opportunities to compete against one another.



**Unit: Lifetime Fitness Activities**

**Time/Days: 46 minutes / 15 days**

**PA Academic Standards:**

10.4.6B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.

10.4.6C: Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.

- heart rate monitoring
- checking blood pressure
- fitness assessment

10.5.6A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

10.5.6D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

**Objectives:**

1. The students will identify their role in regards to safety while participating in an activity. (DOK Level 1)
2. The students will analyze the critical elements of the activity. (DOK Level 4)
3. The students will summarize the benefits that regular participation in an activity has on their bodies. (DOK Level 2)
4. The students will compare strategies from one activity to another. (DOK Level 3)
5. The students will assess what factors influence their participation preferences. (DOK Level 3)
6. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
7. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
8. The students will analyze how practice strategies can improve their skills. (DOK Level 4)
9. The students will predict how muscular strength, muscular endurance, and cardiorespiratory endurance affect the activities in this unit. (DOK Level 2)
10. The students will analyze their heart rates at the beginning and end of their activity as well as during a 2-4-minute recovery period. (DOK Level 4)
11. The students will identify and use fitness principles. (DOK Level 1)
12. The students will be able to define health-related and skill related fitness components. (DOK Level 1)

13. The students will be able to describe how scientific principles affect their movement. (DOK Level 1)
14. The students will monitor their fitness levels by analyzing the data from their fitness scores. (DOK Level 4)
15. The students will identify the components of health-related fitness. (DOK Level 1)
16. The students will identify the components of skill-related fitness. (DOK Level 1)

**Core Activities and Corresponding Instructional Methods:** The following instructional methods can be used with each core activity based on the teacher choice of style: command style, practice style, reciprocal style, self-check style, inclusion style, guided, jigsaw learning episode, think-pair-share learning episode, and/or cooperative learning.

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

**Assessments:**

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

**Corrective Action:** Based on teacher observation, the teacher may intervene to reteach skills that students may have not acquired.

**Extension Action:** Students that exhibit high skill and cooperative skills will be given further opportunities to compete against one another.