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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Sixth | | | | | |
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|  | Unit Title: Cardiovascular and Conditioning Training | |  | Four Weeks |  |
|  | Unit Title: Field Games/ Football/ Flag Football | |  | Four Weeks |  |
|  | Unit Title: Field Games/ Soccer | |  | Four Weeks |  |
|  | Unit Title: Invasion Games/ Basketball | |  | Four Weeks |  |
|  | Unit Title: Paddle Games/ Ping-Pong | |  | Four Weeks |  |
|  | Unit Title: Paddle Games/ Pickleball | |  | Four Weeks |  |
|  | Unit Title: Net Games/ Volleyball | |  | Four Weeks |  |
|  | Unit Title: Base Type Games | |  | Four Weeks |  |
|  | Unit Title: Dance | |  | Four Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **Cardiovascular And Conditioning Training** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **Cardiovascular And Conditioning Training** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  [**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle**](http://www.state.nj.us/education/cccs/standards/2/2-6.htm)  Cumulative Progress Indicators:   * **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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.4:** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. * **2.6.6.A.6:** Explain and apply the training principles of frequency, intensity, time, and type ([FITT](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_fitt.html)) to improve personal fitness. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various fitness training principles to help develop and maintain a healthy, active lifestyle. * Students will understand how to apply various fitness training principles to help develop and maintain a healthy, active lifestyle. | Essential Questions:   * Why does one engage in a warm-up activity prior to exercising? * Why does one engage in a cool-down activity when concluding exercise? * What are different types of cardiovascular, muscular strength, muscular endurance, and flexibility exercises? * What exercises and/or activities could be considered low, medium, and high intense type exercises? |
| Knowledge and Skills:   * Define cardiovascular endurance, muscular strength/endurance, and flexibility. * Identify varied types of cardiovascular endurance, muscular strength/endurance, and flexibility exercises. * Participate in warm-up, cool-down, and varied cardiovascular endurance, muscular strength/endurance, and flexibility exercises. * Assess one’s own body while engaging in fitness related activities and exercises. | Demonstration of Learning:   * Self-Assessment * Finding/Recording Resting Heart Rate and Target Heart Rate * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Finding Resting Heart Rate and Target Heart Rate * 1 Mile Run/Walk * V-Sit and Reach * Pacer * FitnessGram Assessment (curl-ups, push-ups, etc.) | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **Field Games [Football/Flag Football]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **FIELD GAMES [FOOTBALL/FLAG FOOTBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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. * **2.5.6.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. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Football and/or Football related activities. * Students will continue to develop ball handling skills when catching and throwing football. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic steps when throwing a football? (e.g. opposite hand/opposite foot, fingers placed b/w laces) * What is the proper way to catch a football? (e.g. hands up ready upon release in front of face/center of chest) |
| Knowledge and Skills:   * Explain and demonstrate how to properly throw a football * Explain and demonstrate how to properly catch a football * Identify the basic rules when engaging in football or football related activities. * Identify basic football terminology * Identify the general roles of offense and defense when engaging in football or football related activities. | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * 40 yard dash relay race * Snap, catch, and pass games for throwing and catching * Target practice | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **FIELD GAMES [SOCCER]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **FIELD GAMES [SOCCER]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 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. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 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. * 2.5.6.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. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Soccer and Soccer related activities. * Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic components to dribbling a soccer ball? (e.g. use instep for dribbling and kicking, eyes up) * What are the basic steps necessary when kicking a soccer ball? (e.g. stepping w/non dominant foot to prepare for kick, kicking with instep of dominant foot) * What part of the body is never allowed to be used when engaging in soccer or soccer related activities? (e.g. hands) |
| Knowledge and Skills:   * Explain and demonstrate how to dribble a soccer ball * Explain and demonstrate how to properly trap the soccer ball * Explain and demonstrate the components of kicking and passing the soccer ball * Identify the basic rules when engaging in soccer or soccer related activities * Identify basic soccer terminology * Identify the general roles of offense and defense when engaging in soccer or soccer related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Dribbling and Passing Relay Races * Target Practice for dribbling, passing, and shooting * “Monkey in the Middle” for passing | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **INVASION GAMES [BASKETBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **INVASION GAMES [BASKETBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators: **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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. * **2.5.6.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. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Basketball and Basketball related activities. * Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic components to dribbling a basketball? (e.g. use fingertips, knees bent, eyes up) * What are the 3 main types of passes necessary for engaging in basketball or basketball related activities? (e.g. bounce, chest, overhead) * What is the proper placement of the hands on the basketball when shooting? (e.g. dominant hand under ball, non-dominant hand “guide hand” alongside, use fingertips) |
| Knowledge and Skills:   * Explain and demonstrate how to dribble a basketball * Explain and demonstrate how to properly prepare to catch the basketball when passing. * Explain and demonstrate the components of a bounce pass, chest pass, and overhead pass. * Identify the basic rules when engaging in basketball or basketball related activities. * Identify basic basketball terminology * Identify the general roles of offense and defense when engaging in basketball or basketball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Dribbling Relay Races * “Around the World” Shooting Game * “H.O.R.S.E” Shooting Game * “Steal the Bacon” basketball game | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **PADDLE GAMES [PING PONG]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **PADDLE GAMES [PING PONG]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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. * **2.5.6.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. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Ping Pong and Ping Pong related activities. * Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand, smash. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the basic components when hitting, serving, striking ping pong ball? * What are the ways to hit a ping pong ball during game play? * What equipment is needed in order to engage in ping pong? * Is ping pong/table tennis a sport? * How many people at one time can engage in one game of ping pong? |
| Knowledge and Skills:   * Explain and demonstrate how to serve a ping pong ball * Explain and demonstrate the areas of the table for serving and hitting * Explain and demonstrate different types of errors which may award an opponent during game play. * Identify the basic rules when engaging in ping pong or ping pong related activities. * Identify basic ping pong terminology | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Ping Pong Relay Races for adapting to ping pong/paddle usage * Target Practice for smashing and serving on table * “King of the Mountain” tournament play | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **PADDLE GAMES [PICKLEBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **PADDLE GAMES [PICKLEBALL]** | Time Frame: APPROXIMATELY **4 WEEKS** | |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators: **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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. * **2.5.6.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. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Pickleball. * Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | | Essential Questions:   * What are the basic components when hitting, serving, striking with paddle during Pickleball? * What are the ways to hit the ball during Pickleball game play? * What equipment is needed in order to engage in Pickleball? * How many people at one time can engage in one game of Pickleball? * What other sports/games are similar to that of Pickleball (e.g. Ping Pong, Tennis) |
| Knowledge and Skills:   * Explain and demonstrate how hit ball when Pickleball * Explain and demonstrate the components of handling the ball with the paddle when engaging in Pickleball * Identify the basic rules when engaging in Pickleball * Identify similarities and differences b/w games similar to that of Pickleball * Identify basic Pickleball terminology * Identify the general roles of offense and defense when engaging in Pickleball | | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * 1 vs. 1; 3 vs. 3; 5 vs. 5 * “Air Only” volley (no ground hits) * Rotation/Interval Game Play * “King of the Mountain” tournament play | | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title: NET GAMES [VOLLEYBALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **NET GAMES [VOLLEYBALL]** | Time Frame: APPROXIMATELY 4 **WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 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. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 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. * 2.5.6.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. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Volleyball and Volleyball related activities. * Students will develop skills including (but not limited to) serving, setting, blocking, attacking. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the 2 basic serves called and how does one perform each serve? (e.g. floater, topspin) * What is the correct way to “set” and “pass” the volleyball? * What is the difference b/w setting and passing? * What parts of the arm(s) and hand(s) should be used for best results when serving, passing, or setting the volleyball? |
| Knowledge and Skills:   * Define the 2 basic serves * Define setting verses passing * Demonstrate hitting volleyball by using forearms and fingertips for setting, bumping, passing, etc. * Identify the basic rules when engaging in volleyball or volleyball related activities. * Identify basic volleyball terminology * Identify the general roles of offense and defense when engaging in volleyball or volleyball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Partner volleying, setting, bumping, serving activities * Balloon ball (practicing skills using balloons) * Parachute Volleyball | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title:**   **BASE TYPE GAMES [WHIFFLE BALL]** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **BASE TYPE GAMES [WHIFFLE BALL]** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * 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. * 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. * 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 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. * 2.5.6.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. * 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Whiffle Ball and Whiffle Ball related activities. * Students will develop skills including (but not limited to) pitching, throwing, catching, hitting. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What are the major differences b/w whiffle Ball, Baseball, and Softball? * What are some similarities b/w whiffle Ball, Baseball, and Softball? * What does the material of the ball and bat consist of in whiffle Ball versus Baseball/Softball? * Why was the game of whiffle Ball incorporated into PE classes? |
| Knowledge and Skills:   * Differentiate b/w whiffle Ball, Baseball, and Softball * Address similarities b/w whiffle Ball, Baseball, and Softball * Demonstrate skills such as pitching, hitting, running * Identify the basic rules when engaging in whiffle ball or whiffle ball related activities * Identify basic whiffle ball terminology * Identify the general roles of offense and defense when engaging in whiffle ball or whiffle ball related activities | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Grading Rubric |
| Suggested Tasks and Activities:   * Target practice * Small group game play * T-Ball (practice swinging) * Throwing and catching activities | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |

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| **Content Area: Physical Education** | **Grade Level : Sixth** | |
| **Unit Title: DANCE** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**:   * CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. * CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. * CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. * CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. * CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. * CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| Unit Title: **DANCE** | Time Frame: APPROXIMATELY **4 WEEKS** |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**  Cumulative Progress Indicators:   * **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. * **2.6.6.A.1:** Analyze the social, emotional, and health benefits of selected physical experiences. * **2.6.6.A.2:** Determine to what extent various activities improve [skill-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_srf.html) versus [health-related fitness](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_hrf.html). * **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. * **2.5.6.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. * **2.5.6.C.1:** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * **2.5.6.C.2:** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. | |
| Enduring Understanding:   * Students will gain a general understanding of various components needed when engaging in Dance activities. * Students will continue to develop skills including (but not limited to) rhythm, flow, tempo, beat. * Students will demonstrate good sportsmanship and teamwork when engaging in game play. * Students will engage in a safe, conducive learning environment. | Essential Questions:   * What cultures incorporate Dance as a part of traditions and/or activities? * What forms of Dance currently exist in American society? * What types of music genres maybe used when performing Dance routine or when engaging in Dance related activities? * What sports or activities utilize Dance type skills within their daily practice? (e.g. gymnastics, rhythmic gymnastics, etc.) |
| Knowledge and Skills:   * Identify varying cultures who use dance as part of traditions and cultural activities. * Identify various forms of dance which are current in American society. * Identify music genres when performing dance routines, choreography, etc. * Identify sports which use similar dance components. * Identify basic dance terminology | Demonstration of Learning:   * Self-Assessment * Teacher Assessment (visual) * Teacher Assessment (written) * Teacher Observation of Participation * Peer Assessment * Gading Rubric |
| Suggested Tasks and Activities:   * Creating 1-2minute choreographed routine (individually or with partners/groups) * Demonstrating a dance skill as part of warm-up * “America’s Best Dance Crew” or “So You Think You Can Dance” type class competition | Tech Integration (Some examples):   * Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music |
| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG | |