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| Pacing Guide  |
| Content Area: Physical Education |
| Grade Level: Sixth  |
|  |  |  |  |  |
|  | 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.
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 |
| **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.
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* 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.
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 |
| **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.
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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
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| 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
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| Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG |