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| **goaContent Area** | Physical Education | | | **Grade Level** | 6th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement Competence and Understanding | 1. Demonstrate beginning strategies for a variety of games and sports | | | | | | PE09-GR.6-S.1-GLE.1 |
| 1. Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding | | | | | | PE09-GR.6-S.1-GLE.2 |
| 1. Use information from a variety of resources to improve performance | | | | | | PE09-GR.6-S.1-GLE.3 |
| 1. Physical and Personal Wellness | 1. Set personal goals for improving health-related fitness | | | | | | PE09-GR.6-S.2-GLE.1 |
| 1. Demonstrate the ability to perform self-paced cardiovascular endurance activities | | | | | | PE09-GR.6-S.2-GLE.2 |
| 1. Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness | | | | | | PE09-GR.6-S.2-GLE.3 |
| 1. Emotional and Social Wellness | 1. Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation | | | | | | PE09-GR.6-S.3-GLE.1 |
| 1. Work cooperatively and productively in a group | | | | | | PE09-GR.6-S.3-GLE.2 |
| 1. Prevention and Risk Management | 1. Demonstrate knowledge of safe practices in a physical activity setting | | | | | | PE09-GR.6-S.4-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Cooperation and Diversity | | | 6 weeks | | | 1 | |
| Sport Related Activities | | | 6 weeks | | | 2 | |
| Games and Activity Development | | | 6 weeks | | | 3 | |

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| **Unit Title** | Cooperation and Diversity | | | **Length of Unit** | 6 weeks |
| **Focusing Lens(es)** | Teamwork | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.6-S.1-GLE.2  PE09-GR.6-S.2-GLE.1  PE09-GR.6-S.2-GLE.2  PE09-GR.6-S.2-GLE.3  PE09-GR.6-S.3-GLE.1  PE09-GR.6-S.3-GLE.2  PE09-GR.6-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * What activities require problem-solving, cooperation, and team-building? Why? (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N. 2,) * Is cooperation or competition more important in fitness setting? Why? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2) * Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? (PE09-GR.6-S.3-GLE.2-EO.a,b,d; IQ.1,3,4; RA.1; N.1,2,3) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Physical and Personal wellness  Emotional and Social Wellness | | | | |
| **Concepts** | Problem solving, Acceptance, Tolerance, Collaboration, Decision Making, Cooperation, Goal Setting, Personal Responsibility, Comparative Analysis, Analysis, Application, Knowledge, Safety | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Collaboration and cooperation helps develop acceptance and tolerance. (PE09-GR.6-S.1-GLE.2-EO.a,b; IQ.1; RA.1,2,3; N.2,) | What collaboration and cooperation skills do you need to develop acceptance and tolerance? | How can team building activities help develop tolerance? |
| Knowledge of and practice with safety procedures promotes safe application and analysis of skill development. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2) | What safety knowledge do you need to prevent injury? | How can you swing an implement and apply correct skill and safety practice? |
| Decision making and problem solving skills enable goal setting and actions aimed at increasing personal responsibility for wellness. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.4; N.1,2) | What decision making and problem solving skills do you need to set goals and develop personal responsibility for wellness? | How do problem solving and goal setting affect your decisions about your personal health? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Participate in cooperative activities with people of various skills levels. (PE09-GR.6-S.1-GLE.2-EO.a) and (PE09-GR.6-S.3-GLE.1-EO.c,d) * Demonstrate the ability to work with others. (PE09-GR.6-S.3-GLE.2-EO.d) * Develop a problem solving skill assessment. (PE09-GR.6-S.1-GLE.2-EO.b) * Establish and accomplish goals in cooperative and competitive activities. (PE09-GR.6-S.3-GLE.2-EO.a) * Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b) * Identify and define the role of participants in a cooperative activity. (PE09-GR.6-S.3-GLE.2-EO.b) * Evaluate individual responsibilities in a group and analyze solutions to movement problems during a cooperative activity. (PE09-GR.6-S.3-GLE.1-EO.a) * Analyze activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Jo understands that the participation in cooperative activities with a diverse group of people increases the enjoyment for all.* |
| **Academic Vocabulary:** | Skill assessment, cooperative activities, problem solving, conflict resolution, diversity | |
| **Technical Vocabulary:** | Fitness goals, cardio-respiratory, muscular endurance, muscular strength, flexibility, body composition, heart rate, intensity, target heart rate, | |

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| **Unit Title** | Sport Related Activities | | | **Length of Unit** | 6 Weeks |
| **Focusing Lens(es)** | Manipulatives | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.6-S.1-GLE.1  PE09-GR.6-S.2-GLE.1  PE09-GR.6-S.2-GLE.2  PE09-GR.6-S.2-GLE.3  PE09-GR.6-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why is it important to learn fundamental skills before advanced skills? (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3) * What are the different components of fitness? (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2) * How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Physical and Personal wellness  Prevention and Risk Management | | | | |
| **Concepts** | Safe Behavior, Application, Analysis, Personal Responsibility, Knowledge, Object Control, Patterns. | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Safe behavior and responsible decision making demonstrates personal responsibility. (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) | What does it look like for safety to be a personal responsibility for you? | How do you show safety as a priority? |
| Analysis of movement and the ability to apply the knowledge gained from analysis promotes mastery of object control. (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f; IQ.2; RA.1,2; N.1,3) | What knowledge is needed for manipulative development? | Why is analysis of manipulative development important for object control?  Which physical activities do you enjoy to help to improve cardio-respiratory and muscular endurance? |
| Skillful application of multiple movement patterns leads to success in a variety of physical activities. (PE09-GR.6-S.2-GLE.1-EO.b; IQ.3; RA.1; N.2) | How can you take multiple movement patterns and apply them to lead to greater success for you? | How can movement patterns grow in complexity?  What are some sports that require more skill and strategy than others? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Demonstrate object control (PE09-GR.6-S.1-GLE.1-EO.a,b,c,d,e,f) * Demonstrate the safe use of objects (PE09-GR.6-S.4-GLE.1-EO.a,c) * Combine relationships to demonstrate complex movements (PE09-GR.6-S.1-GLE.1-EO.g) * Demonstrate 5 components of fitness. (PE09-GR.6-S.2-GLE.2-EO.a,b) * How to analyze and correct errors in movement patterns (PE09-GR.6-S.1-GLE.3-EO.b) * Identify activities that will help to improve the 5 components of fitness. (PE09-GR.6-S.3-GLE.2-EO.b) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The student in physical education can safely control a variety of objects and implements in individual, dual and team activities.* |
| **Academic Vocabulary:** | Consistency, accuracy, object control | |
| **Technical Vocabulary:** | Volley, strike, dribble, throw, implements, self-selected, movement patterns, fitness goals, heart rate, intensity, max heart rate, target heart rate, muscular strength, muscular endurance, cardio-respiratory, flexibility, body composition, rackets, bats, backhand, forehand, levels, speed, relationships, direction, pathways, height, underhand, overhand, sidearm, applied force | |

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| **Unit Title** | Games and Activity Development | | | **Length of Unit** | 6 Weeks |
| **Focusing Lens(es)** | Creativity | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.6-S.1-GLE.1  PE09-GR.6-S.2-GLE.3  PE09-GR.6-S.4-GLE.1  PE09-GR.6-S.2-GLE.1  PE09-GR.6-S.2-GLE.2  PE09-GR.6-S.1-GLE.3 | | |
| **Inquiry Questions (Engaging- Debatable):** | * What are some sports that require more skill and strategy than others? (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3) * What five muscular strength and endurance activities would you do to become physically fit? (PE09-GR.6-S.2-GLE.3-EO.a; IQ.4; RA.3; N.1,2,3) * How would your unsafe behavior affect your friends? (PE09-GR.6-S.4-GLE.1-EO.a,b,c,d,e; IQ.2,3; RA.4; N.1,2) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Physical and Personal wellness  Prevention and Risk Management | | | | |
| **Concepts** | Space, Application, Safety, Strategies, Creativity, Personal Responsibility, | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Awareness of personal and others’ space provides for safe activities. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3) | What are some consequences for lack of spatial awareness? | How can greater success be achieved through adhering to spatial awareness? |
| Creativity and strategic problem solving leads to advanced application of game play. (PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3) | What are some strategies that change the dynamics game play? | How do games changes when you apply different strategies? |
| Increasingly complex use of multiple movement patterns improves the complexity of strategies. PE09-GR.6-S.1-GLE.1-EO.g,h,i; IQ.5; RA.2; N.3) | What are advantages to incorporating multiple movement patterns in game play? | How can you show a variety of patterns in game strategies? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Demonstrate space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1-EO.i) * Combine motor skills to play a lead-up or modified game. (PE09-GR.6-S1-GLE.1-EO.h) * Describe ways to create more space between and offensive and defensive player. (PE09-GR.6-S.1-GLE.1) * Analyze locomotor skills, object manipulation, and an offensive strategy. (PE09-GR.6-S.1-GLE.3-EO.c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The ability to combine motor skills and creating space between an offensive and defensive player is critical to successfully play a lead-up game.* |
| **Academic Vocabulary:** | combine, explain, describe, develop | |
| **Technical Vocabulary:** | motor skills, invasion, net/wall, target, fielding/run-scoring games, offensive and defensive player, cooperative game movement, locomotor skills, object manipulation, offensive strategy, open space, intercepting, safe, unsafe | |