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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.1PE09-GR.6-S.2-GLE.2PE09-GR.6-S.2-GLE.3 PE09-GR.6-S.3-GLE.1PE09-GR.6-S.3-GLE.2PE09-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)
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| **Unit Strands** | Movement Competence and Understanding in Physical EducationPhysical and Personal wellnessEmotional 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.1PE09-GR.6-S.2-GLE.1PE09-GR.6-S.2-GLE.2PE09-GR.6-S.2-GLE.3PE09-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)
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| **Unit Strands** | Movement Competence and Understanding in Physical EducationPhysical and Personal wellnessPrevention 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.1PE09-GR.6-S.2-GLE.3PE09-GR.6-S.4-GLE.1PE09-GR.6-S.2-GLE.1PE09-GR.6-S.2-GLE.2PE09-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)
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| **Unit Strands** | Movement Competence and Understanding in Physical EducationPhysical and Personal wellnessPrevention 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 |