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OCEAN COUNTY HEALTH AND PHYSICAL EDUCATION CURRICULUM
6th Grade Physical Education

Content Area: 6th Grade Physical Education

Course Title: Physical Education	Grade Level: 6
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Unit Plan 1: Dance	Pacing Guide: 3 weeks
Unit Plan 2: Cooperative Games	Pacing Guide: 3 weeks
Unit Plan 3: Team and Individual Sports	Pacing Guide: (12) 2 week units

OCEAN COUNTY PHYSICAL EDUCATION AND HEALTH CURRICULUM

Unit Overview

Content Area: Physical Education

Grade:6

Standard: 2.5,2.6

Strand: Dance

Summary: Students will continue to create and demonstrate more advanced planned movement sequences, individually and with others, based on tempo, beat, rhythm and music.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Unit Essential Questions

- Can students demonstrate and appreciate

Unit Enduring Understandings

Students will understand that...

choreographed dance movements?	<ul style="list-style-type: none"> The value of dance as a tool for fitness throughout your life.
Unit Objectives <i>Students will know...</i>	Unit Objectives <ul style="list-style-type: none"> SWBAT continue to create and demonstrate more advanced dances based on tempo, beat and music.
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> Student Observation Class Discussion Testing Task Completion 	
Summative Assessments <ul style="list-style-type: none"> Class participation, preparation, effort and attitude. 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> Follow all IEP modifications/504 plan Shorter assignments when needed. Use of concrete examples before beginning activity. Cue student by stating name before asking a question, or speaking to them. Use of preferential seating. Provide opportunity for movement. Provide student with cool off location. Allow for additional time for written work as well as to comprehend and master skill introduced. Assign student a peer tutor/partner learner when necessary. Keep in mind learner's multi sensory, visual, and auditory style. Provide variety of size manipulatives to accommodate student needs. Provide extra worksheets for students who exceed given assignment. Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students. 	
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbooks, computer lab, various Physical Education equipment, music. <p>Teacher Notes:</p> <ul style="list-style-type: none"> See Teacher Notes Section in Unit 1 of Standard 2.1 See college and career readiness in Unit 1 	

OCEAN COUNTY PHYSICAL EDUCATION AND HEALTH CURRICULUM
Unit Overview

Content Area: Physical Education

Grade: 6

Standard: 2.5, 2.6

Strand: Cooperative Games

Summary: Students will work cooperatively while participating in a variety of games and problem solving activities.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students work cooperatively to accomplish various tasks? 	<p>Unit Enduring Understandings</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Apply problem solving techniques to real life experiences.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • 	<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT work cohesively while participating in problem solving activities.
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Testing • Task Completion 	
<p>Summative Assessments - Class participation, preparation, effort and attitude.</p>	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. 	
<ul style="list-style-type: none"> • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner’s multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. • Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students. 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbooks, computer lab, various Physical Education equipment, music.</p>	
<p>Teacher Notes:</p> <ul style="list-style-type: none"> • See Teacher Notes Section in Unit 1 of Standard 2.1 • See college and career readiness in Unit 1 	

OCEAN COUNTY PHYSICAL EDUCATION AND HEALTH CURRICULUM

Unit Overview

Content Area: Physical Education

Grade: 6

Standard: 2.5, 2.6

Strand: Team and Individual Sports

Summary - Students will work cooperatively while participating in a variety of sports. An emphasis will be put on the continued development and refinement of skills, knowledge of rules and etiquette and competitive game situations.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed

specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
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2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
Number	Common Core Standard for Introductory

2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Unit Essential Questions <ul style="list-style-type: none"> • Can students apply skills, rules and knowledge to game situations? 	Unit Enduring Understandings <i>Students will</i> <ul style="list-style-type: none"> • Understand the value of sports as a tool for fitness throughout your life.
Unit Objectives <i>Students will know...</i>	Unit Objectives <ul style="list-style-type: none"> • SWBAT gain an understanding of various sport skills, rules and game strategy.
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Student Observation • Class Discussion • Testing • Task Completion 	
Summative Assessments <ul style="list-style-type: none"> • Class participation, preparation, effort and attitude. 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner's multi sensory, visual, and auditory style. • Provide variety of size manipulatives to accommodate student needs. • Provide extra worksheets for students who exceed given assignment. • Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites. • Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students. 	
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