

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education - Grade 6

June 2017

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to formulate strategies to gain knowledge of game play using rules, key concepts, and elements of fairplay.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students will understand that it is important to cooperate with others.</p> <p>Students will understand that there are rules and regulations when playing individual and team sports.</p> <p>Students will understand that individual and team sports are played throughout life for continued health and wellness.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What does it mean to be a good team player?</p> <p>Why is it important to demonstrate good offensive and defensive strategies?</p> <p>Why is it important to follow rules for game play?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>Students will be familiar with the decision making model.</p> <p>Students will learn the various rules and regulations</p>	<p><i>Students will be skilled at...</i></p> <p>Students will be able to use the decision making model during game play.</p> <p>Students will be able to connect the rules and regulations to self assessing their</p>

<p>social interaction.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>for each activity of the individual and teams sports units.</p> <p>Students will recognize the benefits of being active.</p>	<p>ability to play a game.</p> <p>Students will be able to analyze the social benefits of team play.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).	<p>PERFORMANCE TASK(S):</p> <p>Students will complete a portfolio assessment at the end of the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Handball, Badminton, and Pickleball. The portfolio will include an explanation of rules (procedures, safety, and scoring), fair play, skill performance, and offensive and defensive strategies for game play.</p>

T, M, A	Assessment based	<p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire on individual and team sports. Questions will allow students to recall prior knowledge from intermediate school, reflecting on safety, rules, skills, scoring, and game play strategies.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Students will complete the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Team Handball, Badminton, and Pickleball.</p> <ul style="list-style-type: none"> - Introduction- history of the sport - Equipment safety - Skill development (i.e. passing, receiving, striking, dribbling, shooting, running) - Game play rules, procedures, and scoring - Game strategies, fairplay, group cooperation 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Students will be able to discuss the history of sports as they have evolved - Students will show understanding of safety by proper use of equipment during skill practice and game play - Students will demonstrate correct execution of skills by teacher observation, self and peer assessments during practice and game play - During game play, students will be able to successfully follow the respective rules, procedures, and scoring - Students will be able to formulate offense and defense strategies, and ways to work cooperatively with a group for success

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Health National Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to choose fitness and/or dance activities that they enjoy; to maintain lifetime health and wellness.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students will understand that being physically fit is important to achieve lifetime wellness.</p> <p>Students will understand that dance can improve athletic performance.</p> <p>Students will understand that dance enhances problem solving skills.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Students will understand that being physically fit is important to achieve lifetime wellness.</p> <p>Students will understand that dance can improve athletic performance.</p> <p>Students will understand that dance enhances problem solving skills.</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>Students will recognize that dance creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Students will recall specific motor skills and movement patterns that benefit from</p>	<p><i>Students will be skilled at...</i></p> <p>Students will perform a variety of dances, with or without a group, that demonstrate positive peer interactions and self-expression.</p> <p>Students will perform a variety of dances that demonstrate agility and coordination</p>

<p>Heath National Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>performing a variety of dance steps.</p> <p>Students will identify the four components of fitness and illustrate ways in which they can achieve and maintain a health-enhancing level of fitness.</p>	<p>skills.</p> <p>Students will be able to assess which components of fitness are utilized when performing several fitness based activities and sports.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).	<p>PERFORMANCE TASK(S):</p> <p>Line Dance summative assessment:</p> <p>Students will be assessed on their ability to perform a series of steps to music.</p> <p>CT State Physical Fitness Assessment:</p> <p>Mile Run/Pacer Test Sit and Reach Push-ups Curl-ups</p>

T, M, A	Assessment based	<p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire on fitness and dance. Questions will allow students to recall prior knowledge from intermediate school.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Line Dance</p> <ul style="list-style-type: none"> -History, purpose, and benefits of dance in the PE curriculum -Introduction to line dance- demonstrate and practice popular dances (typically seen at weddings, celebrations) that are familiar to students -Line Dance Instruction- students will learn new line dances with teacher demonstration and practice. Emphasis will be on following a specific count (i.e. four count), repetition of steps, listening to the music, using resources/strategies to get back on step during the dance, and being creative, expressive, and enthusiastic. <p>Fitness</p> <ul style="list-style-type: none"> -Introduction to fitness- explanation of the four components of fitness, the four CT state fitness tests, and activities or sports that students can choose outside of school to enhance each component. -Fitness activities- The components of fitness will be incorporated in the following ways: Games (i.e. chasing, fleeing activities) Individual and Team sports 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> -Students will be able to explain why dance would be an important part of PE -Students will be able to perform basic line dances that are familiar/previously performed -Students will be able to demonstrate a new line dance steps by the end of the class period -Students will be able to identify, both verbally and on a quiz, the four components of fitness and state tests -During closure questions, students will be able to identify which component(s) of fitness matched up with each station or activity.

	<p>Fitness stations (i.e. circuit training with fitness equipment)</p> <p>Warm-up activities at the beginning of class</p> <p>Fitness test practice</p> <p>-Fitness testing- Students will complete the CT state physical fitness assessment by the end of the unit</p> <p>Mile run/pacer test</p> <p>Sit and Reach</p> <p>Push-ups</p> <p>Curl-ups</p>	
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Stage 1 Desired Results**ESTABLISHED GOALS**

PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.

PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

CCSS.ELA-Literacy.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'

Transfer

Students will be able to independently use their learning to...

Students will be able to participate in a variety of game activities that promote wellness throughout life.

Meaning**UNDERSTANDINGS**

Students will understand that...

Students will understand that games in class can be cooperative and/or competitive in nature.

Students will understand that games can evolve over time, since their creation.

Students will understand that games in class can incorporate the components of fitness.

Students will understand that success in games involve teamwork and cooperation.

Students will understand that picnic and outdoor games can be played throughout life.

ESSENTIAL QUESTIONS

What is a cooperative game?

What is a competitive game?

How do games relate to fitness?

What are picnic and outdoor games?

Why is group cooperation and teamwork important in various games?

<p>ideas and expressing their own clearly and persuasively.</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>Students will recognize that cooperative and competitive games afford the ability to be creative, challenging, and interact with peers.</p> <p>Students will identify the components of fitness that are used in the games unit.</p> <p>Students will identify elements of cooperation and competition through popular sports in society.</p> <p>Students will recall several movement patterns and motor skills that can benefit through games played in class.</p>	<p><i>Students will be skilled at...</i></p> <p>Students will be able to differentiate between cooperative and competitive games played in class.</p> <p>Students will create a game that includes elements of cooperation and/or competition.</p> <p>Students will demonstrate a cooperative and/or competitive game that exhibits personal and social behavior, and respects self and others.</p> <p>Students will be able to choose, with a partner or group, from a variety of picnic or outdoor games to play in class with success.</p>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).	<p>PERFORMANCE TASK(S):</p> <p>Students will complete a portfolio assessment of the Games unit. The portfolio will include a description and differentiation of competitive, cooperative, and picnic/outdoor games. It was also explain how fitness relates to games, and how teamwork is essential to success.</p>

T, M, A	Assessment based	<p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire about the games unit. Students will be able to recall any information they learned about competitive, cooperative, and picnic/outdoor games from intermediate school.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Cooperative Games- introduction, elements of cooperation. -Students will be exposed to a variety of cooperative games in class.</p> <p>Competitive games- introduction, elements of competition. -Students will be exposed to a variety of competitive games in class.</p> <p>Picnic/Outdoor games- introduction, elements of P & O games -Students will be exposed to a variety of picnic and outdoor games in class.</p>	<p>Progress Monitoring</p> <p>-Students will be able to explain key elements of a cooperative and competitive game.</p> <p>-Students will be able to explain key elements of picnic and outdoor games.</p>

	<p>Suggested resource(s):</p> <p>National Standards and Grade Level Outcomes for K-12 Physical Education (Shape America, 2014).</p>	
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