

## **6<sup>th</sup> Grade Physical Education Curriculum Map**

**A.PE.06.01** Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

**A.HR.06.02** Meet the criterion-referenced cardiorespiratory health related fitness standards for age and gender (e.g., PACER, Step Test, One Mile Run, Walk Test, Hand-cycle Test).

**A.HR.06.03** Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

**A.HR.06.04** Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).

**A.HR.06.08** Identify the principles of training (frequency, intensity, type, time, overload, specificity).

**A.AN.06.04** Apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

**B.PS.06.01** Exhibit behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

**K.HR.06.02** Use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand-cycle Test).

**K.HR.06.04** Use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).

**M.AQ.06.03** Demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

**M.AQ.06.04** Demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.

**M.MS.06.06** Perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.

**M.IG.06.01** Demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

**M.IG.06.02** Demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

**M.RA.06.01** Demonstrate two rhythms, simultaneously, in two different parts of the body

**M.NG.06.01** Demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

**M.NG.06.02** demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

Duration	Unit Name/Content	Standards	Assessments	Literacy Activities	Skills
10 days	Aquatics <ul style="list-style-type: none"> <li>● Motor Skills</li> <li>● Movement Patterns</li> <li>● Improve Swim Strokes</li> <li>● 10 minute tread water test</li> <li>● 250 yard swim</li> </ul>	M.AQ.06.0 3 M.AQ.06.0 4	Skill assessments that are observed in the game or activity.	Close Reading	<ul style="list-style-type: none"> <li>● Basic swimming skills for the front crawl, back stroke, breast stroke, and treading water.</li> </ul>
All	Aerobics <ul style="list-style-type: none"> <li>● Motor Skills</li> <li>● Movement Patterns</li> <li>● Content Knowledge</li> <li>● Fitness and Physical Activity</li> <li>● Performing 15, 20, 25, and 30 minute workouts.</li> <li>● Monitoring and recording heart rates</li> <li>● Performing rhythms and sequences</li> <li>● Aerobic workouts with weights</li> </ul>	A.PE.06.01 A.HR.06.02 A.HR.06.08 M.MS.06.0 6 M.RA.06.01 K.HR.06.02 A.AN.06.04 A.HR.06.03	<ul style="list-style-type: none"> <li>● PACER Test</li> <li>● Heart rate checks</li> <li>● Log Heart Rates</li> <li>● Polar Go-Fit heart rate monitor assessment tool</li> </ul> Skill assessments that are observed during the aerobic activity.	Vocabulary Exit Slips Close Reading	<ul style="list-style-type: none"> <li>● Sustaining 70% of target heart rate.</li> <li>● Measuring personal heart rate checks.</li> <li>● Perform a four element movement sequence.</li> <li>● Demonstrate 2 rhythms, simultaneous, in two different parts of the body.</li> <li>● Understand how to identify the frequency, intensity, type, time, overload, specificity.</li> <li>● Meet the cardio-respiratory fitness standards for age and gender.</li> <li>● Apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation.</li> </ul>

					<ul style="list-style-type: none"> <li>• Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender.</li> </ul>
6 days	<p>Soccer</p> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Motor Skills</li> <li>• Movement Patterns</li> </ul>	<p>M.IG.06.01 M.IG.06.02</p>	<p>Skill assessments that are observed in the game or activity.</p>	<p>Close Read</p>	<ul style="list-style-type: none"> <li>• Off-the-ball tactical movements, preventing scoring and starting/restarting play during modified invasion games.</li> <li>• On-the-ball tactical movements of scoring, preventing scoring, and starting/restarting game play during modified invasion games.</li> </ul>
6 days	<p>KIN-Ball</p> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Cooperation</li> <li>• Motor Skills</li> <li>• Movement Patterns</li> </ul>	<p>M.IG.06.01 M.IG.06.02 B.PS.06.01</p>	<p>Skill assessments that are observed in the game or activity.</p>	<p>Close Read</p>	<ul style="list-style-type: none"> <li>• Off-the-ball tactical movements, preventing scoring and starting/restarting play during modified invasion games.</li> <li>• On-the-ball tactical movements of scoring, preventing scoring, and starting/restarting game play during modified invasion games.</li> <li>• Exhibit behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, and <b>cooperation</b>.</li> </ul>
6 days	<p>European Handball</p> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Motor Skills</li> </ul>	<p>M.IG.06.01 M.IG.06.02</p>	<p>Skill assessments that are observed in the game or activity.</p>	<p>Close Read</p>	<ul style="list-style-type: none"> <li>• Off-the-ball tactical movements, preventing scoring and starting/restarting play</li> </ul>

	<ul style="list-style-type: none"> <li>○ Dribbling skills for basketball</li> <li>○ Passing skills for basketball</li> <li>● Movement Patterns</li> </ul>				<p>during modified invasion games.</p> <ul style="list-style-type: none"> <li>● On-the-ball tactical movements of scoring, preventing scoring, and starting/restarting game play during modified invasion games.</li> </ul>
6 days	<p>Volleyball</p> <ul style="list-style-type: none"> <li>● Net games</li> <li>● Motor Skills</li> <li>● Movement Patterns</li> </ul>	<p>M.NG.06.0 1 M.NG.06.0 2</p>	<p>Skill assessments that are observed in the game or activity.</p>	Close Read	<ul style="list-style-type: none"> <li>● Demonstrate selected solutions to tactical problems, including off-the-object problems of scoring and preventing scoring during modified net/wall games.</li> <li>● Demonstrate selected elements of tactical problems, including on-the-object movements of scoring and preventing scoring during modified net/wall games.</li> </ul>
All	<p>Personal/Social Behaviors and Values</p> <ul style="list-style-type: none"> <li>● Regular Daily Participation</li> <li>● Responsibility</li> <li>● Best effort</li> <li>● Cooperation</li> <li>● Compassion</li> </ul>	<p>B.PS.06.01 B.RP.06.01</p>	<p>Skill assessments that are observed during the class period.</p>	Vocabulary	<ul style="list-style-type: none"> <li>● Exhibit behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion.</li> <li>● Choose to participate in activities that are personally challenging.</li> </ul>
All	<p>Flexibility</p> <ul style="list-style-type: none"> <li>● Health Related Fitness</li> <li>● Content Knowledge</li> <li>● Students will get to lead warm-ups and alter warm-ups.</li> </ul>	<p>A.HR.06.04 K.HR.06.04</p>	<ul style="list-style-type: none"> <li>● Daily calisthenics</li> <li>● Student Leaders</li> <li>● Sit and Reach test</li> <li>● Skill assessments that are observed during the class period.</li> </ul>	<p>Exit Cards Close Read</p>	<ul style="list-style-type: none"> <li>● Meet the criterion-referenced flexibility health-related fitness standards for age and gender.</li> <li>● Use the criterion-referenced flexibility health-related fitness standards for age and gender to develop stretches to add to</li> </ul>

					routine and to lead the daily stretches in class.
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