

DEPARTMENT NAME Health & Wellness: P.E. GRADE LEVEL : 6 <sup>th</sup>	<b>YEAR AT A GLANCE</b> <b>Student Learning Outcomes by Marking Period</b> <b>2019-2020</b>
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FIRST TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 9/5/19  Suggested Completion Date: 9/20/19	**Unit: Intro to PE  Unit Title examples: <b>PE 101 (Routines, Rituals and Relevance)</b>	<b>SPARK:</b> Middle School <i>The First 5 Lessons</i>  <b>SPARK:</b> Middle School <i>ASAPs</i>  <b>OPEN Phys. Ed.:</b> Middle School <i>Tabata (warm-ups)</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Define the appropriate rules and procedures for physical education class (PS. 26)</li> <li>Apply given rules and procedures for physical education class (PS. 26)</li> <li>Demonstrate a willingness to participate in physical education (LL. 35)</li> <li>Demonstrate sportspersonship and respect in physical activity settings (PS. 25)</li> <li>Define physical education, physical activity, fitness and wellness (F. 55)</li> <li>Analyze the role that exercise and physical activity plays in brain functioning (F. 56)</li> </ul>
Suggested Completion Date: 10/11/19	**Unit: Personal & Social: Cooperation & Problem Solving  Unit Title examples: <b>Project Adventure, Cooperation, Problem Solving, Orienteering</b>  Suggested Equipment: -Rubber animals -Fleece balls -Noodle Sticks -Beach balls -Cones -Poly spots -Tarps or Parachute	<b>Project Adventure:</b> Middle School <i>Grade 6</i>  <b>SPARK:</b> Middle School <i>Cooperatives</i>  <b>OPEN Phys. Ed:</b> Middle School <i>OPEN 8 Challenge</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the ability to agree upon a goal with a group (PS. 23)</li> <li>Demonstrate the ability to interact positively with a group (PS. 23)</li> <li>Define the characteristics of a leader (PS. 24)</li> <li>Demonstrate the ability to solve a given challenge with a small group (PS. 27, PS.28)</li> <li>Demonstrate the ability to offer solutions to a group problem solving activity (PS. 29)</li> <li>Demonstrate the ability to work with all classmates regardless of differences (PS. 30)</li> </ul>
Suggested Completion Date: 11/8/19	Unit: Movement Skills & Concepts: Motor & Manipulative Skill	<b>SPARK:</b> Middle School <i>ASAP</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the ability to masterfully perform all seven locomotor skills in dynamic settings (M. 50)</li> </ul>



	Unit Title: <b>Motor Skill Review, Motor Skill Pre-assessment, Intro to Movement &amp; Games</b>	<b>SPARK:</b> 3-6 <i>Chasing and Fleeing</i> <b>OPEN Phys. Ed:</b> 3-5 <i>Invasion Basics</i> <b>BPS PE Learning Community:</b> Middle School <i>Movement Skill Review</i>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to proficiently perform various manipulative skills (M. 53)</li> <li>● Demonstrate the ability to apply various manipulative skills in small scale, dynamic game settings (M. 54)</li> <li>● List the skill cues associated with various manipulative skills (M. 53)</li> <li>● Describe the difference in manipulating an object for accuracy vs. distance (M. 55)</li> <li>● Identify personal errors in movement performance (M. 57)</li> </ul>
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First Marking Period Ends: 11/9/19

Assessments During This Period: *SPARK Folio Middle School assessments; OPEN Phys. Ed assessments; Project Adventure assessments; BPS PE Learning Community Movement Skills assessment*

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SECOND TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 11/12/19  Suggested Completion Date: 11/27/19	Unit: Health Related Fitness  Unit Title: <b><i>FitnessGram pre-assessment</i></b>	<b>FitnessGram:</b> <i>Test Administration Kit and Guide</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Describe the relationship between fitness, body weight and nutrition (F. 53)</li> <li>● Identify the purpose of the FitnessGram assessment (F. 54, F. 55)</li> <li>● Describe the components of health-related fitness and name the FitnessGram assessment associated with each (F. 54, F. 55)</li> <li>● Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)</li> </ul>
Suggested Completion Date: 12/20/19	Unit: Health-Related Fitness  Unit Title example:	<b>SPARK:</b> Middle School <i>Fitness</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Participate in aerobic activities for increasing periods of time without stopping (F. 41)</li> <li>● Define moderate to vigorous physical activity (MVPA) and list examples (F. 43)</li> <li>● Apply concepts of health-related fitness and FitnessGram assessment scores to develop a</li> </ul>



	<b>Total Fitness, Circuit Training, Personalized Fitness Planning, Fitness and Conditioning</b>	<p><b>SPARK:</b> Middle School <i>Jump Rope</i></p> <p><b>OPEN Phys. Ed.:</b> Middle School <i>Plug and Play Fitness</i></p> <p><b>OPEN Phys. Ed.:</b> Middle School <i>Tabata</i></p> <p><b>Project Adventure:</b> <i>Achieving Fitness</i></p>	<p>personal fitness plan for improvement (F. 54, LL. 33, LL. 37)</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to hold own body weight for at least 20 seconds (F. 45)</li> <li>• Demonstrate the ability to hold several stretch positions for at least 20 seconds (F. 48)</li> <li>• Apply principles of strength training to help improve muscular strength and endurance (F. 44)</li> </ul>
Suggested Completion Date: 1/31/20	<p>Unit: Movement Skills &amp; Concepts: Net/Wall Sports</p> <p>Unit Title examples: <b>Net/wall sports 101, Volleyball, Badminton, Handball (wall style), Racquetball, Tennis, Pickleball, Squash, Spikeball, Tchoukball</b></p>	<p><b>SPARK:</b> Middle School <i>Volleyball</i></p> <p><b>SPARK:</b> Middle School <i>Racquets and Paddles</i></p> <p><b>OPEN Phys. Ed.:</b> Middle School <i>Roundnet</i></p> <p><b>BPS PE Learning Community:</b> Middle School <i>Tchoukball</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> <li>• Demonstrate the basic manipulative skills needed to participate in a given net/wall sport (M. 53, M. 54, M. 67.)</li> <li>• Apply concepts of force, accuracy and follow-through to manipulative skills in a practice setting for a net/wall sport (M. 55, M. 56)</li> <li>• Demonstrate the locomotor &amp; non-locomotor skills needed to participate in a given net/wall sport (M. 50, M.51, M. 52, M. 67)</li> <li>• Identify the basic rules and scoring for a given net/wall sport (M. 63, M.67)</li> <li>• Describe at least one offensive and one defensive strategy for a net/wall sport (M.61, M. 62, M. 67)</li> <li>• Name ways to participate/practice a given net/wall sport outside of physical education (LL. 23, LL. 32)</li> </ul>
<p>Second Marking Period Ends: 1/31/20</p> <p>Assessment during this period: <i>FitnessGram assessment Fall 2018 grades 4-12; SPARK Folio Middle School assessments; OPEN Phys. Ed assessments</i></p>			



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Health &amp; Wellness: P.E.

GRADE LEVEL : 6<sup>th</sup>

## YEAR AT A GLANCE

## Student Learning Outcomes by Marking Period

2018-2019

THIRD TERM			
Overarching/general themes and resources			
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 2/3/20  Suggested Completion Date: 2/28/20	Unit: Movement Skills and Concepts: Invasive sports  Unit Title: <b><i>Invasive sports 101, Soccer, Basketball, Rugby, Flag Football, Handball (team style), Netball, Hockey, Field hockey, Ultimate</i></b>	<b>SPARK:</b> Middle School <i>Basketball, Flying Disc, Hockey, Handball, Football and/or Soccer</i>  <b>Open Phys Ed:</b> Middle School <i>Rugby</i>  <b>OPEN Phys. Ed:</b> Middle School <i>Roundnet</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the basic manipulative skills needed to participate in a given invasive sport (M. 53, M. 54, M. 66.)</li> <li>● Apply concepts of force, accuracy and follow-through to manipulative skills in a practice setting for an invasive sport (M. 55, M. 56)</li> <li>● Demonstrate the locomotor &amp; non-locomotor skills necessary to participate in a given invasive sport (M. 50, M.51, M. 52, M. 66)</li> <li>● Identify the basic rules and scoring for a given invasive sport (M. 63, M.66)</li> <li>● Describe an offensive and a defensive strategy for a given invasive sport (M.61, M. 62, M. 66)</li> <li>● Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</li> </ul>
Suggested Completion Date: 3/20/19	Unit: Lifelong Physical Activity Skills: Rhythms & Dance  Unit Title example: <b><i>Hip-Hop Dance, Zumba, Cultural Dance, Step, Lummi Sticks, Jump Bands, Double Dutch, DDR</i></b>	<b>SPARK:</b> Middle School <i>Dance</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to perform several rhythms and/or dance routines (LL. 27)</li> <li>● Demonstrate the skills necessary to participate in a particular physical activity outside of school (LL. 22)</li> <li>● Demonstrate the locomotor skills needed to participate in rhythms and/or dance activity (M. 51)</li> <li>● Demonstrate the non-locomotor skills needed to participate in a rhythms and/or dance activity (M. 52)</li> <li>● Name available resources needed for participating in a rhythms/dance activity outside of school (LL. 23)</li> <li>● List the safety risks and precautions for a rhythms/dance activity (LL. 25)</li> <li>● Explain how participating in rhythms/dance activities outside of school can contribute to wellness (LL. 28)</li> </ul>
Suggested Completion Date: 4/17/20	Unit: Personal & Social: Inclusion  Unit Title example: <b><i>Inclusive Games, Cultural Games/Sports, Student</i></b>	<b>SPARK:</b> Middle School <i>Stunts and Tumbling</i>  <b>SPARK:</b> Middle School <i>World Games</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to work with all classmates regardless of differences (PS. 30)</li> <li>● Recognize each groups members potential to contribute to a given task (PS. 31)</li> <li>● Describe the strengths of self and others in a physical activity setting (PS. 31)</li> <li>● Demonstrate the ability to follow given modifications needed to include all members of a group (PS. 34)</li> </ul>

	<b>Game Creation, Non-traditional sport, Obstacle Courses, Project Adventure</b>	<b>OPEN Phys. Ed:</b> Middle School <i>OPEN 8 Challenge</i>  <b>Project Adventure:</b> Middle School <i>Grade 7</i>  <b>BPS PE Learning Community:</b> Middle School <i>Tchoukball</i>	<ul style="list-style-type: none"> <li>List general categories of components of rules to games such as safety, boundaries, how to score, number of players, objectives, etc (M. 62)</li> </ul>
Third Marking Period Ends: 4/17/20			
Assessment during this period: <i>SPARK Folio Middle School assessments; OPEN Phys. Ed assessments; Project Adventure assessments</i>			

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FOURTH TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 4/27/20  Suggested Completion Date: 5/15/20	Unit: Movement Skills & Concepts: Field Sports  Unit Title example: <b>Field sports 101, baseball, softball, Wiffleball, Kickball, Cricket, Matball, Bocce, Golf, Disc Golf, Track &amp; Field</b>	<b>SPARK:</b> Middle School <i>Softball</i>  <b>SPARK:</b> Middle School <i>Golf</i>  <b>SPARK:</b> Middle School <i>Track and Field</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the basic manipulative skills needed to participate in a given field sport (M. 53, M. 54, M. 68)</li> <li>Apply concepts of force, accuracy and follow-through to manipulative skills in a practice setting for a field sport (M. 55, M. 56)</li> <li>Demonstrate the locomotor &amp; non-locomotor skills necessary to participate in a field sport (M. 50, M.51, M. 52, M. 68)</li> <li>Identify the basic rules and scoring for a field sport (M. 63, M.68)</li> <li>Describe an offensive and a defensive strategy for a field sport (M.61, M. 62, M. 68)</li> <li>Name ways to participate/practice a given field sport outside of physical education (LL. 23, LL. 32)</li> </ul>
Suggested Completion Date: 5/29/20	Unit: Health-Related Fitness Unit Title: <b>FitnessGram</b>	<b>FitnessGram:</b> <i>Test Administration Kit and Guide</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the ability to improve scores in at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)</li> </ul>



	<b>post-assessment</b>		<ul style="list-style-type: none"> <li>Describe personal outcomes as related to the FitnessGram assessment in terms of successes and needs for improvement (LL. 32, LL. 37)</li> <li>Describe personal behaviors that serve to support or interfere with fitness goals and plan (LL. 32, LL. 33, LL. 37)</li> </ul>
Suggested Completion Date: 6/17/20	Unit: Lifelong Physical Activity Skills: Leisure & Wellness  Unit Title examples: <b><i>Biking, Walking, Yoga, Pilates Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Snow Shoeing, Skiing, Martial Arts, Yard or Lawn Games</i></b>	<b>SPARK:</b> Middle School <i>Golf</i>  <b>SPARK:</b> Middle School <i>Flying Disc</i>  <b>OPEN Phys. Ed:</b> Middle School <i>Roundnet</i>  <b>OPEN Phys. Ed:</b> Middle School <i>Ultimate Disc</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the movement skills necessary to participate in a given physical activity outside of school (LL. 22)</li> <li>Name available resources needed for participating in a particular leisure activity outside of school (LL. 23)</li> <li>Identify activities in which to participate during the four seasons and varying weather conditions (LL. 24)</li> <li>List the safety risks and precautions for a particular leisure activities (LL.25)</li> <li>Access current personal habits that help to relieve stress (LL. 28)</li> <li>Demonstrate skills necessary to perform physical activities that positively effect personal stress and relaxation (LL. 31)</li> </ul>
Fourth Marking Period Ends: 6/19/20  Assessment during this period: <i>FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio Middle School assessments; OPEN Phys. Ed assessments</i>			