

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Physical Education Grade 6

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Fitness And Inclusive Activities Weeks 12	<u>Physical Fitness</u> <i>Essential Question:</i> Why is it important to be physically fit and how can I stay fit? <i>Curricular Outcome:</i> Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. <u>Engaging in Physical Activity</u> <i>Essential Question:</i> How will physical activity help me now and in the future? <i>Curricular Outcome:</i> Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.	-Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component -Assess physiological responses to exercise associated with one’s level of physical fitness and nutritional balance -Analyze the results of one or more components of health-related fitness -Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals -Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis -Apply an understanding of the connections between the purposes of movements and their effect on fitness -Apply the understanding of physical activity concepts to increasingly complex movement and game forms	-Assessment Rubric -Connecticut Health-Related Fitness Assessment -Performance Charts	Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006. http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/physical_ed/fitness_guide/Fitness_Assessment_Test_Administrators_Manual.pdf Children Moving, 4 th Edition, George Graham, 1998.

		<p>-Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level</p> <p>Areas of application: “PACER Test (15 meter), Curl Up Test, 90 degree Push Up Test, Back Saver Sit and Reach Test” “Jump Rope” Focus of Activity: demonstrate improvement in a variety of jumping styles while tracking performance. “Targetball” Focus of Activity: demonstrate the ability to combine rolling, throwing, and shooting skills while being highly physically active. “Quidditch” Focus of Activity: demonstrate the ability to combine long handled implement striking and chasing and fleeing skills while being highly physically active. “Crazy baseball” Focus of Activity: demonstrate introductory base running, throwing and catching skills. “Gaga” Focus of Activity: demonstrate rapid movements in a confined environment creating high intensity fitness. “Goccer” Focus of Activity: demonstrate the ability to perform skills in increasingly difficult manners. “Star wars” Focus of Activity: demonstrate the ability to use throwing skills while being highly physically active. “Clothes pin tag”</p>		
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		<p>Focus of Activity: demonstrate dodging and fleeing skills while being highly physically active. “Spider tag”</p> <p>Focus of Activity: demonstrate the ability to perform dodging and fleeing skills in increasingly difficult manners. “Cone craze”</p> <p>Focus of Activity: demonstrate locomotor skills while being highly physically active. Focus of Activity: demonstrate the ability to combine skills while being highly physically active.</p>		
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<p>Adventure Education</p> <p>Weeks</p> <p>8</p>	<p><u>Responsible Behavior</u> <i>Essential Question:</i> How do I interact with others during physical activity? <i>Curricular Outcome:</i> Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>-Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings</p> <p>-Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p> <p>-Develop strategies for including all persons, despite individual differences, in physical activity settings</p> <p>-Apply appropriate skills for resolving conflicts peacefully</p> <p>Areas of application: Name games- “Bumpity bump bump, toss a name. Deinhibitizers- “Barn yard” Cooperative activities- Rapid Fire stations: “Human bowl, Cup stacking, Nitro Trolley, Nitro Swing.” Ropes Course Elements: -Low elements: “Nitro Swing, Nitro Trolley” -Focus of Activity: spotting, comfort level, cooperation, communication, and trust. -High Elements: -“Centipede” -Focus of Activity: demonstrate putting on a harness and helmet, using a carabiner, using positive communication, and climbing at comfort level. -“Prusik Ascenders” -Focus of Activity: demonstrate belaying</p>	<p>-Assessment Rubric</p> <p>-Performance Charts</p>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>“The High 5 Guide” by Jim Grout and Nicki Hall</p>
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		<p>and backup belaying, using positive communication, trusting peers, and climbing at comfort level.</p> <ul style="list-style-type: none">-“Holy Cow”-Focus of Activity: demonstrate cooperation, trustworthy actions, and overcoming fears.-“Dangle Duo”- Focus of Activity: demonstrate belaying and backup belaying, using positive communication, trusting peers, and climbing at comfort level with a partner.-“Burma Bridge and Space Loops”- Focus of Activity: demonstrate belaying and backup belaying, using positive communication, trusting peers, and climbing at comfort level.-“Flying Squirrel”-Focus of Activity: demonstrate using a chest harness, cooperation, trustworthy actions, and overcoming fears.		
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<p>Movement Concepts</p> <p>Weeks</p> <p>4</p>	<p><u>Motor Skill Performance</u> <i>Essential Question:</i> What different ways can the body move given a specific purpose? <i>Curricular Outcome:</i> Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p>-Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p> <p>-Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>-Adapt and combine skills to meet the demands of increasingly dynamic environments</p> <p>-Develop increasing competence in more advanced specialized skills</p> <p>-Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p> <p>Areas of application: "Gymnastics" Focus of Activity: Explore transferring weight, rolling, balancing, and counter-balance at personal comfort level. "Scooters" Focus of Activity: demonstrate three movement styles in a variety of activities. "Modified Track and Field" Focus of Activity: demonstrate improvement in long jump and running events while tracking and graphing performance.</p>	<p>-Assessment Rubric</p> <p>-Performance Charts</p>	<p>Healthy and Balanced Living Curriculum Framework, CT State Department of Education, 2006.</p> <p>Children Moving, 4th Edition, George Graham, 1998.</p>
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<p>Skill Themes</p> <p>Weeks</p> <p>12</p>	<p><u>Applying Concepts and Strategies</u></p> <p><i>Essential Question:</i> How can I move effectively and efficiently?</p> <p><i>Curricular Outcome:</i> Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>-Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms</p> <p>-Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p> <p>-Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p> <p>-Areas of application: “Ultimate Football” Focus of Activity: demonstrate throwing, catching, and moving to an open space in a modified game setting. “Indoor soccer” Focus of Activity: demonstrate dribbling, juggling, trapping, and shooting skills in a modified game setting. “Baseball” Focus of Activity: demonstrate striking with a long handled implement, catching, throwing, and base running skills in a modified game setting. “Volleyball” Focus of Activity: demonstrate passing, setting, and attacking in a modified game setting. “Floor hockey” Focus of Activity: demonstrate passing in a variety of ways, stick handling in space, and defending with a long handled implement in a modified game setting. “Team Handball”</p>	<p>-Assessment Rubric</p> <p>-Performance Charts</p>	<p>http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf</p> <p>Children Moving, 4th Edition, George Graham, 1998.</p>
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		<p>Focus of Activity: demonstrate throwing, catching, and moving to an open space in a modified game setting. “Ultimate Frisbee”</p> <p>Focus of Activity: demonstrate throwing, catching, and moving to an open space in a modified game setting. “Frisbee Golf”</p> <p>Focus of Activity: demonstrate using a variety of throwing techniques to reach a target. “Basketball”</p> <p>Focus of Activity: demonstrate dribbling, passing, and shooting skills in a modified game setting.</p>		
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