

# School District of the Chathams

## Curriculum Profile

Program of Study: Comprehensive Health and Physical Education

Course Title: Physical Education

Grade Level: 6

### MISSION STATEMENT

The mission of the Physical Education Department is to develop students who define, demonstrate, and value physically active lifestyles that include health and wellness, motor skills, social and emotional growth and independently demonstrate the knowledge and capability to problem solve and work collaboratively to respond ethically to diverse challenges in all aspects of their lives.

#### I. COURSE DESCRIPTION

The purpose of Physical Education for grade six is to develop competence and confidence in gross and fine motor skills in order to provide a foundation for participation in physical activities.

#### II. COURSE OBJECTIVES AND ALIGNMENT WITH NJCCCS

Wellness – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

##### Strand A. Personal Growth and Development

1. Staying healthy is a lifelong process that includes all dimensions of wellness

##### Strand E. Social and Emotional Health

1. Social and emotional development impacts all components of wellness.
2. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provides a foundation for the prevention and resolution of conflict.

Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A. Interpersonal Communication

1. Effective communication may be a determining factor in the outcome of health and safety-related situations.
2. Effective communication is the basis for strengthening interpersonal interactions, relationships, and resolving conflicts.

2.5 Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

1. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in game, sport, dance, and recreational activities.

Strand C. Sportsmanship, Rules and Safety

1. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A. Fitness and Physical Activity

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

III. TOPICAL OUTLINE

Net Games: Pickle-Ball, Badminton, Volleyball, Tennis, Ping-Pong

Invasion Games: (Offense / Defense based activities) Basketball, Field Hockey, Football, Handball, Soccer, Styx-Ball (Lacrosse), Floor Hockey, Tagging games, Ultimate Frisbee, Speedball, Capture the Flag

Fielding Games: Whiffle Ball, Softball, Kickball

Target Games: Golf, Frisbee Golf, Pinball Bombardment, Bowling

Rhythms / Dance: Jump rope activities, Line / Circle / Square Dance, Create-a-dance activity, Dance-Dance-Revolution (DDR)

Physical Fitness and Conditioning: Health related fitness, Skill related fitness, Principals of Training (FIT Formula), Agility, Speed, Balance, Reaction Time, Muscular Strength / Endurance, Flexibility

Adventure Education: Teambuilding, Cooperation / Communication / Leadership / Trust activities

#### IV. SKILLS

Our goal is to extend the learning process for the following Motor Skills, which will take place throughout the course of the school year:

Manipulative Skills: Collecting, Throwing, Catching, Kicking, Striking with Rackets / Long-handed Implements, Striking with Hands / Arms, Dribbling, Punting, Volleying

Locomotor Skills: Walking, Running, Hopping, Skipping, Galloping, Sliding, Chasing, Fleeing, Dodging

Non-Locomotor Skill: Turning, Twisting, Rolling, Balancing, Transferring Weight, Jumping, Landing, Stretching, Curling

#### V. METHODS OF INSTRUCTION AND SAMPLE ACTIVITIES

The students receive instruction through a variety of teaching models, which include:

Command: Teacher makes all decisions  
Sample: Performing a “lay-up” in basketball.

Practice: Students carry out teacher-prescribed tasks  
Sample: Groups of four practice the “forearm pass” in volleyball.

Reciprocal: Students work in pairs; one performs, the other provides feedback  
Sample: In twos, practice the “wrist shot” in floor hockey.

Self-check: Students assess their own performance against criteria  
Sample: “Juggling” a soccer ball consecutively; success is recorded on teaching card.

Inclusion: Teacher planned; student monitors own work  
Sample: Students use passing patterns set at different distances and directions for football.

Guided Discovery: Students solve teacher set movement problems with assistance  
Sample: Students try different serving techniques for the start of a badminton game.

Divergent: Students solve problems without assistance from the teacher  
Sample: Devising a new cooperative game using a range of equipment.

Individual: Teacher determines content; student plans the program

Sample: Making individual decisions about a dance routine.

Learner Initiated: Student plans own program; teacher is advisor

Sample: Students create a practice session for team participating in a “Sport-Education” model tournament.

Self Teaching: Student takes full responsibility for the learning process

Sample: Students teach lesson to entire class. (very rarely used)

## VI. INSTRUCTIONAL MATERIALS / EQUIPMENT

- Age appropriate sport and physical activity equipment
- Physical Education specific resource materials
- Pedometers
- Heart Rate Monitors
- Wii / Wii Fitness
- DDR
- Smart Board

## VII. STUDENT OUTCOMES AND METHODS OF ASSESSMENT

By the end of grade six the students should be able to:

- Apply health-related concepts and skills in everyday lifestyle behaviors
- Develop self esteem, resiliency, tolerance and coping skills to support social and emotional health
- Effectively communicate skills to enhance a person’s ability to express and defend their beliefs
- Perform movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
- Demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Understand fitness concepts and skills and integrate them into your everyday routine supports wellness

Throughout the school year the students will be assessed with the use of formative and summative evaluation techniques. At times the students will be responsible for assessing their own performance, as well as assessing the performance of their classmates. In addition, the teacher will assess each student using brief written assignments, journal writing, written quizzes, and/or rubric guided skill tests.