

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 6th Grade

| Striking/Fielding Games | |
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| <p>UNITS Sample of units that can be included under teaching invasion games.</p> | <p>cricket, baseball, kickball, softball</p> |
| <p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p> | <p>Striking/Fielding games are games in which two teams offense and defense either strike an object into space (offense)making it difficult for the other team to gain possession (defense) and run between two points or score points before a set number of outs.</p> |
| <p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p> | <p>Standard 1</p> <ol style="list-style-type: none"> 1. What movement concepts are needed to perform in fielding/striking games? 2. What strategies can be used when sending and receiving an object in striking/fielding games? <p>Standard 2</p> <ol style="list-style-type: none"> 1. What offensive and defensive strategies are used in striking/fielding games? <p>Standard 3</p> <ol style="list-style-type: none"> 1. How can striking/fielding games promote fitness? 2. What skill-related components of fitness are used in striking/fielding games? <p>Standard 4</p> <ol style="list-style-type: none"> 1. What role does communication play in striking/fielding games? 2. What are the rules of striking/fielding games? 3. How does striking/fielding games promote sportsmanship and teamwork? <p>Standard 5</p> <ol style="list-style-type: none"> 1. How can striking/fielding games provide opportunities for enjoyment and social interaction? 2. How can participation in striking/fielding games help lead to healthier lifestyle? |
| <p>Power Standards Which standards provide endurance beyond the course, leverage across multiple</p> | <p>NPES Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.</p> |

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| <p>disciplines, and readiness for the next level?</p> | <p>Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.</p> <p>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>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> |
| <p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p> | <p>6.1.MP1. Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>6.1.MP2. Demonstrate simple and combined motor skills in a variety of games and activities.</p> <p>6.1.MP3. Perform a wide variety of locomotor movements in combination, using different pathways and directions, while moving around others and/or equipment.</p> <p>6.1.MS1. Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.</p> <p>6.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities.</p> <p>6.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.</p> <p>6.3.PA2. Participate in a variety of physical activities.</p> <p>6.3.PF1. Identify the components of skill-related fitness.</p> <p>6.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p> <p>6.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle. 26</p> <p>6.5.C1. Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p> |
| <p>Learning Targets What do you want your students to be able to do.</p> | <p>Students will be able to demonstrate skills to play fielding/striking games.</p> <p>Students will be able to use offensive strategies to advance or score in striking/fielding games.</p> <p>Students will be able to use defensive strategies to reduce the chances of advancement or scoring from the other team.</p> <p>Students will be able to explain and apply rules of the game.</p> |

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| | Students will demonstrate cooperation, teamwork and conflict resolution during striking/fielding games, Students will be able to identify and explain how striking/fielding games promote fitness. |
| Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content? | offense, defense, health related fitness, skill related fitness, anticipation |
| Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | Social Studies Science |
| Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention? | Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment |
| Instructional Strategies/Resources | direct instruction, modeling, differentiation Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: https://www.shapeamerican.org/ |
| **Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform. | |