

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 6th Grade

| Target Games | |
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| <p>UNITS Sample of units that can be included under teaching invasion games.</p> | <p>Golf, Archery, Disc Golf, Bowling, Bocce Ball</p> |
| <p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p> | <p>Target games are games in which the purpose is to throw or send an object closer to a target than their opponent. Skills may include: shot selection, avoidance of obstacles and shot prevention.</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 are the key skills utilized in playing target games and the correct way to perform these skills? 2. How do skills in target games transfer to game play? <p>Standard 2</p> <ol style="list-style-type: none"> 1. What strategies are used when on offense or defense in target games? 2. Demonstrates locomotor and non locomotor skills relevant to target games. <p>Standard 3</p> <ol style="list-style-type: none"> 1. How can participation in target games fulfill physical, social and mental/emotional health? <p>Standard 4</p> <ol style="list-style-type: none"> 1. Discuss the role of sportsmanship when working cooperatively and competitively. 2. Demonstration of rules during game play and handling conflict. <p>Standard 5</p> <ol style="list-style-type: none"> 1. What role does teamwork and sportsmanship play in the game? 2. How does participating in target games contribute to the overall health and fitness? |
| <p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p> | <p>NPES</p> <p>Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.</p> |

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| | <p>Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related 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.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>6.2.MC3. Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences.</p> <p>6.3.PA1. Describe how being physically active leads to better health.</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>6.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.</p> <p>6.5.C1. Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p> <p>6.5.SI1. Use personal and social behaviors that show respect to self and others in physical activity settings.</p> |

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| <p>Learning Targets What do you want your students to be able to do.</p> | <p>Students can demonstrate fundamental skills in target games (throwing, manipulative and kicking). Students will demonstrate fair play and safety. Students will demonstrate rules of the game. Students will understand how target games can contribute to health and fitness.</p> |
| <p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p> | <p>Power Accuracy Shot Skill-related fitness Teamwork Cooperation Strategy Health-related fitness Muscular Strength Flexibility Coordination</p> |
| <p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p> | <p>Social Studies Science Math</p> |
| <p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p> | <p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org</p> |
| <p>Instructional Strategies/Resources</p> | <p>direct instruction, modeling, differentiation</p> |
| <p>**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.</p> | |