



# Sparta Area School District

*Good people, great schools.*

## Course Outcome Summary

### Course Information: 6<sup>th</sup> Grade PE/Health

#### Description:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Instruction Level:** 6<sup>th</sup> Grade

### Course Standards:

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Health Standards:

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## Units

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### Unit 1

- a. Cooperative/Low Ropes
- b. Soccer
- c. Health/Goals Unit

### Unit 2

- a. Roller Skating
- b. Cardio/ HR unit
- c. Health/Disease Unit

### Unit 3

- a. Wt. Training
- b. Volleyball
- c. Health/CPR

### Unit 4

- a. Racquet Sports/Fitness (indoor/outdoor)
- b. Racquet Sports/Fitness (indoor/outdoor)
- c. Health/Nutrition

### Unit 5

- a. Floor Hockey
- b. Basketball
- c. Health/ Human Growth and Development

### Unit 6

- a. Fitness Testing/ Outdoor Activities
- b. Fitness Testing/ Outdoor Activities
- c. Health/ Human Growth and Development

## Unit Outlines

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### 1. Unit 1

#### a. Cooperative/Low Ropes

**Standards: #2 & 4**

**Essential Question:**

Students will be able to answer the question(s):

- Why is it important to be able to cooperate with others?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to show an understanding of strategies for each group game. Students will show appropriate social behavior through cooperation and following rules for each game and activity.

#### b. Soccer

**Standards: #1 & 2**

**Essential Question:**

Students will be able to answer the question(s):

- Why do you need to space out from teammates in game?
- How do you use the individual skills to help play the game?
- What type of defense do you want to play?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will demonstrate individual skills of soccer such as dribbling, trapping, passing, shooting, etc. Demonstrate basic soccer offensive and defensive strategies such as playing positions, spacing, moving, and defending the goal, ball and players.

#### c. Health/Goals Unit

**Standards: #1 & 6**

**Essential Question:**

Students will be able to answer the question(s):

- What are goals?
- What are the benefits to setting goals?
- How do you achieve your goals?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will assess their personal habits and create goals to make healthier choices. They must then track their goals to demonstrate that they are practicing their healthy behaviors.

## **2. Unit 2**

### **a. Roller Skating**

**Standards: #1 & 5**

#### **Essential Question:**

Students will be able to answer the question(s):

- What is the best way to stop?
- Why is it best to skate in skater's stance?
- How do you skate to be physically fit?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to put on all safety gear independently and in a timely fashion. Demonstrate fundamental skills of stopping, accelerating, changing directions. Students will enjoy and value the activity of roller skating/roller blading (through games/activities)

### **b. Cardio/HR**

**Standards: #2 & 3**

#### **Essential Question:**

Students will be able to answer the question(s):

- What is your target HR zone?
- How do you make steps to assure that you have a HR on watch?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Student will be able to put on HR monitor so it functions properly. Students will understand the concept of the relationship between effort exerted and beats per minute of HR. Students should be able to identify the target zone.

### **c. Health/Disease Unit**

**Standards: #1, 3, & 8**

**Essential Question:**

Students will be able to answer the question(s):

- What is the difference between communicable and non-communicable diseases?
- How can I prevent communicable diseases?
- What are risk factors for non-communicable diseases?
- Why are self-exams important for the prevention of cancer and other diseases?
- How can proper hygiene, nutrition and exercise prevent diseases?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will learn the difference between communicable disease and non-communicable diseases, as well as acute vs. chronic diseases. They will learn skills such as washing hands, using sunscreen. Additionally, students will learn how to prevent certain diseases.

**3. Unit 3**

**a. Weight Training**

**Standards: #1 & 2**

**Essential Question:**

Students will be able to answer the question(s):

- Identify the FITT principle?
- What are the upper body and lower body muscles?
- What is proper form for various weight training lifts?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will follow all safety procedures in the weight room and while performing the lifts. Students will demonstrate proper technique for each lift. Students will identify muscle groups for each lift.

**b. Volleyball**

**Standards: #1, 2, & 5**

**Essential Question:**

Students will be able to answer the question(s):

- Why is ready position important in volleyball?
- How do you control direction when passing, setting and serving?
- How do you rotate in game?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Demonstrate basic fundamentals of passing, setting, serving the volleyball. Understand strategies of each person's responsibilities within the game (setter, hitter, back row, rotating, etc.)

### **c. Health/CPR Unit**

**Standards: #1, & 2**

### **Essential Question:**

Students will be able to answer the question(s):

- How can I help in a medical situation?
- How can I protect myself as well as the person injured in medical situation?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will learn basic first aid and CPR skills. Content includes what should be in a first aid kit, how to put on a compression bandage, how to take off rubber gloves, Heimlich Maneuver, and hands only CPR.

## **4. Unit 4**

### **a. Racquet Sports/Fitness (indoor or outdoor)**

**Standards: #1**

### **Essential Question:**

Students will be able to answer the question(s):

- What 3 things can you control when hitting the sweet spot on racquet?
- Identify the similarities and differences of the 3 racquet sports?
- How can you apply offense strategies in game?

### **Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will demonstrate basic skills of racquet sports forehand, backhand, underhand, overhand clear shots, drop shots, and smashes.

### **b. Racquet Sports/Fitness (indoor and outdoor)**

**Standards: #3**

**Essential Question:**

Students will be able to answer the question(s):

- How do you adjust your action plans to be able to meet your SMART goals?
- Why is physical fitness so important?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will document their test results and track their growth on their personal growth on Google doc. Students also create SMART goals and Action Plans at beginning of year and reflect on a weekly basis.

**c. Health/Nutrition Unit**

**Standards: #1 & 7**

**Essential Question:**

Students will be able to answer the question(s):

- How can I make healthier choice when choosing what to eat?
- What does it mean to have a balanced diet?
- What do the 6 essential nutrients do for my body?
- How do you use a food label?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will learn what the 6 essential nutrients are and what purpose each of them have for our body. They will also learn what the daily recommended amounts are for each ingredients and how to read a food label to make sure they not passing those amounts.

**5. Unit 5**

**a. Floor Hockey**

**Standards: #2 & 4**

**Essential Question:**

Students will be able to answer the question(s):

- How do you play defense to best stop the offense from making a goal?
- Why is safety so important in floor hockey?
- How do you advance the puck with teammates using offense strategies?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will demonstrate basic offensive and defensive concepts such as playing man to man defense, stopping the puck and protecting the goal. Offensively moving and cutting to get open and spacing the players. Keeping a V formation to advance and move the puck. Students will follow all safety procedures during lessons and game play.

**b. Basketball**

**Standards: #1, 2, & 5**

**Essential Question:**

Students will be able to answer the question(s):

- How do you control the ball when dribbling, passing?
- How do you shoot a basketball?
- Why and how do you best play offense and defense in game situation?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will demonstrate basic skills of basketball -- dribbling, passing, shooting. Demonstrate basic offensive and defensive concepts such as playing man to man defense, stopping the ball and protecting the goal. Offensively moving and cutting to get open and spacing the players.

**c. Health/Human Growth and Development Unit**

**Standards: #1, 4, & 5**

**Essential Question:**

Students will be able to answer the question(s):

- How does heredity affect my growth and development? In what ways can I establish and communicate personal boundaries? What are some changes that occur during adolescence? What are the stages of fetal development? What could happen to a baby due to shaken baby syndrome?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Topics include changes taking place during adolescence, sexual development, male and female reproduction, heredity, abstinence and blood borne pathogens disease transmission and prevention.

## 6. Unit 6

### a. Fitness Testing/Outdoor Activities

**Standards: #3**

**Essential Question:**

Students will be able to answer the question(s):

- Did you meet your SMART goals? Why or why not?
- What are your next steps to maintain or improve overall fitness?
- Why is physical fitness so important to focus on?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will document their test results and track their personal growth on Google doc. students
- Create SMART goals and Action Plans at beginning of year and reflect on a weekly basis.

### b. Fitness Testing/Outdoor Activities

**Standards: #2 & 3**

**Essential Question:**

Students will be able to answer the question(s):

- Why is it important to be able to cooperate with others?
- Why is it important to follow the rules for the game?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Students will be able to show an understanding of strategies for each individual/group activity. Students will show appropriate social behavior through cooperation and following rules for each game and activity.

### c. Health/Human Growth and Development Unit

**Standards: #1, 4, & 5**

**Essential Question:**

Students will be able to answer the question(s):

- How does heredity affect my growth and development? In what ways can I establish and communicate personal boundaries? What are some changes that occur during

adolescence? What are the stages of fetal development? What could happen to a baby due to shaken baby syndrome?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Topics include changes taking place during adolescence, sexual development, male and female reproduction, heredity, abstinence and blood borne pathogens disease transmission and prevention.

