

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

PHYSICAL EDUCATION

GRADES 6-7

Date of Board Approval: June 21, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Physical Education	SUBJECT:	Physical Education	GRADE LEVEL:	6-7
COURSE LENGTH:	1 year	DURATION:	46 min	FREQUENCY:	3 days/ cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: The purpose of a quality physical education program is to mentor students to become physically active for a lifetime. Fitness is a core component of this curriculum and will be achieved through regular participation in strength training and aerobic conditioning. Pre- and post-assessment results will determine the extent to which students have achieved their individual fitness goals. Team and racquet sports further encourage physical movement, skill development, leadership and cooperation. Cooperative Games help develop lifetime skills in communication, problem solving, leadership, and acceptance within a group. Participation in a regular physical activity promotes overall health and wellness.

Curriculum Writing Committee: Joan Chizmar Bonnie Kirk
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COURSE TIMELINE

Unit 1: Physical Fitness

45 Days

- Equipment safety
- Circuit training
- Beep test
- Fitness training videos
- Individual assessments/track and field

Unit 2: Team Sports

23 Days

- Football
- Volleyball
- Floor hockey
- Soccer
- Basketball
- Team handball
- Wiffleball and softball

Unit 3: Racquet Sports

11 Days

- Tennis
- Ping Pong
- Pickleball

Unit 4: Cooperative Games

11 Days

- Team building
- Strategic games
- Low organized games

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	45 days
UNIT #1:	Physical Fitness	GRADE:	6-7

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.3.6 D • Analyze the role of individual responsibility for safety during physical activity.
- 10.4.6 A • Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
- 10.4.6 B • Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
- 10.4.6 C • Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity (heart rate monitoring, blood pressure, and fitness assessments.)
- 10.4.6.E • Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement (personal choice, developmental differences, amount of physical activity, authentic practice.)
- 10.4.6 F • Analyze the effects of positive and negative interactions of adolescent group members in physical activities (group dynamics, social pressure.
- 10.5.6 A • Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
- 10.5.6 B • Identify and apply the concepts of motor skill development to a variety of basic skills.
- 10.5.6 C • Describe the relationship between practice and skill development.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	45 Days
UNIT #1:	Fitness	GRADE:	6-7

UNDERSTANDINGS

Consistent long-term participation in a dynamic fitness program will improve the quality of life and reduce health risks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

A pre and post test-will measure the amount of maximal oxygen uptake (VO2 max) improvement in students via a Pacer Test.

KNOW

- Identify skill-related and health-related components of fitness.
- Explain safe and proper use of fitness equipment.
- Recognize how each exercise enhances a specific muscle group or groups.
- Demonstrate proper technique when using various types of fitness equipment.
- Construct and follow a fitness plan to meet their personal needs.
- Explain how maximum heart rate, target heart rate zone and resting heart rate is incorporated into a cardiovascular fitness program.
- Identify how participation in fitness-type activities contributes to an ongoing healthy lifestyle.
- Explain the relationship between practice and skill development.
- Analyze the difference between a resting heart rate and a maximum heart rate.
- Evaluate how fitness contributes to social, emotional and physical wellness.

DO

- Demonstrate proper form when performing different strength and conditioning exercises.
- Model proper etiquette and respect for others.
- Calculate maximum heart rate, target heart rate zone and resting heart rate.
- Track target heart rate during physical activity using a heart rate monitor.
- Utilize an individual fitness plan to meet fitness goals.
- Integrate the five health-related components of fitness; muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time by participation in fitness activities.
- Participate in warm-up activities to increase flexibility and muscular strength.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	45 Days
UNIT #1:	Fitness	GRADE:	6-7

	<p style="text-align: center;">DO</p> <ul style="list-style-type: none">• Participate in cool-down activities to lower heart rate and body temperature.• Engage in pre- and post-physical fitness testing which include: flexibility, endurance, agility and muscular strength.• Apply the FITT principle when developing a personal fitness plan: Frequency, Intensity, Time and Type.
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KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	23 days
UNIT #2:	Team Sports	GRADE:	6-7

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.4.9.A
 - Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.B
 - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- 10.5.6A
 - Explain and apply basic movement skills and concepts to create and perform movement sequences and advanced skills.
- 10.5.6C
 - Describe the relationship between practice and skill development.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	23 Days
UNIT #2:	Team Sports	GRADE:	6-7

UNDERSTANDINGS

Participation in a team sport builds self-confidence, enhances communication skills, and develops cooperation and unity in order to accomplish a group goal.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Demonstrates knowledge and understanding of rules of team sports.
- Recognizes alternative offensive and defensive team strategies to use in competition.
- Explain the importance of communication and sportsmanship while participating in a team sport.
- Identify the importance of following the rules to ensure the safety of self and teammates while participating in a team sport.
- Explain the importance of physical activity as it correlates to the value of a healthy lifestyle.
- Explain the importance of team sports to promote social and emotional well-being.
- Identify why participating in team sports can support future involvement in local community leagues.
- Identify boundaries, court and field markings.
- Identify qualities of an active competitor.

DO

- Perform offensive and defensive strategies while participating in group activity.
- Apply principles of good sportsmanship while performing various activities: following rules, respect for teammates, respect for officials and proper use of equipment.
- Improve the five health related components of fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition by participation in team sports.
- Improve the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Assume leadership roles in a physical activity setting.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Apply manipulation skills in drills, activities and games.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	23 Days
UNIT #2:	Team Sports	GRADE:	6-7

	<p style="text-align: center;">DO</p> <ul style="list-style-type: none">• Abide by the boundaries and court/field markings.• Demonstrate qualities of an active competitor within a game situation.• Demonstrate understanding and respect for differences among students in physical activities.
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KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	11 Days
UNIT #3:	Racquet Sports	GRADE:	6-7

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.4.6F
 - Identify and describe positive and negative interactions of group members in physical activities (leading, following, teamwork, etiquette and adherence to rules).
- 10.5.6A
 - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
- 10.5.6B
 - Identify and apply the concepts of motor skill development to a variety of basic skills (transfer between skills, selecting relevant cues, types of feedback, movement efficiency and product).
- 10.5.6C
 - Describe the relationship between practice and skill development.
- 10.5.12C
 - Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12.F
 - Analyze the application of game strategies for different categories of physical activities.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	11 Days
UNIT #3:	Racquet Sports	GRADE:	6-7

UNDERSTANDINGS

Racquet sports develop skills and knowledge needed to participate in health-enhancing forms of physical activity throughout life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recognize the strategies used in racquet sports, scoring, rules to the game, and safety procedures of the different racquet sports.
- Demonstrate the appropriate skills used in racquet sports, such as the serve, forehand stroke, backhand stroke and smash and drop shot.
- Recognize the proper skill set for a game situation including grip, stance and strokes.
- Identify how racquet sports contribute to an active lifestyle.
- Identify written and unwritten rules, along with etiquette that governs the chosen activity.
- Identify reasonable goals or fitness outcomes derived from participation in racquet sports.
- Identify strategies between singles and double play.
- Recall the history and origin of racquet sports.

DO

- Develop techniques and skills for successful participation in racquet sports.
- Compare and contrast the different strokes, such as the backhand stroke, forehand stroke and serve to be applied to the different racquet sports.
- Integrate the five health-related components of fitness: muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Investigate the different strategies used in racquet sports such as shot placement and court positioning.
- Participate in warm-up activities to increase flexibility and muscular strength.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	11 Days
UNIT #3:	Racquet Sports	GRADE:	6-7

KNOW

- Identify boundaries and court and field markings.

DO

- Participate in cool-down activities to lower heart rate and body temperature.
- Increase speed and accuracy striking skills.
- Apply manipulation skills in drills, activities, and games.
- Differentiate between singles and doubles strategies.
- Develop knowledge to allow students to officiate games.
- Demonstrate understanding and respect for differences among students in physical activities.
- Utilize field/court markings during game play.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	11 Days
UNIT #4:	Cooperative Games	GRADE:	6-7

STANDARDS:

PA Academic Standards in Health, Safety and Physical Education

- 10.3.6 D • Analyze the role of individual responsibility for safety during physical activity.
- 10.4.6 D • Describe factors that affect childhood physical activity preferences (enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference and environment).
- 10.4.6 E • Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement (success-oriented activities, school-community resources, variety of activities and time on task).
- 10.4.6 F • Identify and describe positive and negative interactions of group members in physical activities (leading, following, teamwork, etiquette and adherence to rules).
- 10.5.6 F • Identify and apply game strategies to basic games and physical activities (give and go, one on one, and peer communication).

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	11 Days
UNIT #4:	Cooperative Games	GRADE:	6-7

UNDERSTANDINGS

Cooperative game activities develop communication, problem solving skills and acceptance within a group.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Learn that each person has responsibilities to the group.
- Acknowledge that a group needs its members to do their best.
- Discover the strengths you have which can contribute to a group's success.
- Recognize that selfishness can have a negative impact on group dynamics.
- Identify ways that leadership is built through participation in cooperative games.

DO

- Contribute to a group's success by fulfilling responsibilities to the group.
- Respect the group by doing your best.
- Use strengths to contribute to the group's success.
- Implement strategies to maintain positive group dynamics.
- Resist selfishness for the sake of the group's success.
- Demonstrate understanding of different leadership roles by performing them during different cooperative games.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)