

Stage 1 – Desired Results

Related standard(s):

- 2.5.6.A.1
- 2.5.6.A.2
- 2.5.6.A.3
- 2.5.6.A.4
- 2.5.6.B.1
- 2.5.6.B.2
- 2.5.6.C.1
- 2.5.6.C.2
- 2.5.6.C.3

Transfer

Students will be able to independently use their learning to...

- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions (EQs)

Students will keep considering...

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?

Grade Level Benchmarks

Knowledge

Students will know...

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others.
- There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

Skills

Students will be able to...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.

COURSE: Physical Education

LEVEL: Grade 6

UNIT/FOCUS: Fitness

Stage 1 - Desired Results

Related standard(s):

- 2.6.6.A.1
- 2.6.6.A.2
- 2.6.6.A.3
- 2.6.6.A.4
- 2.6.6.A.5
- 2.6.6.A.6
- 2.6.6.A.7

Transfer

Students will be able to independently use their learning to...

- Apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Children who regularly participate in physical activity tend to stay active throughout their lives.
- While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun.
- In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.
- Getting active and staying active is a key component of a healthy lifestyle.

Essential Questions (EQs)

Students will keep considering...

- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

Grade Level Benchmarks

Knowledge

Students will know...

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

Skills

Students will be able to...

- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve [skill-related fitness](#) versus [health-related fitness](#).
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time, and type (**FITT**) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

