



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Physical Education (Grade 6)

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin Physical Education Standards](#). This is a required course that meets every other day. The course focuses on the following content throughout the year: Five Components of Fitness, Cardiorespiratory Endurance, Nutrition, and Muscles and Bones. Students will participate in a variety of fitness based activities with an emphasis on improving their cardiorespiratory endurance. The Monroe School District PE/Health Program is dedicated to inspiring all students to sustain lifelong physical activity as a foundation for a healthy productive lifestyle.

### **Mastery Standards:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates correct alignment in a target sport to control direction. (1:3:A3)

Demonstrates correct balance techniques in a variety of activities. (1:3:A6)

Demonstrates correct application of force to control distance of object in a target sport. (1:3:B2)

Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage. (1:3:B3)

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Identifies proper warm up and cool down procedures as they affect performance and injury prevention. (2:3:A3)

Demonstrates an understanding of team play in invasion sports by proper positioning, team communication, and team support. (2:3:B4)

Participates regularly in physical activity.

Maintains a physical activity log documenting progress toward attaining their personal goals. (3:3B2)

Achieves and maintains a health-enhancing level of physical fitness.

Formulates meaningful personal fitness goals based on personal fitness test results. (4:3:A5)

Defines health-related fitness terminology. (4:3:A3)

States the differences between moderate and vigorous physical activity as it relates to perceived exertion. (4:3:A7)

Demonstrates knowledge of major muscle groups. (4:3:A9)

Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school. (4:3:B1)

Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school. (4:3:B1)

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring. (5:3:A1)

Identifies the importance of following class and procedures. (5:3:A2)

Handles situations in an appropriate manner when participating in team sports. (5:3:B1)

Demonstrates positive social interaction while in a physical activity setting. (5:3:B4)

Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities. (5:3:B6)

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Recognizes that regular physical activity improves the students fitness level in both skill-related and health-related fitness components. (6:3:A1)

Recognizes that participation in regular physical activity reduces the risk of disease. (6:3:A3)

Recognizes physical activity as an opportunity for social and group interaction and to form new relationships. (6:3:A10)

| Unit   | Description of Unit and Learning Targets   |
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| <p><b>Unit Title: Team Building/Omnikin</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Why is it important for team members to support each other?</li> <li>What cooperative strategies are used in omnikin team activities?</li> </ul> | <p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Demonstrate effective communication skills</li> <li>Use cooperation skills to accomplish team goals</li> <li>Demonstrate positive social interaction</li> </ul>   |
| <p><b>Unit Title: CRE Assessment</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How can goal setting help you improve your CRE?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Understand proper pacing and set a goal to improve their CRE</li> <li>Understand that the cardiovascular component of fitness to identify the benefits to the development of total lifetime fitness</li> </ul>    |
| <p><b>Unit Title: Volleyball</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How does teamwork and sportsmanship affect game play?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Demonstrate active participation</li> <li>Exhibit basic understanding of rules of volleyball</li> <li>Demonstrate proper sportsmanship during volleyball game</li> </ul>  |
| <p><b>Unit Title: Soccer</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How can active participation improve personal fitness?</li> </ul>   | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Demonstrate basic understanding of soccer biomechanics including passing, trapping, dribbling, and kicking.</li> <li>Exhibit proper sportsmanship</li> </ul>  |
| <p><b>Unit Title: Fitness Bowling</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How does bowling improve social emotional interactions with peers?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Demonstrate emerging bowling mechanics of approach and follow through</li> <li>Exhibit proper sportsmanship during bowling games and rotation with team</li> <li>Recognize bowling as a lifetime sport</li> </ul> |
| <p><b>Unit Title: Pickleball</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What concepts and skills are essential for successful participation in pickleball?</li> </ul>   | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Perform basic pickleball biomechanics in serve and volley</li> <li>Exhibit basic understanding of rules during pickleball game</li> <li>Understand that pickleball is a lifetime sport</li> </ul>                 |
| <p><b>Unit Title: Basketball</b></p> <p><u>Essential Questions:</u></p>  | <p>Students will...</p> <p><u>Learning Targets:</u></p>  |

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| <ul style="list-style-type: none"> <li>• How does participation in basketball improve physical fitness?</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate emerging understanding of basketball biomechanic skills; dribbling and shooting.</li> <li>• Demonstrate responsible and safe practices in the basketball setting</li> </ul>  |
| <p><b>Unit Title: Floor Hockey</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does teamwork and sportsmanship affect game play?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Perform proper basic biomechanics of striking an object with a long handled implement; hockey stick and hockey ball/puck</li> <li>• Exhibit sportsmanship-like conduct during game; no high-sticking, encouraging teammates</li> </ul>                   |
| <p><b>Unit Title: Fitness (Weight training &amp; Fitness Center)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What is the difference between the Fitness Components and the Skill Related components of fitness?</li> </ul> | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Exhibit responsible behavior within the fitness center and weight room</li> <li>• Demonstrate proper biomechanics for squat, push up, and body row</li> <li>• Understand the importance of actively participating in specific workout routine</li> </ul> |
| <p><b>Unit Title: Track and Field</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>• How does track and field skills promote life-long fitness?</li> </ul>   | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate cooperation and good sportsmanship during track activities</li> <li>• Understand basic track movements; throwing, jumping, and running (sprint vs. long distance).</li> </ul>  |
| <p><b>Unit Title: Frisbee</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do frisbee games promote lifelong fitness?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate proper throwing mechanics when executing the frisbee throw</li> <li>• Participate in positive social interaction during Kan Jam</li> <li>• Actively and willingly participates in all frisbee activities</li> </ul>                          |
| <p><b>Unit Title: Yard Games</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do lifelong activities improve social-emotional health?</li> </ul>  | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Utilize opposition in overhand or underhand toss</li> <li>• Cooperate appropriately with team mates, and opponents, in the spirit of the game</li> </ul>   |