**COURSE DESCRIPTION**

**Course Title:** Physical Education 6

**Course Number:** 00603

**Course Prerequisites:** None

**Course Description:** Grade 6 begins to further develop team, dual, individual, and recreational sport strategies, with a focus on concepts and rules of play. The student will also recognize the value and benefits of physical fitness in maintaining a healthy lifestyle. Students will complete WCSD Fitness Testing.

**Suggested Grade Level**: Grade 6

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

GSPG 47

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [ ] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [x]  GPAML-GPA for Middle Level [ ]  NHS-National Honor Society

[ ]  UGPA-Non-Weighted Grade Point Average [ ]  GPA-Weighted Grade Point Average

**State Course Code**: 08001

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  NA

**Publisher:** NA

**ISBN #:**  NA

**Copyright Date:** NA

**WCSD Board Approval Date:** NA

**Supplemental Materials:** NA

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 1/31/2024

**Date Approved:**  6/10/2024

**Implementation Year:** 2024-2025

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

***Team Sports:*** Soccer, Volleyball, Football, Ultimate Frisbee/Disc, Whiffle Ball

***Recreational Sports:*** Kickball/Variations, Structured Games

***Individual/Dual Sports:*** Track & Field, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 2**

***Team Sports****:* Basketball, Floor Hockey, Team Handball

***Recreational Sports:*** Bowling, Structured Games

***Individual/Dual Sports:*** Racquet Sports, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 3**

***Team Sports****:* Basketball, Floor Hockey, Team Handball

***Recreational Sports:*** Bowling, Structured Games

***Individual/Dual Sports:*** Racquet Sports, Cooperative Activities, Conditioning/Fitness Activities

**Marking Period 4**

***Team Sports:*** Soccer, Volleyball, Football, Ultimate Frisbee/Disc, Whiffle Ball

***Recreational Sports:*** Kickball/Variations, Structured Games

***Individual/Dual Sports:*** Track & Field, Cooperative Activities, Conditioning/Fitness Activities

**Standards/Eligible Content and Skills**

|  |  |  |
| --- | --- | --- |
| **Performance Indicator**  | **PA Core Standard and/or Eligible Content**  | **Marking Period Taught**  |
| Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals. | 10.4.9.A  | All |
| Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. (stress management/disease prevention/weight management) | 10.4.9.B  | All |
| Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. (exercise (e.g., climate, altitude, location, temperature)/healthy fitness zone/individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)/drug/substance use/abuse) | 10.4.9.C  | All |
| Analyze factors that affect physical activity preferences of adolescents. (skill competence/social benefits/previous experience/activity confidence) | 10.4.9.D  | All |
| 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) | 10.4.9.E  | All |
| Analyze the effects of positive and negative interactions of adolescent group members in physical activities. (group dynamics/social pressure) | 10.4.9.F  | All |
| Describe and apply the components of skill-related fitness to movement performance. (agility/balance/coordination/power/reaction time/speed) | 10.5.9.A  | All |
| Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. (response selection/stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)/types of skill (i.e. discrete, serial, continuous) | 10.5.9.B  | All |
| Identify and apply practice strategies for skill improvement. | 10.5.9.C  | All |
| Identify and describe the principles of training using appropriate vocabulary. (specificity/overload/progression/aerobic/anaerobic/circuit/interval/repetition/set) | 10.5.9.D | All |
| Analyze and apply scientific and biomechanical principles to complex movements. (centripetal/centrifugal force/linear motion/rotary motion/friction/resistance/equilibrium/number of moving segments) | 10.5.9.E  | All |
| Describe and apply game strategies to complex games and physical activities. (offensive strategies/defensive strategies/time management) | 10.5.9.F  | All |
| Analyze the role of individual responsibility for safety during organized group activities. | 10.3.9.D  | All |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Teacher Observation, Fitness Testing, Participation, Sportsmanship, Preparation (Proper Fitness Attire)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Participation, Sportsmanship, Preparation (Proper Fitness Attire)