

## **Grade 6 Physical Education**

### **Fitness**

**Am I fit and healthy? How do I stay fit and healthy? How do I improve my fitness and health?**

Health-related fitness incorporates the areas of cardiovascular fitness, flexibility, muscular strength, muscular endurance, nutrition and other health related topics. In the sixth grade an integrated approach is used. We integrate these fitness concepts into all our units during warm-ups, cool-downs, skill practice, and game play/performances. Students must develop lifelong habits of activity that insure daily moderate and vigorous exercise. Technology (pedometers) is used as a tool to improve fitness.

- Demonstrates the importance of cardiovascular fitness and ways to achieve it through a variety of activities
- Demonstrates the knowledge of static stretches and the ability to apply static stretches to large muscle groups
- Participates in a variety of muscular strength and muscular endurance activities and understands the impact on large muscles groups
- Analyzes their own eating and drinking habits as related to their physical activity levels
- Participates in the CT Physical Fitness Assessment and relates their performance to personal fitness.
- Sets a SMART fitness goal based upon their performance on the CT Physical Fitness

### **Adventure Education**

**How does what I say or do effect my group? How do we solve this problem as a team?**

Adventure education at the sixth grade level consists mainly of cooperative games to promote positive relationships and productive teamwork. Cooperative games are noncompetitive and experiential opportunities, which encourage participants to communicate, listen, trust, and strategize with others.

- Demonstrates active listening skills when working on a group task
- Demonstrates effective communication skills when working on a group task
- Demonstrates effective problem solving skills when working on a group task

The steps to problem solving (planning, brainstorming, and strategizing before beginning task; trying a solution using effective communication skills; adjusting and refining the plan if not successful; accomplishing the task; analyzing process upon completion)

### **Individual, dual, and team sports**

**What do I need to do to be an effective player? What makes a successful team?**

During the middle school years students refine the basic motor skills and movement patterns into more specific sports related skills and strategies. Hand-in-hand with the skills and strategy development is the achievement of self-initiated behaviors that promote success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation,

teamwork, ethical behavior in sport, and positive social interaction. In keeping with these standards, the sport offerings give students a chance not only to learn and practice skills in isolation, but also opportunities to use them in actual gamelike situations using basic strategies.

Students in grade six may participate in the following sports:

***Invasion sports (basketball, flag football, lacrosse, soccer, team handball, ultimate Frisbee):*** strategies include right shot/right time; lead passing, pivoting, cutting, receiving, defensive positioning

***Track and Field:*** long jump, long distance running, relay, shot put, sprinting, safety, the importance of staying physically active. If time allows, the triple jump, hurdles, high jump, and sprinting will be included.

***Volleyball:*** Set pass, bump, underhand serve, strategies (ready position, use of space, covering), communication skills, rotation, rules of the game.

### **Creative Dance**

What does this creative dance express? How can I make this creative dance better?

Dance is an essential part of a comprehensive physical education program. Dance provides a balance between functional and expressive purposes of movement. In sixth grade we focus on creative dance. The Laban movement framework and the artistic creative process (create, perform, respond, revise, and perform) forms a basis for this unit.

- Performs combinations of dance steps with smooth transitions. Laban's framework of movement will provide the foundation.
- Performs movements with an emphasis using the whole space (stage) in a variety of ways
- Performs movement combinations/phrases using directionality
- Works cooperatively as individuals, with partners, and in small groups.
- Performs dance steps and patterns to a variety of inspirations (silence, sounds, poems, stories, art work, beat patterns, music)
- Practices literal movement, abstract, and narrative movements
- Creates a dance to an inspiration (student choice) using the artistic creative process
- Gives effective feedback to help peers improve performance