

**Effective Date:**

## **Hamburg Area School District**

**Name of Course: Middle School Physical Education**

**Department: Physical Education**

**Grade Level: 6**

**Instructional Time: ½ year**

**Length of Course: full year**

**Periods Per Cycle: 3**

**Length of Period: 55 minutes**

**Texts and Resources: Internet, Best New Games by Dale N. LeFevre,  
More Innovative Games by Brenda Lichtman,  
P.E. Teachers Skill By Skill Activities Program  
by L.F. Bud Turner and Susan Turner,  
Coeducational Recreational Games by John Byl**

**Assessments: presidential fitness  
testing, strength testing,  
Coordination testing, speed  
testing, agility testing,  
subjective evaluation of  
Performance, endurance  
testing, merit system**

**Hamburg Area School District  
Course Plan  
(Middle School Physical Education)**

**Course Name: Physical Education (Grade 6)**

**Unit: Introduction to Physical Education**

**Time Line: 6 classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is Physical Education? Why is Physical Education important? What are activities that are considered physically beneficial? What factors play a role in whether a person likes a particular activity? How do you assess physical fitness? What is the value of warm-up and stretching exercises? How can a person move?	Students will give their definition of Physical Education. Students will be able to list at least four benefits of physical education. Students will be able to list at least seven different activities that would be beneficial to them physically. Students will be able to list four factors that contribute to whether or not they like a particular activity. Students will warm-up prior to each class. Students will stretch each major muscle group prior to each class. Students will explore different forms of movement, to include walking, jogging, skipping, galloping, crawling, hopping.	10.4.6B,10.4.6C,10.4.6D

**Hamburg Area School District**  
**Course Plan**  
**(Middle School Physical Education)**

**Course Name: Physical Education (Grade 6)**

**Unit: Gross Motor Skills and Fine Motor Skills**

**Time Line: 6 Classes**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Throwing skills, kicking skills, jumping, and striking skills, dodging thrown objects, carioca, shuffle step.</p> <p>What factors affect throwing accuracy?</p> <p>How does one develop quickness and agility?</p>	<p>Students will list two factors that affect throwing accuracy?</p> <p>Students will participate in different forms of physical assessment to include speed testing, quickness testing, arm and shoulder girdle strength testing, flexibility testing, and endurance testing.</p> <p>Students will throw and catch different objects and types of balls.</p> <p>Students will throw at stationary targets and at moving targets.</p> <p>Students will kick different types of balls.</p> <p>Students will strike different objects using different striking implements to include bats, sticks, racquets, and bare hands.</p> <p>Students will dodge balls that are thrown at them.</p>	<p>10.4.6D,E, 10.5.6C, 10.5.6. A</p>
<p>What is the difference between gross motor skills and fine motor skills?</p> <p>How can one improve gross motor skills and fine motor skills?</p>	<p>Students will participate in cup stacking and juggling activities.</p> <p>Students will participate in bean bag tossing.</p>	<p>10.4.6D,E, 10.5.6B,C</p>
<p>What strategies are necessary to improve the odds of catching a thrown object?</p>	<p>Students will practice throwing and catching skills and identify ways of making all students successful.</p> <p>Modifications for catching will be implemented where necessary, such as using buckets, gloves, towels, or tipping balls for students.</p>	<p>10.4.6E, 10.4.6F,10.5.6B, 10.5.6C, 10.5.6E</p>

**Hamburg Area School District  
Course Plan  
(Middle School Physical Education)**

**Course Name: Physical Education (Grade 6)**

**Unit: Incorporation of skills into games**

**Time Line: 16 Classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is competition? What is the proper way to handle winning? What is the proper way to handle losing? Why is it necessary to perfect certain skills before applying them in a competitive situation?	Students will use throwing and catching skills to play competitive games. Students will show self control when winning in a competitive situation and avoid taunting. Students will refrain from showing unsportsmanlike behavior when losing. Students will follow the six pillars of character. Student will practice skills before competing. Students will compete in games such as rescue in the end zone, kickball, spider ball, and pin guard.	10.4.6A, 10.4.6F, 10.5.6F

**Hamburg Area School District  
Course Plan  
(Middle School Physical Education)**

**Course Name: Physical Education (Grade 6)**  
**Unit: Personal Fitness**

**Time Line: 18**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Why is exercise important? What physical benefits does exercise provide? What social benefits does exercise provide?  Fitness walking, mile run, fitness assessment, indoor fitness unit, fitness challenge stations, President's Challenge, weight training.	Students will participate in different modes of personal fitness and identify what specific areas are being developed. Students will be able to list physical and social benefits that exercise provides, including personal looks, self-esteem, and healthy living. Students will use pedometers to track how many steps they take during warm-ups.	10.4.6A, 10.4.6B, 10.5.6D

**Hamburg Area School District  
Course Plan  
(Middle School Physical Education)**

**Course Name: Physical Education (Grade 6)**

**Unit: Individual Sports and Activities**

**Time Line: 18 Classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Tennis, HAMS ball, Wall Dodge Ball, Frisbee Golf, Spider Ball, Ping Pong, and Shuffle Board.  How are skills that are involved with sports important in other aspects of life? What are activities that involve indirect control of an object? What are activities that involve direct control of an object?	Students will participate in tennis, HAMS ball, Frisbee golf, Spider ball, Ping Pong, and Shuffle board. Students will be able to state how the skills in these activities may carry over to other areas in life. Students will be able to describe the difference between activities that involve direct control of an object and indirect control of an object. Students will be able to list and follow the basic rules of the individual sports in which they participate.	10.4.6A, 10.4.6D

**Hamburg Area School District  
Course Plan  
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**Course Name: Physical Education (Grade 6)**

**Unit: Team Sports**

**Time Line: 24 Classes**

<i>Essential Content/ Essential Questions</i>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What affects the success of team sports? What is team work and why is it important? Why is practice necessary in order to be successful in team sports? Soccer, Basketball, wiffle ball, pillo polo, floor hockey, spider ball, volleyball , and football. How can modifications to a game improve success level?	Students will practice skills for each of the following sports: Volleyball – bump, set, dig, serve Basketball – dribble, pass, shoot, offense, defense Soccer – dribble, heading, kicking, throw in Wiffle ball – throwing, hitting, catching Floor hockey – passing, ball control, stick position and handling Football – throwing, catching, kicking Students will play lead up games to sports with modified rules.	10.4.6F, 10.5.6F
Why is sportsmanship important and how does a person display good sportsmanship?	Students will identify ways of showing proper sportsmanship in both winning and losing situations. Students will avoid bragging about winning and complaining and making excuses after losing. Students will model the six pillars of character.	10.5.6.F

**Hamburg Area School District  
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**Course Name: Physical Education (Grade 6)**

**Unit: Cooperative games**

**Time Line: 2 Classes**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the importance of being able to develop different solutions to a common problem?  Parachute fun and balloon Olympics.	Students will collaboratively develop a plan to reach a specified outcome when using parachutes and participating in balloon Olympics. Students will work cooperatively with members of a group to come up with solutions to open ended movement problems to develop team building skills. Students will develop a balloon Olympic event.	10.4.6F, 10.5.6B, 10.5.6F