

PE Scope and Sequence for Middle School 6th Grade Core Courses

Teachers may adjust length of time that is appropriate to their schedule.
 Teachers may omit units they do not have the proper equipment for.
 Units do not need to be taught in specific order to allow flexibility for space and equipment needs.

Unit Name	Badminton	Baseball/Softball	Basketball	Chasing/Fleeing	Cross Country/ Sprints	Fitness Testing
Suggested Time Frame	1 Week	1 Week	1 Week	2-3 Days	2-3 Days	1 Week
Unit Description	The students will work on their basic backhand and forehand strokes. They will discuss the rules, understand and discuss the differences between singles and doubles.	Students will learn the basic and more advanced rules and situations. This would require bats, baseballs/softballs, helmets, protective catchers gear.	The students will get into the basics of basketball and begin to delve into more advanced concepts such as defensive alignments, full court defense, offensive plays.	This can include tag games, but also games such as capture the flag, flag tag, mission impossible.	There will be practice and discussion over race strategy, how to prepare for race day when it comes to diet and nutrition.	Using the fitnessgram testing model the students should perform all the tests in the fitnessgram.
Priority Standards	<p>S1.M12: Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball.</p> <p>S1.M13: Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis.</p> <p>S1.M14: Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis.</p> <p>S1.M15: Transfers weight with correct timing for the striking pattern.</p> <p>S1.M16: Forehand volleys with mature form and control using a short-handled implement.</p>	<p>S1.M2: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).</p> <p>S1.M3: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> <p>S1.M20: Strikes a pitched ball with an implement with force in a variety of practice tasks.</p>	<p>S1.M3: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> <p>S1.M4: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.</p> <p>S1.M5: Throws, while stationary, a lead pass to a moving target.</p> <p>S1.M6: Performs pivots, fakes and jab steps designed to create open space during practice tasks.</p> <p>S1.M7: Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes.</p> <p>S1.M8: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.</p>	<p>S2.M1: Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).</p> <p>S2.M3: Creates open space by using the width and length of the field/court on offense.</p> <p>S2.M6: Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p>S3.M6: Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day.</p> <p>S3.M12: Describes the role of warm-up/ cool-down regimen for a self-selected physical activity.</p>	<p>S3.M10: Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</p> <p>S3.M11: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (cardio vascular, muscular fitness, and flexibility).</p> <p>S4.M2: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p>S4.M3: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p>
Supporting Standards						
Skills	Pass the ball, set the ball, learn about spiking technique, learn about rotations, learn the rally and side out scoring systems.	Throwing overhand, holding and swinging a bat. Knowing the difference between a force play and needing to tag a runner. The rules of the pitcher's mound.	SWBAT dribble with both hands, show proper shooting form, describe the difference between a zone and man defense.	Fleeing and chasing other players both safely and freely.	Being able to run for the whole distance and also have the ability to have enough energy to finish strongly.	This will work on body strength, cardiovascular health, as well as accountability and partner work.
Academic Vocabulary	Forehand, backhand, volley, overhead	Ball, strike, out, home run, force out.	Dribble, finger pads, screen, roll, pop.	Tag, Flee, chase,	Rabbit, pack, closing kick, pacing.	Curlup, push up, pacer test,

Flag Football	Frisbee	Golf	Health and Nutrition	Hockey	Kickball	Lacrosse
1 Week	1 Week	1 Week	1 Week	1 Week	1 Week	1 Week
This unit will be preparing kids with the information to play games of flag football. This will include throwing the football, catching the football, pass routes, flag usage and rules.	This will be working on throwing a frisbee successfully and then participating in games in order to use their throwing skills.	The students will gain the basics of swinging a variety of golf clubs including the putter. Students will learn the scoring system and terms. Should talk about how "honors" are decided.	This will be reviewing nutrition and health concepts including proper plating, meeting the nutritional groups, how many minutes one should strive for.	The goal is to provide the students with the knowledge and techniques to play games of hockey. Skills should include stick handling, shooting of the puck (forehand and backhand), defense, basic rules.	Depending on equipment and personal preference this could take the place of baseball and softball units.	Learning how to throw with an implement, how to shoot at a goal with an implement. How to defend and strategies of the game.

S1.M2: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). S1.M4: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.	S1.M2: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). S1.M3: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. S1.M5: Throws, while stationary, a lead pass to a moving target.	S1.M19: Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. S2.M9: Selects appropriate shot and/or club based on location of the object in relation to the target. S4.M6: Identifies the rules and etiquette for physical activities, games and dance activities.	S3.M17: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. S3.M14: Identifies positive and negative results of stress and appropriate ways of dealing with each.	S1.M6: Performs pivots, fakes and jab steps designed to create open space during practice tasks. S1.M12: Shoots on goal with power in a dynamic environment as appropriate to the activity. S1.M10: Shoots on goal with power in a dynamic environment as appropriate to the activity. S1.M11: Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. S2.M6: Transitions from offense to defense or defense to offense by recovering quickly.	S1.M2: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). S1.M3: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). S1.M21: Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks.	S1.E11: Throws overhand to large target with accuracy. S1.E13: Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills).
SWBAT throw a ball with accuracy and power enough to get the ball where they need to, they also need to understand how to put on flags and take them off of opponents without penalty, they also need to be able to understand the basic routes in a game of football.	Throwing a frisbee, catching a frisbee,	Swinging a golf club with balance and force. Trying to hit the ball toward a target. Using a putter.	Perform the tasks and be present and take good notes. Also practicing setting up balanced plates from a nutritional standpoint.	Being able to move a puck/ball with control and speed, shooting an implement with accuracy and aim, describe the rules and how they work in game play.	Students will be able to kick a moving ball, throw to the correct base, know which direction to run the bases, know simple rules.	Throwing a ball, catching a ball using a lacrosse stick. Shooting a ball toward a goal.
Laces, spiral, flag guarding, corner, post	Grip, catch, throw.	Par, birdie, eagle, bogey, double bogey, swing plane.	Standard versus metric measurements.	Stick Handle, pass, tape, offside, icing,	1st base, 2nd base, 3rd base, force play, home run, tag	Goal, stick, face-off

Pacer Run	Soccer	Tag Games	Team Handball	Tennis	Volleyball	Plyometrics
2-3 Days	1 Week	2-3 Days	1 Week	1 Week	1 Week	Ongoing
The students will use the fitnessgram cadence. The goal is to work on pacing themselves at an appropriate speed to just make it across the line before the beep.	This unit will cover the basics of soccer, the field dimensions, what is the difference between the goalie and field players, different alignments of players.	Playing tag games which are working on the students ability to flee and dodge in other games.	Students will learn the measurements and dimensions of the court, they will learn to throw and catch well. Then students will progress toward game play.	The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.	The students will learn to pass, set, learn how to rotate and also rally and side out scoring.	This unit will be working on the students explosiveness and ability to balance on varying heights and degrees of width.
S3.M3: Participates in a variety of self-selected cardio vascular-fitness activities. S3.M6: Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day. S3.M11: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (cardio vascular, muscular fitness, and flexibility).	S1.M6: Performs pivots, fakes and jab steps designed to create open space during practice tasks. S1.M9: Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. S1.M10: Shoots on goal with power in a dynamic environment as appropriate to the activity. S1.M11: Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.	S2. M1: Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). S4. M5: Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	S1.M2: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). S1.M4: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. S1.M6: Performs pivots, fakes and jab steps designed to create open space during practice tasks.	S1.M14: Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. S1.M15: Transfers weight with correct timing for the striking pattern. S1.M16: Forehand volleys with mature form and control using a short-handled implement.	S1.M15: Transfers weight with correct timing for the striking pattern. S1.M17: Two-hand volleys with control in a variety of practice tasks. S2.M10: Identifies open spaces and attempts to strike object into that space.	S1.M24: Demonstrates correct technique for basic skills in at 1 self-selected individual-performance activity. S2.M12: Varies application of force during dance or gymnastic activities S3.M6: – Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

Pacing themselves appropriately, making sure to run fast enough not to miss the buzzer.	Kicking with accuracy both in shooting and passing, the ability to dribble with control while keeping it close to ones body, describing the reasons for one formation over another.	The ability to flee from a tagger. The ability to catch and tag other players. Basics of using different strategies and tactics.	Students will need to throw and catch to both teammates and the goal.	The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.	The students will need to learn to underhand pass, overhead set, proper spiking footwork.	Jumping to a block or pad that is specific distances off the ground. Maintaining balance while using explosive movements. Playing "Floor is Lava" with multiple objects and colors that the students are needing to navigate without touching the "Lava" (floor)
Pace, sprint, cardiovascular endurance	Instep, juggle, trap, dribble, shot on goal.	Tag, flee,	Crease, goal, offside	Forehand, backhand, volley, singles, doubles.	Pass, set, rotate, service.	Explosion, Muscular tension, quick twitch muscles, stabilization