

Focus: Students will apply manipulative and locomotor skills to different game and activity play, combining and evaluating skills. Students will continue to build on their physical fitness through activity and monitoring fitness and connecting movement to brain development. Students will continue to demonstrate cooperative skills, leadership and teamwork while continuing to learn and show knowledge of game play in daily activity and effort.

| | | District/IL Standard/SHAPE | Pacing | Key Vocabulary |
|---------------------------------|--|--|---------------|-----------------------|
| Manipulatives/Locomotor: | Understanding: Students will be able to demonstrate and apply multiple manipulatives and locomotor skills across a variety of activities. | | | |
| 6.PE.1 | Students who demonstrate understanding will be able to: | | | |
| 6.PE.1.1 | Throw, kick, and catch an object while in game play with movement, control and accuracy. | IL19A.3a, S1.M2.6, S1.M3.6, S1.M4.6, S1.M5.6, S1.M10.6, S1.M18.6, S1.M21.6 | | |
| 6.PE.1.2 | Strike an object during game play with movement, control and accuracy. | IL 19.A.3b, S1.M13.6, S1.M13.6 | | |
| 6.PE.1.3 | Strike an object with an implement (forehand and backhand) during game play with movement, control and accuracy. | IL 19.A.3b, S1.M12.6, S1.M13.6, S1.M17.6, S1.M19.6, S1.M12.6, S2.M10.6, | | |
| 6.PE.1.4 | Dribble with dominant foot or hand with change of speed and directions during game play with control. | S1.M8.6, S1.M7.6 | | |
| 6.PE.1.5 | Volley and rally an object with locomotor movements and control during game play in a variety of sports. | S1.M16.6 | | |
| 6.PE.1.6 | Use a combination of locomotor movements to create open space. | 19.C.3b, S2.M1.6 | | |
| 6.PE.1.7 | Develop control when moving through space while adjusting speed force, level, pathway and direction. | IL.19.A.3a | | |
| 6.PE.1.8 | Identify biomechanical principles of movement related to different skills (weight transfer, balance, absorption and application of force). | IL.19.B.3b | | |
| 6.PE.1.9 | List specific elements to proper form for various sport skills while using sport specific vocabulary. | IL.19.A.3a | | |
| Fitness: | Understanding: Students will be able to demonstrate understanding of fitness concepts while safely participating in a variety of fitness based activities. | District/IL Standard/SHAPE | Pacing | Key Vocabulary |
| 6.PE.2 | Students who demonstrate understanding will be able to: | | | |
| 6.PE.2.1 | Identify the principles of training (F.I.T.T.). | IL20.A.3a, S3.M7.6 | | |
| 6.PE.2.2 | Participate in activities that demonstrate and promote the health-related fitness components. | IL20.A.3b, S3.M3.6, | | |
| 6.PE.2.3 | Monitor exercise intensity in one way, with and without technology, and understand the importance of monitoring intensity. | IL20.B.3a | | |
| 6.PE.2.4 | Set short-term and long-term realistic goals for one health-related fitness component. | IL20.C.3a , IL 1C.3a, S3.M8.6 | | |
| 6.PE.2.5 | Identify and engage in opportunities for participation in regular physical activity outside of PE. | IL20.C.3b, S3.M2.6 | | |
| 6.PE.2.6 | Identify fitness levels and reasons for changes in your personal level of fitness. | IL. 20A. 3a, IL.20C.3a | | |
| 6.PE.2.7 | Understand and describe appropriate fitness vocabulary related to heart rate. | IL.20A.3b, IL 20B.3a | | |
| 6.PE.2.8 | Identify the benefits of health related and skill related fitness. | IL.20A.4 | | |
| Strategies/ Rules: | Understanding: Students will be able to identify and demonstrate rules of games, strategies for successful play and behaviors to promote safe play in all games and activities. | District/IL Standard/SHAPE | Pacing | Key Vocabulary |
| 6.PE.3 | Students who demonstrate understanding will be able to: | | | |
| 6.PE.3.1 | Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. | IL19.C.3b, S1.M6.6, S1.M7.6, S1.M11.6, S2.M2.6 | | |
| 6.PE.3.2 | Apply rules and safety procedures in physical activities and games. | IL19.C.3a, S4.M6.6 | | |
| 6.PE.3.3 | Discuss the need for officiating during physical activity. | IL.21.A.3a | | |
| Cooperative: | Understanding: Students will be able to demonstrate appropriate behavior in Physical Education individually and with peers. | | | |
| 6.PE.4 | Students who demonstrate understanding will be able to: | | | |
| 6.PE.4.1 | Follow directions and decisions of teachers or other teacher appointed students (team captains/leaders). | IL 21.A.3a | | |
| 6.PE.4.2 | Follow established routines. | IL 21.A.3a | | |
| 6.PE.4.3 | Remain on task independent of distractions. | IL 21.A.3c | | |
| 6.PE.4.4 | Works cooperatively and shows respect to others across different activities. | IL 21.B.3a, S4.M5.6, S4.M4.6, SEL 1B.3a | | |
| 6.PE.4.5 | Demonstrate respect for peers, teachers, space and equipment. | S4.M1.6, S4.M7.6 | | |
| 6.PE.4.6 | Work cooperatively with others to accomplish a teacher set goal in competitive and noncompetitive situations. | IL21.B.3a | | |
| 6.PE.4.7 | Identify qualities of a leader and decision making steps in a variety of activities. | IL.21B.3a, SEL 1A.3a | | |
| Neuroscience | Understanding: Students will be able to apply how exercise impacts the brain and function of the brain. | District/IL Standard/SHAPE | Pacing | Key Vocabulary |
| 6.PE.5 | Students who demonstrate understand will be able to: | | | |
| 6.PE.5.1 | Understand how a person's level of fitness affects the brain. | IL 20.B.3c | | |

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| 6.PE.5.2 | Describe how the brain is affected by movement. | | IL.23.D.3a | | |
| 6.PE.5.3 | Describe how aerobic exercise helps build a strong brain. | | IL.23.D.3a | | |
| 6.PE.5.4 | Describe how participating in physical activity at a moderate to vigorous rate will maintain and improve health and cognition. | | IL.23D.3a | | |
| 6.PE.5.5 | Draw and label parts of the brain and general functions of the brain and brain activity. | | IL.23D.3a | | |