

WCSD Physical Education Curriculum
6th Grade PE Progress Report Statements



Secondary PE Department Philosophy Statement

The Waukeee Physical Education program seeks to empower all students to participate in regular, lifelong physical activity to create a foundation for a healthy, productive, and fulfilling life.

	Progress Report Statements	Associated Essential Objectives
1	Demonstrates offensive skills in games and sports	S1:D5.6 Performs pivots, fakes and jab steps designed to create open space during practice tasks (S1.M6.6) S2.A2.6 Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go (S2.M2.6) S2.A3.6 Creates open space by using the width and length of the field/court on offense (S2.M3.6)
2	Demonstrates the ability to move safely and efficiently in a physical activity setting	S2.A1.6 Creates open space by using locomotor movements (e.g. walking, running, jumping and landing) in combination with movement (e.g. varying pathways, change of speed, direction, or pace) (S2.M1.6)
3	Demonstrates the ability to transition between offense and defense in games and sports	S2.A6.6 Transitions from offense to defense or defense to offense by recovering quickly (S2.M6.6)
4	Sets goals, monitors progress, makes adjustments, and maintains or enhances personal fitness based on current fitness level	S3:C2.6 Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (S3.M8.6) S3:D1.6 Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment (S3.M15.6)
5	Demonstrates respect for self and others in the physical education setting	S5:D1.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity (S5.M6.6)

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Progress Report Statement #1:
 Demonstrates offensive skills in games and sports

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.D5.6 Performs pivots, fakes and jab steps designed to create open space during practice tasks (S1.M6.6)

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A2.6 Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go (S2.M2.6)
- S2.A3.6 Creates open space by using the width and length of the field/court on offense (S2.M3.6)

Students should KNOW...

- Open space
- Pass
- Pivot
- Fake
- Give and go
- Cut

Students should UNDERSTAND...

- Difference between in bounds and out of bounds
- Offense and Defense
- Guarding Space

Students should DO...

- Uses an offensive tactic to get open during games and sports
- Moves within the defined boundaries of each game or activity

Exceeds	Secure	Developing	Beginning
<p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p>	<p>I can consistently and effectively use one offensive tactic to get open (examples: pass, pivot, fake, give and go, cut).</p> <p>AND</p> <p>I can consistently move within a boundary in a game setting.</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>

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Progress Report Statement #2:

Demonstrates the ability to move safely and efficiently in a physical activity setting

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A1.6 Creates open space by using locomotor movements (e.g. walking, running, jumping and landing) in combination with movement (e.g. varying pathways, change of speed, direction, or pace) (S2.M1.6)

Students should KNOW...

- Locomotor movements
- Starting and stopping
- Agility

Students should UNDERSTAND...

- Pacing
- How agility (change of speed and/or direction) impacts movement and performance
- Spatial awareness
- When to open space within a physical activity

Students should DO...

- Safely and efficiently move in a variety of spaces
- Move to open space by using locomotor skills in combination with movement

Exceeds	Secure	Developing	Beginning
<p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p>	<p>I can safely and efficiently move in a variety of spaces most of the time</p> <p>AND</p> <p>I can create and move to <u>open</u> space by using locomotor skills in combination with movement (offensive tactic)</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>

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Progress Report Statement #3:

Demonstrates the ability to transition between offense and defense in games and sports

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A6.6 Transitions from offense to defense or defense to offense by recovering quickly (S2.M6.6)

Students should KNOW...

- Offense
- Defense
- Tactic

Students should UNDERSTAND...

- Differences between offense and defense for a variety of games and activities
- When to transition from offense to defense
- When to transition from defense to offense

Students should DO...

- Quick transition from offense to defense
- Quick transition from defense to offense

Exceeds	Secure	Developing	Beginning
In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.	I can quickly transition from offense to defense AND I can quickly transition from defense to offense	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #4:

Sets goals, monitors progress, makes adjustments, and maintains or enhances personal fitness based on current fitness level

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- S3:C2.6 Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (S3.M8.6)
- S3:D1.6 Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment (S3.M15.6)

Students should KNOW...

- Cardiovascular / cardiorespiratory endurance
- Muscular strength
- Muscular endurance
- Flexibility

Students should UNDERSTAND...

- Cardiovascular endurance, muscular strength, muscular endurance & flexibility are all health-related fitness components
- Which exercises relate to which health-related fitness component
- Growth mindset enhances personal fitness progress
- Personal fitness levels including strengths and weaknesses

Students should DO...

- Set a personal fitness goal using a common form
- Monitor personal fitness goals
- Adjust personal fitness goals
- Enhances or maintains personal fitness level

Exceeds	Secure	Developing	Beginning
In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.	I can set, monitor, and adjust a personal fitness goal AND I can enhance or maintain my personal fitness level	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #5:

Demonstrates respect for self and others in the physical education setting

Essential Outcomes

STANDARD 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- S5:D1.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity (S5.M6.6)

Students should KNOW...

- Respect
- Sportsmanship
- Teamwork
- Rules of activities

Students should UNDERSTAND...

- How following the outlined rules for each activity or game creates a successful experience for all
- How individual actions contribute to the environment
- Different strategies to resolve conflict (rock-paper-scissors, replay, etc)

Students should DO...

- Be respectful of skill and ability differences
- Encourage all
- Monitor personal actions
- Self regulate during instruction, game or activity
- Resolve conflict during a game or activity

Exceeds	Secure	Developing	Beginning
<p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p>	<p>I am respectful of skill and ability of others and can encourage others</p> <p>AND</p> <p>I can self-regulate personal actions during instruction, game, or activities</p> <p>AND</p> <p>I can resolve conflict during a game activity</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>