



Course Title: 6th Grade ENS Course

Instructor: Mr. Perez

Instructor Availability: Available by appointment Monday - Saturday

Instructor Contact: vperez@gomperscharter.org / Boys ENS Locker Room

Course Description:

The 6th grade Exercise~Nutrition~Science (ENS) curriculum is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. In addition, the ENS curriculum will provide each student the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in lifelong physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, sportsmanship, safe and friendly competition.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">• Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites: N/A

Course Materials: GPA issued ENS uniform: shorts/sweats & green ENS t-shirt; ENS journal (to be provided)

Course Structure: The class will be a mixture of lecture based, interactive discussions, group work and hands on activities. Learning will take place both inside and outside the classroom. Typically Mondays will be classroom days (lectures, discussions, reflections, readings and test/quizzes) and Tuesday-Friday will be classroom and physical activity days.

Course of Study:

Culture Camp + Olympics (6 WEEKS - 12 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (2.4) Provide feedback to a partner to assist in developing and improving movement skills (4.1) Distinguish between effective and ineffective warm-up and cool-down techniques (5.1) Participate productively in group physical activities</p> <p><u>Reading - Informational Texts:</u> (CCSS.ELA-Literacy/RI/6.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ol style="list-style-type: none">1. Participate in five track & field events throughout the Opening / Closing Ceremonies and ENS Olympic Games2. Demonstrate independent learning of all track & field events including the the 4x100 relay, broad jump, 100 meter sprint, 1600 meter run and kneeling shot put3. Learn and perform a class dance during the Olympic Opening Ceremony4. Demonstrate effective warm-up protocols and provide feedback to a partner5. Provide feedback to a partner to assist in developing and improving athletic skills during the Olympic Games6. Complete a peer assessment / feedback form as an alternative source of input7. Participate in team discussions as a part of the group physical activities8. Understand the key expectations, protocols and objectives for 6th Grade ENS	<ol style="list-style-type: none">1. Welcome to ENS Handout2. ENS Human Scavenger Hunt3. ENS All About Me pennant4. Locker Room Contract5. Olympic Pentathlon Event Data Card6. Country Headbands7. Peer Assessment / feedback form8. Physical Fitness Assessment #1: Curl-Ups



Team Building Activities (4 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (2.5) Identify practices and procedures necessary for safe participation in physical activities (5.1) Participate productively in group physical activities (5.2) Evaluate individual responsibility in group efforts</p> <p><u>Reading - Informational Text</u> <u>CCSS.ELA-LITERACY.RI.6.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><u>Writing for Literacy:</u> <u>CCSS.ELA-LITERACY.CCRA.W.10</u></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ol style="list-style-type: none"> Learn to use effective decision-making strategies and share them with a team Work cooperatively as a peer and a learner by teaching teammates basic athletic skills and strategies involving a team Understand what sportsmanship means and apply it in classroom situations Demonstrate proficiency in safety and practice the concept in all teambuilding activities Explain the concept of teamwork and apply it in all teambuilding activities Demonstrate proper behavior (sportsmanship, safety, teamwork) while being exposed to Sharks and Minnows and Capture the Flag activities 	<ol style="list-style-type: none"> Admiral McRaven's Commencement Speech, "10 Lessons..." guided notes and SHIELD activity Role play safety and sportsmanship scenarios with classmates/peers Journal entries /activities on safety, teamwork, sportsmanship concepts, application, and understanding Self Reflection Timed Writing Team Building Key Concepts Quiz Daily Journal Reflections Physical Fitness Assessment #2: PACER

Volley Tennis (4 WEEKS - 8 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (1.1) Volley an object repeatedly with a partner, using a forearm pass. (1.10) Combine motor skills to play a lead-up or modified game. (2.6) Explain the role of the legs, shoulders, and forearm in the forearm pass. (5.4) Identify and agree on a common goal when participating in</p>	<ol style="list-style-type: none"> Analyze and explain the correct way to volley an object repeatedly Analyze, demonstrate proper form and critique the proper Volley Tennis skills (pass, set, serve, block) with their class peers Explain the importance of teamwork in the team sport of Volley Tennis 	<ol style="list-style-type: none"> Pre-assessment of Volley Tennis skills Knowledge of key terms Understanding and application of Volley Tennis rules Volley Tennis Skills Test (Pass, set, serve, block) Cooperative Learning Self-Evaluation Volley Tennis



<p>a cooperative physical activity</p> <p><u>Speaking and Listening:</u> CCSS.ELA-Literacy.SL (6.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>Writing for Literacy:</u> CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ol style="list-style-type: none"> 4. Explain and teach Tolley Tennis rotation, offensive and defensive strategies 5. Demonstrate knowledge of an offensive and defensive strategy by creating plays cooperatively with their teammates 6. Demonstrate proper goal setting when participating with their teammates in a cooperative physical activity 	<ol style="list-style-type: none"> Tournament Play 7. Final Unit Test 8. Physical Fitness Assessment #3: Modified Pull-Up
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Dance / Marathon Mileage (5 WEEKS - 10 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (1.8) Develop, refine, and demonstrate routines to music (2.4) Provide feedback to a partner to assist in developing and improving movement skills (2.10) Identify steps and rhythm patterns for folk and line dances (2.11) Explain how movement qualities contribute to the aesthetic dimension of physical activity (3.5) Measure and evaluate changes in health-related physical fitness based on physical activity patterns</p> <p><u>Literacy in Reading, Science & Technical Subjects:</u> CCSS.ELA-Literacy.RST(6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><u>Literacy in Reading, Science &</u></p>	<ol style="list-style-type: none"> 1. Demonstrate correct rhythm and pattern for the following dances: social, line and/or folk 2. Understand movement activities provide opportunities to connect with people 3. Understand how to perform several dance moves in order to combine them into a sequence 4. Understand how to learn and perform 4-eight count dance combinations 5. Combine skills learned from simple to more complex dance movements 6. Combine and apply movement steps, from simple to complex, in small group settings with opportunities to teach others 7. Explain how to attain a healthy body composition through a basic aerobic marathon mileage program 	<ol style="list-style-type: none"> 1. Dance Routine, Line/folk dance & Performance Rubric 2. Dance Academic Language Quiz 3. Physical Fitness Assessment #4: Sit & Reach 4. Physical Fitness Assessment #5: Trunk Lift 5. Dance Routine Checklist 6. Marathon Mileage Weekly Exit tickets 7. Physical fitness level assessment prior to beginning marathon mileage 8. Post assessment after marathon mileage completed



<p><u>Technical Subjects:</u> <u>CCSS.ELA-Literacy.RST(6-8.4)</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</p> <p><u>Speaking and Listening:</u> <u>CCSS.ELA-Literacy.SL(6.2)</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>		<p>9. Physical Fitness Assessment #6 Height/Weight (BMI)</p> <p>10. Reflection of physical fitness growth/progress completed after marathon mileage accomplished</p>
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FitnessGRAM/Physical Fitness (5 WEEKS - 12 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (3.1) Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment (3.3) Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) (3.6) Monitor the intensity of one's heart rate during physical activity (4.2) Develop a one-day personal physical fitness plan specifying intensity, time, and types of physical activities for each component of health-related physical fitness</p> <p><u>Speaking and Listening:</u> <u>CCSS.ELA-LITERACY.SL.6.1.A</u> <i>Come to discussions prepared,</i></p>	<ol style="list-style-type: none"> Understand how to perform the curl-up, modified pull-up, sit and reach, trunk lift and pacer fitness assessments Demonstrate proficiency in flexibility and cardiovascular endurance assessments and record individual scores in each Demonstrate proficiency in muscular strength and endurance assessments and record individual scores in each Compare state standards and individual collected data with students similar in age/grade Utilize fitness tests results to develop personalized fitness and health goals 	<ol style="list-style-type: none"> Fitnessgram Physical Tests <ol style="list-style-type: none"> Pacer Sit-and-Reach Trunk Lift Curl-Up Modified Pull-Up Height/Weight (BMI) Fitnessgram Data Sheet (record of scores) How to Perform Each Fitnessgram Test Daily log of Fitnessgram scores Fitnessgram notes and protocols for each Physical test



<p><i>having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p> <p>Speaking and Listening: <u>CCSS.ELA-LITERACY.SL.6.1.C</u> <i>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i></p>		
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Racquet Sports (5 WEEKS - 12 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (1.2) Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke (1.4) Strike an object consistently, using an implement, so that the object travels in the intended direction at the designed height (2.7) Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. (5.5) Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution</p> <p><u>Writing for Literacy:</u> <u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>Literacy in Reading, Science & Technical Subjects (6-8.9)</u> <u>CCSS.ELA-LITERACY.RST.6-8.9</u> Compare and contrast the</p>	<ol style="list-style-type: none"> 1. Demonstrate proficiency in striking a ball using proper grip and technique 2. Explain the four steps to striking a tennis ball with a paddle 3. Demonstrate proficiency in watching the tennis ball land on the paddle using both the low swing and high swing technique 4. Demonstrate proficiency in anticipating meeting the ball by running to it 5. Explain the difference between a singles and doubles match 6. Demonstrate proficiency in the advantages of using offensive strategies tennis strategies versus defensive strategies 7. Demonstrate proficiency in serving a tennis ball 8. Explain the offensive and defensive strategies used in the game of Paddle Tennis 9. Explain the basic rules involved in the game of Paddle Tennis 10. Recognize the role of cooperation and positive interactions during the run-pass-punt competition 	<ol style="list-style-type: none"> 1. Peer Evaluation of Paddle Tennis skills 2. Culminating Unit Test 3. Self Evaluation of Cooperative Learning 4. Physical Fitness Assessment #5: PACER 5. Key Terms assignment/activity 6. Daily Journal Entry Questions 7. Vocabulary Crossword Puzzle 8. Teamwork Article



<p>information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>		
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Soccer (5 WEEKS - 12 LESSONS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><u>CA Physical Education</u> (1.4) Dribble and pass a ball to a partner while being guarded (2.1) Explain how to increase force based on the principles of biomechanics (2.8) Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact (5.2) Evaluate individual responsibility in group efforts</p> <p><u>Speaking and Listening:</u> <u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>Writing for Literacy:</u> <u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><u>Writing for Literacy:</u> <u>CCSS.ELA-LITERACY.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ol style="list-style-type: none"> 1. Identify and utilize the potential strengths of each individual on your soccer team 2. Evaluate soccer performance based on the use of biomechanical principles 3. Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy) as they apply to soccer 4. Apply the principles of biomechanics to achieve advanced performance in soccer 5. Understand how to perform and demonstrate proficiency in soccer dribbling, passing, shooting, defensive and rebounding techniques 	<ol style="list-style-type: none"> 1. Biomechanics Soccer Skill Project 2. Peer Player Performance Evaluation 3. Self-Evaluation: Individual Performance Video + Reflection 4. Daily Participation Review Questions in ENS Journal 5. Captain / peer end of unit soccer skill assessment 6. Daily skill drills and tournament performance



Course Specific Student Expectations:

Gompers Preparatory Academy ENS Expectations:

Be Prepared

Must have GPA issued ENS uniform (GPA ENS shirt [MS - green, HS - blue], GPA ENS shorts/sweats and athletic shoes) daily – dress out always
Classroom homework completed on time and bring ENS classroom journal daily
Eat well; get plenty of sleep and come to class with a POSITIVE attitude

Be Engaged

Participate to the BEST of your ability daily
Communicate with your teacher if you cannot participate fully PRIOR to class
Be active in class activities and discussions
Be willing to take a leadership role when asked

Be Accountable

Focus on your own learning and actions
Complete homework on time
Have good attendance and be on time
Bring a note from a parent/doctor if you cannot participate fully; note must have a signature, date and contact information
Complete teacher assigned make-up work for missed days due to excused absences or medicals
Make sure to lock up your valuables (phones, money, etc.) and belongings – do not leave anything unlocked
Do not share lockers, combinations information or uniforms
Check your grade/citizenship weekly on the PowerSchool app
Follow all locker room protocols and expectations

Be Appropriate

Treat classmates and teacher with respect and kindness at all times
Work out differences in a calm and mature manner
Name calling or put downs WILL NOT BE TOLERATED
Use mature language at all times - refrain from inappropriate use of language
Respect each other's space and belongings in the locker room
Respect all ENS equipment and space
Take pride in GPA - clean up after yourself in ENS areas and locker rooms

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.



GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz



- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*



Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
Student name: "Sammy Gompers"
Teacher name: Ms. Teacher
Course name, period: English I, Period 3
Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

