



Physical Education Curriculum

Grade 6

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Effective Date: September 2022

Unit: 1	
Cooperative Games	
Summary and Rationale	
<p>The intent of this unit is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this unit is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, (e.g., strength, size, shape), gender, age, race and socioeconomic status.</p>	
Recommended Pacing	
12 sessions	
Standards	
Character Development	
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
Movement Skills and Concepts	
2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •:
2.2.8.MSC.	Demonstrate control of motion in relationship between force, flow, time, and space in interactive

2	dynamic environments.
2.2.8.MSC. 3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC. 4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC. 5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC. 6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC. 7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections

Standard 9.4

9.4.8.GC A.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Integration of Technology

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>A physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Use and apply fundamental movement concepts to incorporate a variety of activities to improve performance and promote an active and healthy lifestyle.</p> <p>Implementation of effective strategies and techniques is necessary for students to be able to enhance physical activity.</p>	
Essential Questions	
<p>If the movement can already be performed why is important to understand the concepts of the movement?</p> <p>To what extent does strategy influence performance in games and activities?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p>	

<p>Rubrics –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Building Relationships • Managing <p>Conflict/Differences Skill tests</p> <p>Peer Assessment</p> <p>Self-Assessment</p> <p>–</p> <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Personal management • Personal wellness and relationships • Social Responsibility • Determinatio <p>n Written Tests</p>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> ● Rules and safety procedures ● Cooperative learning techniques ● Appropriate behavior towards peers and equipment ● Understand the effects of activity on the body and the risks associated with inactivity ● The benefits of team building

Students will be able to:

- Explain the safety rules and cooperative expectations.
- Develop cooperative skills that improve life skills.
- Help build relationships and communication skills.
- Work together and solve challenges.
- Identify the importance of building relationships.

Integration

Technology Integration

Writing Integration

Reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY IV: PROBLEM

SOLVING

- Use of information
 - Approach to Solving
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal management
 - Personal wellness and relationships
 - Social Responsibility
 - Determination

Suggested Resources

- portable chalk/white board
- parachute
- Hula Hoops
- Scooters
- Adventure Pack

Hundredth Monkey
Project Adventure Curriculum
Competency Framework

<http://mrgym.com/CooperativeGames.htm>
<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 2

Golf

Summary and Rationale

Golf is an excellent sport for teaching hand-eye coordination, focus, control, concentration, relaxation, and technique. It also has great carry-over value as a lifetime sport for all ages. This unit will provide the students with the opportunity to engage in a lifetime sport. Introducing golf at a young age will help expose the students to something new and may allow for them to further their interest in the sport. This unit will focus on the basic strokes, rules, vocabulary and etiquette of the sport.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC. 1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •::: •: •:
2.2.8.MSC. 2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.	Create and demonstrate planned movement sequences, individually and with others, based on

3	tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	

CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	
Essential Questions	
<p>Can I play this game outside of school? How are team and individual sports different? What are the rules of the sport? How does participating in golf increase students' concentration and overall focus?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Peer Assessment Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> ● Teamwork ● Working Cooperatively ● Managing <p>Conflict/Differences Written Tests Rubrics – COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> ● Determination 	
Objectives	

<p>Students will know or learn:</p> <ul style="list-style-type: none"> ● Rules and safety procedures ● Proper golf etiquette ● Correct technique for putting <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain safety rules ● Identify the main rules of golf ● Show proper golf etiquette ● Demonstrate correct technique for putting
Integration
Technology Integration
Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- Clubs
- Mats
- Balls

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 3

Team Sports

Summary and Rationale

Team sports promote skill development, teamwork, sportsmanship, game strategies and terminologies in a variety of team sport activities. Students will also learn to incorporate rules and safety. Sixth grade students will be introduced to a variety of team sports in this unit.

Recommended Pacing

16 sessions

Standards	
Movement Skills and Concepts	
2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	

Standard x.x	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.

Essential Questions

- Why is physical activity important in team sports?
- Why is it important to understand the different levels of competition?
- How is teamwork important to achieving a common goal?
- How can you be a good teammate?
- What are different mature ways to respond to winning and losing? What are characteristics of good sportsmanship?
- What opportunities are there to play sports outside of school?
- What locations are available for students to play sports outside of school?

Evidence of Learning (Assessments)

- Teacher Observation
- Participation
- Peer Assessment
- Self-Assessment- COMPETENCY I: COLLABORATION
 - Teamwork
 - Working Cooperatively
 - Managing
- Conflict/Differences Written Tests
- Rubrics - COMPETENCY I: COLLABORATION
 - Teamwork

Objectives

- Students will know or learn:
- Rules and safety procedures
 - Strategies necessary for success in team sports games
 - Fundamental skills necessary for successful game play
 - Acceptable behavior associated with winning and losing
- Students will be able to:
- Demonstrate basic skills of the game

- Recognize basic skills.
- Participate in moderately vigorous physical activity in team sports.
- Practice and develop fundamental skills to improve team participation.
- Encourage positive attitudes in a competitive environment.
- Explain safety rules.

Integration

Technology Integration

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

- Cones
 - Flags
 - Balls
 - Goals
- Activities
:
- Football Drills
- Passing and Receiving
 - Catching and Ball Carrying
 - Punting
 - Flag pulling
 - Cadence (air it out)
- Soccer Drills
- Dribbling
 - Passing
 - Shooting, Throw-in, and Punts

Basketball

- Ball Handling
- Dribbling
- Shooting
- Passing
- Figure 8
- Switcheroo

- Hot Potato
- Dribbling Drills
- Around the World

Volleyball

- Forearm Pass
- Bumping Buddies
- Overhead Pass
- Underhand Pass
- Underhand Serve
- Forearm 21
- Cooperative Countdown
- Serving Shower
- Mini-Volleyball

Softball

- Fielding
- Base Running
- Hitting

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

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Grade 6: Unit 4
Rhythm and Dance

Summary and Rationale

The rhythms and dance unit is designed to help to promote the development of basic movements to specific

rhythmic patterns in large group, small group, pairs or individually, and to promote self-expression and creativity for sixth grade students. Students will perform developmentally appropriate dance steps and movement patterns by combining balance and weight transfer with movement concepts. Sixth grade students will explore varying rhythm, tempo and beat found in dance. Students will have the opportunity to apply learned skills through creating their own group dance.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). •: •:: •: •:
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness

	activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Physical movement can be creative, enjoyable and individually rewarding Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity.</p>	
Essential Question	
<p>How can dance improve your fitness? What are the benefits of maintaining a physically fit lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Rubrics – COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Building Relationships • Managing <p>Conflict/Differences Skill tests Peer Assessment Self-Assessment – COMPETENCY V: SELF AWARENESS and DIRECTION</p>	

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determinatio

n Written tests

Objectives

Students will know or learn:

- How to apply movements to music
- The importance of cooperation while working with others
- How dance can contribute to healthy living

Students will be able to:

- Demonstrate awareness of movement in relation to body, space, and time.
- Perform dance sequences to music.
- Produce multiple dance steps in sequence.
- Identify connections between dance and healthy living.

Integration

Technology Integration

Writing Integration

Reflection

Journal

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships
- Managing Conflict/Differences

COMPETENCY II:

COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Personal wellness and relationships
- Social Responsibility
- Determination

Suggested Resources

- CD player/music
- 1 portable chalk/white board

Activities:

- Line Dance 5, 6, 7, 8

- Rocky Top
- Square Dance
- Hot Time
- Virginia Reel
- Cultural Dances
- Cotton Eyed Joe
- Irish Jig
- Electric Slide
- Create a dance

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

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Grade 6: Unit 5

Fitness

Summary and Rationale

The intent of this unit is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Sixth grade students will continue to develop higher levels of basic fitness and physical competence needed for active leisure participation. Sixth grade students will identify health-related fitness components and physical activities that address each component. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

Recommended Pacing

8 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal

	fitness and health.
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Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important? What are the health-related components of physical fitness? How can technology assist in fitness development? What are the benefits of maintaining a physically fit lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observations Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination • Personal <p>Management Written Tests Skills Tests</p>	

Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Peer Assessment

Written Tests

Objectives

Students will know or learn:

- Proper warm-up and cool-down methods
- Muscular strength is the body's ability to generate force in a short amount of time
- Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity
- Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time
- Target Heart Rate is a measure of cardiovascular endurance
- Flexibility is the ability to move through a full range of motion
- Balance is the state of equal distribution of weight
- Weight transfer and body control improve agility
- Agility is the ability to change directions quickly
- Speed is the ability to move across a distance in a short period of time
- Motivation and individual responsibility play an important role in fitness
- Making healthy lifestyle choices now and in the future plays a role in decreasing obesity, cardiovascular disease, stroke, diabetes, hypertension, and various other medical conditions

Students will be able to:

- Describe the five components of fitness.
- Discuss the importance of a quality warm up and cool down
- Demonstrate skill-related components of physical fitness
- Demonstrate how to monitor pulse during exercise
- Define agility and speed and discuss how they factor into physical activity

Integration

Technology Integration

Writing Integration

Journal

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

- Cones
- Jump ropes
- Hoops
- Poly spots
- Resistance Bands

Jump Rope Activities:

Jump the Circuit

- Individual Tricks
- Partner Tricks

Group Jump Rope Challenge

Activities:

Muscle Hustle

Stations It's Your

Move Stretch Wave

Fortune Cookie

Running Mania

Fruits and

Vegetables

Fitness Challenges

- Partner Muscular
- Strength and Endurance
- Fun and Flexibility
- Agility Runs
- Vertical Jumps
- Long Jump
- Owl Hop

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

Grade 6: Unit 6
Fitness Testing

Summary and Rationale

Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health-related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.

Recommended Pacing

6 sessions

Standards

Movement Skills and Concepts

2.2.8.MSC.1	: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental

	conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
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Lifelong Fitness	
2.2.8.LF.1	: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Positive decision making about fitness contributes to a healthy lifestyle. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. To achieve a healthy lifestyle, you must value physical activity. Repetition of proper technique leads to improvement.</p>	
Essential Questions	
<p>Why is physical activity important? What skills need to be developed to maintain fitness? Why would a fitness plan help to develop fitness skills?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Rubrics-</p> <p>COMPETENCY III: RESEARCH</p>	

- Learning and Evaluation Skills Tests
Self-Assessment –
- COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination
- Peer Assessment
Written Tests

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.

Integration

Technology Integration

I Pads
Fitnessgram Software

Writing Integration

Journal

Competencies

COMPETENCY III: RESEARCH

- Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

- Stopwatch
- Fitnessgram Software
- Mats
- Clipboards
- Cones

Activities:

Fitnessgram
Tests

