



# Nutley Public Schools

## Physical Education

Grade: 6

<b>Unit: 1</b>	
<b>Cooperative Games</b>	
<b>Summary and Rationale</b>	
<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>	
<b>Recommended Pacing</b>	
12 sessions	
<b>Standards</b>	
<b>Character Development</b>	
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.
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
<b>Strategy</b>	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Sportsmanship, Rules, and Safety</b>	

2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Fitness and Physical Activity	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
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>	

Rubrics –

**COMPETENCY I: COLLABORATION**

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

Skill tests

Peer Assessment

Self-Assessment –

**COMPETENCY V: SELF AWARENESS and DIRECTION**

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

Written Tests

**Objectives**

Students will know or learn:

- 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>



# Nutley Public Schools

## Physical Education

Grade: 6

<b>Unit 2: Golf</b>	
<b>Summary and Rationale</b>	
<p>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.</p>	
<b>Recommended Pacing</b>	
6 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
<b>Strategy</b>	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Fitness and Physical Activity</b>	

2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Questions</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Peer Assessment  Self-Assessment- <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests  Rubrics – <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>	
<b>Objectives</b>	

Students will know or learn:

- Rules and safety procedures
- Proper golf etiquette
- Correct technique for putting

Students will be able to:

- 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



# Nutley Public Schools

## Physical Education

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	
Motor Skills and Concepts	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
Strategy	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Sportsmanship, Rules, and Safety	
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Fitness and Physical Activity	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.



2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Questions</b>	
<p>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?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation          Participation          Peer Assessment          Self-Assessment- COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul> <p>Written Tests          Rubrics - COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> <li>• Teamwork</li> </ul>	

<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Rules and safety procedures</li> <li>• Strategies necessary for success in team sports games</li> <li>• Fundamental skills necessary for successful game play</li> <li>• Acceptable behavior associated with winning and losing</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic skills of the game</li> <li>• Recognize basic skills.</li> <li>• Participate in moderately vigorous physical activity in team sports.</li> <li>• Practice and develop fundamental skills to improve team participation.</li> <li>• Encourage positive attitudes in a competitive environment.</li> <li>• Explain safety rules.</li> </ul>
<b>Integration</b>
<b>Technology Integration</b>
<b>Writing Integration</b>
<p>Reflection Journal</p>
<b>Competencies</b>
<p><b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Managing Conflict/Differences</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Flags</li> <li>• Balls</li> <li>• Goals</li> </ul> <p>Activities:</p> <p>Football Drills</p> <ul style="list-style-type: none"> <li>• Passing and Receiving</li> <li>• Catching and Ball Carrying</li> <li>• Punting</li> <li>• Flag pulling</li> <li>• Cadence (air it out)</li> </ul> <p>Soccer Drills</p> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting, Throw-in, and Punts</li> </ul> <p>Basketball</p>

- 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



# Nutley Public Schools

## Physical Education

Grade: 6

Unit 4: Rhythm and Dance	
Summary and Rationale	
<p>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.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
Strategy	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Sportsmanship, Rules, and Safety	
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Question</b>	
<p>How can dance improve your fitness?  What are the benefits of maintaining a physically fit lifestyle?</p>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Rubrics –  <b>COMPETENCY I: COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Working Cooperatively</li> <li>• Building Relationships</li> <li>• Managing Conflict/Differences</li> </ul> <p>Skill tests  Peer Assessment  Self-Assessment –  <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></p>	

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

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



# Nutley Public Schools

## Physical Education

Grade: 6

<b>Unit 5: Fitness</b>	
<b>Summary and Rationale</b>	
<p>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.</p>	
<b>Recommended Pacing</b>	
8 sessions	
<b>Standards</b>	
<b>Motor Skills and Concepts</b>	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
<b>Strategy</b>	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Sportsmanship, Rules, and Safety</b>	
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.



<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Questions</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observations  Rubrics - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Personal Management</li> </ul> <p>Written Tests  Skills Tests  Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Determination</li> </ul>	

Peer Assessment Written Tests
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Proper warm-up and cool-down methods</li> <li>• Muscular strength is the body's ability to generate force in a short amount of time</li> <li>• Muscular endurance is the measure of how well muscles can repeatedly generate force and the amount of time they can maintain activity</li> <li>• Cardiovascular endurance is the body's ability to exercise continuously for extended periods of time</li> <li>• Target Heart Rate is a measure of cardiovascular endurance</li> <li>• Flexibility is the ability to move through a full range of motion</li> <li>• Balance is the state of equal distribution of weight</li> <li>• Weight transfer and body control improve agility</li> <li>• Agility is the ability to change directions quickly</li> <li>• Speed is the ability to move across a distance in a short period of time</li> <li>• Motivation and individual responsibility play an important role in fitness</li> <li>• 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</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the five components of fitness.</li> <li>• Discuss the importance of a quality warm up and cool down</li> <li>• Demonstrate skill-related components of physical fitness</li> <li>• Demonstrate how to monitor pulse during exercise</li> <li>• Define agility and speed and discuss how they factor into physical activity</li> </ul>
<b>Integration</b>
<b>Technology Integration</b>
<b>Writing Integration</b>
Journal
<b>Competencies</b>
<p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> <li>• Personal Management</li> <li>• Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Cones</li> <li>• Jump ropes</li> <li>• Hoops</li> <li>• Poly spots</li> <li>• Resistance Bands</li> </ul>

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



# Nutley Public Schools

## Physical Education

Grade: 6

Unit 6: Fitness Testing	
Summary and Rationale	
<p>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.</p>	
Recommended Pacing	
6 sessions	
Standards	
Motor Skills and Concepts	
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
Strategy	
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Sportsmanship, Rules, and Safety	
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<b>Fitness and Physical Activity</b>	
2.6.2.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.2.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.2.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.2.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.2.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.2.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.2.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
<b>Interdisciplinary Connections</b>	
Standard x.x	
<b>Integration of Technology</b>	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<b>Instructional Focus</b>	
<b>Enduring Understandings</b>	
<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>	
<b>Essential Questions</b>	
<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>	
<b>Evidence of Learning (Assessments)</b>	
<p>Teacher Observation  Participation  Rubrics-  <b>COMPETENCY III: RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Learning and Evaluation</li> </ul> <p>Skills Tests  Self-Assessment –</p> <ul style="list-style-type: none"> <li>• <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b></li> </ul>	

<ul style="list-style-type: none"> <li>• Determination</li> </ul> Peer Assessment Written Tests
<b>Objectives</b>
Students will know or learn: <ul style="list-style-type: none"> <li>• Fitnessgram tests</li> <li>• Benefits of fitness</li> <li>• Effects of activity on the body and the risks associated with inactivity</li> <li>• How technology can assist in fitness</li> </ul> Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate proper technique in fitness skills and activities.</li> <li>• Discuss how test standards build fitness for life.</li> <li>• Identify what component of fitness each test of Fitnessgram measures.</li> <li>• Explain the benefits of each test and how they relate to fitness.</li> </ul>
<b>Integration</b>
<b>Technology Integration</b>
I Pads Fitnessgram Software
<b>Writing Integration</b>
Journal
<b>Competencies</b>
<b>COMPETENCY III: RESEARCH</b> <ul style="list-style-type: none"> <li>• Learning and Evaluation</li> </ul> <b>COMPETENCY V: SELF AWARENESS and DIRECTION</b> <ul style="list-style-type: none"> <li>• Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Stopwatch</li> <li>• Fitnessgram Software</li> <li>• Mats</li> <li>• Clipboards</li> <li>• Cones</li> </ul> Activities: Fitnessgram Tests