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Physical Education Curriculum
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6 PE Curriculum

Unit of Study: Establishing a Learning Environment; Sportsmanship, Rules and Safety	**Pacing: 3-4 Weeks Embedded Throughout**

Unit Focus: Students will work together to solve tasks helping to build a positive learning environment as well as understand sportsmanship, rules and safety.

New Jersey Student Learning Standards

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.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.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	**Essential Questions**

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What specifically do you want students to understand? What inferences should they make? Students will understand that...	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...*
● . Games/competitions are most enjoyable when all players follow the rules, play fair and demonstrate a healthy attitude about winning and losing. ● Students who display appropriate and cooperative behavior while participating in ● and watching games add to the enjoyment of the game. ● Teamwork means that all team members must communicate effectively and interact in helpful, encouraging and supportive ways while playing. ● Having a good attitude is necessary to improve individual and team performance ● Determining how to effectively build a team using clear communication, positive idea sharing, leaders, followers, and a group of individuals dedicated to achieve a goal. ● The value of initiative and cooperative activities.	● What are the safety rules that we must follow in the gym and why are they so important? ● What is meant by sportsmanship? ● How do we show good sportsmanship while participating in different activities in the gymnasium? ● Why is it important to work together during activities? ● What is the difference between competition and cooperation? ● How can one establish their personal fitness goal? ● How did we accomplish our goal, what strategies are important for your group to use? ● What is the importance of teamwork to reach overall goals? ● What are the characteristics and behaviors of effective, collaborative teams? ● What activities require problem-solving, cooperation, and team-building? ● Is cooperation or competition more important? ● Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? ● Why is team-building important?
Key Terms and Vocabulary	**Skills**

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What facts and basic concepts should students know and be able to recall? Students will know…	*What skills and processes should students be able to use? Students will be skilled at...*
• Sportsmanship • Teamwork • Safety • Rules	• Identify and maintain a safe personal space during activity. • Explain the qualities of good sportsmanship behaviors. • Demonstrate good sportsmanship behavior during activity. • Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities. • Demonstrate the ability to work collaboratively toward a common goal. • Understand how attitude affects physical performance. • Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary. • Explain and demonstrate class procedures and safety rules. • Demonstrate positive team relationships. • Communicate and develop ideas during activities. • Use cooperative and competitive strategies to achieve a group goal. • Work together to accomplish an individual or group goals.
Learning Activities	**Resources/Websites**
• Small group team building activities • Whole class team building activities • Group discussion on rules	https://www.pecentral.org/
Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork	**Other Evidence** • Teacher Checklists • Teacher Observation

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Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	• modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic	• provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	**504 Plan Students**	
• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	

6 PE Curriculum	
Unit of Study: Locomotor/Non-Locomotor Movements, Manipulative Movement, Team Sports	**Pacing: 5 Months Embedded Throughout**
Unit Focus: Students will continue to develop locomotor and non-locomotor movements skills as well as manipulative movement skills in isolated and applied settings	
New Jersey Student Learning Standards 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.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
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.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.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions

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What specifically do you want students to understand? What inferences should they make? Students will understand that...	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...*
● The ability to move in a safe, efficient, and effective manner is critical in the development of confidence in performing motor skills that are necessary to participate in activities that maintain a healthy active lifestyle. ● Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games. ● Learning how to play offense and defense will help team effort and result. ● Participating in sports, games and other activities exercises our heart and other muscles. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Recognizing risk factors and applying risk reducing strategies can increase safety while playing team activities. ● Working cooperatively with others improves life skills such as decision making and problem solving.	● How do games and activities improve our fitness? ● How do skills and strategies improve our fitness? ● What skills and strategies are needed to achieve success while participating in various games and activities? ● How does good sportsmanship add to the enjoyment of a game? ● How does a mass game allow a large number of individuals to participate? ● What is appropriate movement? ● When should movements be modified or changed? ● How can understanding movement concepts improve my performance? ● How does the understanding of player position impact game play? ● How do game strategies improve performance? ● How does my movement influence that of my teammates? ●
Key Terms and Vocabulary	**Skills**

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What facts and basic concepts should students know and be able to recall? Students will know…	*What skills and processes should students be able to use? Students will be skilled at...*
● Sportsmanship ● Teamwork ● Safety ● Rules ● Dribble ● Out of bounds ● Goal ● Basket	● Demonstrate the passing of a soccer ball using the inside of students' foot. ● Stop/trap a soccer ball with legs and feet. ● Demonstrate passing and shooting a soccer ball while moving in an open space. ● Demonstrate the ability to pass a ball while maintaining control. ● Demonstrate developmentally appropriate underhand and overhand techniques using various balls, objects and targets. ● Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball. ● Demonstrate pass and catch with a basketball with two hands using developmentally appropriate techniques needed for the bounce and chest passes. ● Demonstrate shooting at a basket using developmentally appropriate techniques needed for the set/jump shot, free throw and beginning lay-up. ● Practice hitting a stationary target (through kicking, throwing, rolling). ● Develop eye-hand coordination with tossing, catching, bouncing and volleying activities. ● Develop foot-eye coordination with kicking activities, and during movement. ● Develop and improve skills and performance through practice. ● Demonstrate proper hand positioning on a ball. ● Understand (with support) how to score traditionally and using modified methods. ● Demonstrate basic goal shooting (offense) and goalkeeping (defense) skills. ● Learn basic positions, rules and offensive/defensive strategies in various sports. ● Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others

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	• There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
Learning Activities	**Resources/Websites**
• Dribbling a ball with their feet • Passing a ball with their feet • Shooting a ball with their feet • Playing goalie • Playing a modified game of soccer • Dribbling a ball • Passing a ball • Shooting a ball • Playing a modified game of basketball • Throwing and catching with a partner • Playing modified skill based games • Volleyball hits • Playing a modified version of football	https://www.pecentral.org/
Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork	**Other Evidence** • Teacher Checklists • Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
• preferential seating • repeat and clarify Instructions • Provide a peer for support	• modify content to extend skills to a higher level • provided additional	• provide visual supports • provide definitions and examples of new vocabulary

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• break long term projects into shorter chunks • check in frequently with students	independent projects • allow structured student choice for skill extension or topic	• repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	**504 Plan Students**	
• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	

6 PE Curriculum	
Unit of Study: Dance and Yoga	**Pacing: 6 Weeks** **Embedded Throughout**
Unit Focus: • **Students will develop balance, flexibility and movement skills through dance and yoga.**	

New Jersey Student Learning Standards

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.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others

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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.

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions

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What specifically do you want students to understand? What inferences should they make? Students will understand that...	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...*
● Developing competence in locomotor skills is important for efficient and enjoyable play. ● Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. ● Understand that repetitive practice of new skills learned will enhance one's ability to play. ● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Dance and yoga helps improve agility, balance and coordination needed in other sports. ● While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in Step Aerobic Dance and Line Dancing can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. ●	● Should movement be judged or analyzed? ● Does movement allow you to express yourself? ● Why is learning different ways to move important for participation in physical activity? ● What are the different locomotor skills that one needs during a physical activity? ● How can understanding movement concepts improve my performance? ● How does dance and yoga improve our physical fitness? ● How does dance and yoga help improve performance in other sports and physical activities? ● How does dance enhance total well-being—social, mental, emotional, and physical? ● How can I make movement in dance more interesting, fun, and enjoyable?
Key Terms and Vocabulary	**Skills**

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What facts and basic concepts should students know and be able to recall? Students will know…	*What skills and processes should students be able to use? Students will be skilled at...*
• Sportsmanship • Teamwork • Safety • Rules	• Identify and maintain a safe personal space during activity. • Explain the qualities of good sportsmanship behaviors. • Demonstrate good sportsmanship behavior during activity. • Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities. • Demonstrate the ability to work collaboratively toward a common goal. • Understand how attitude affects physical performance. • Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary. • Explain and demonstrate class procedures and safety rules. • Demonstrate how to increase body control when performing a variety of dance steps and movements. • Apply dance steps, movements, and sequences then describe how they enhance participation and safety.
Learning Activities	**Resources/Websites**
• Basic Yoga Videos • Students will learn basic line dances such as (Electric slide, cotton eye joe, cupid shuffle, hoedown throwdown ect.) • Students will create their own dances in groups	https://www.pecentral.org/
Assessment Evidence	
Performance Tasks • Participation • Discussion • Sportsmanship/Teamwork • Creation of Dance	**Other Evidence** • Teacher Checklists • Teacher Observation

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Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
• preferential seating • repeat and clarify Instructions • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students	• modify content to extend skills to a higher level • provided additional independent projects • allow structured student choice for skill extension or topic	• provide visual supports • provide definitions and examples of new vocabulary • repeat, reword, and clarify directions • provide visual supports and diagrams to support skills /content • preferential seating • provide short, concise directions • provide extended time • modify assignments to support vocabulary • check in frequently with students • provide study guides • provide concrete examples when possible
At Risk Students	**504 Plan Students**	
• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	• preferential seating • repeat and clarify Instructions • provide word bank of vocabulary words • extend deadlines and time for tests • provide a copy of notes • provide graphic organizers/scaffold projects • highlight important information • Provide a peer for support • break long term projects into shorter chunks • check in frequently with students • provide study guides/visual supports • use of assistive technology (eg. speech to text)	

6 PE Curriculum	
Unit of Study: Fitness	**Pacing: 4 Weeks** **Embedded Throughout**
Unit Focus: • **Students will develop the components of fitness that contribute to enhanced personal health as well as motor skill performance**	

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New Jersey Student Learning Standards

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.4: Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
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 principals 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.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

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Skills (9.1, 9.2) & Career Education 9.3

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology (including 9.4 of CLKS)

- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Enduring Understandings	Essential Questions

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What specifically do you want students to understand? What inferences should they make? Students will understand that...	*What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...*
• Fitness is an important aspect in maintaining a healthy body. • There are different principles with fitness that are all important. • There are factors other than exercise that can influence fitness. • There are physical, social, emotional, and intellectual benefits of regular physical activity. • Fitness is lifelong • There are four principles of training (F.I.T.T) • Fitness can help to improve your mental health	• How does improving our physical fitness help to improve our overall health? • What are the five principles of fitness? • Why is it important to practice regular physical activity? • Why are the four principles of training so important? • How can you work on your fitness throughout your life? • How can fitness help your mental health?
Key Terms and Vocabulary	**Skills**
What facts and basic concepts should students know and be able to recall? Students will know… • Endurance • Strength • Speed • Agility • Flexibility • Balance • F.I.T.T (Frequency, Intensity, Time, Type)	*What skills and processes should students be able to use? Students will be skilled at...* • Identify and maintain a safe personal space during activity. • Explain the components of health related fitness • Explain how fitness helps maintain a healthy body • Demonstrating the components of health related fitness • Relating their workouts to the F.I.T.T. principle
Learning Activities	**Resources/Websites**
• Fitness Stations • Fitness Warm Ups • Fitness Related Games • Fitness Testing	https://www.pecentral.org/
Assessment Evidence	

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Performance Tasks	Other Evidence
● Participation ● Discussion ● Sportsmanship/Teamwork	● Teacher Checklists ● Teacher Observation

Accommodations for Different Learners		
Students with Disabilities	**Gifted and Talented Students**	**ELL Students**
● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students	● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic	● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when possible
At Risk Students	**504 Plan Students**	
● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. speech to text)	● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests ● provide a copy of notes ● provide graphic organizers/scaffold projects ● highlight important information ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students ● provide study guides/visual supports ● use of assistive technology (eg. speech to text)	