



Physical Education - Grade 6 Unit 1 - My Active Lifestyle (Personal Fitness)

Unit Focus

In this unit, students will learn fitness's health and skill components, ultimately leading to the CT State Fitness Test. Students will experience the state fitness test and the fundamentals of fitness, such as balance, speed, coordination, agility, and power. Students will examine fitness data, set goals, and consider strategies to meet these goals, and reflect on their progress. Ultimately, students will identify activities they enjoy and can pursue outside of PE class.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education 6-8 <ul style="list-style-type: none">• Demonstrates correct technique for basic skills in one selected individual performance activity. (S1.M19.6)• Describes how being physically active leads to a healthy body. (S3.M1.6)• Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities. (S3.M2.6d)• Identifies the components of skill related fitness. (S3.M3.6a)• Employs correct techniques and methods of stretching. (S3.M3.6c)• Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M3.6d)• Describes the role of warm-ups and cooldowns before and after physical activity. (S3.M3.6f)• Identifies major muscles used in selected physical activities. (S3.M3.6h)• Demonstrates the ability to use equipment appropriately and safely, with the teacher’s guidance. (S4.M5.6)• Demonstrates the ability to describe how being physically active leads to a healthy body. (S5.M1.6a)• Demonstrates the ability to identify components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M1.6b)• Demonstrates the ability to recognize individual challenges and how to cope in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks (S5.M2.6)• Demonstrates the ability to describe how moving competently in a physical activity setting creates enjoyment. (S5.M3.6a) Madison Public Schools Profile of a Graduate	<i>Students will be able to independently use their learning to...</i> T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments. T2 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students demonstrate various strategies when making decisions to enhance health. U2 Students identify personal likes and dislikes and allot time to pursue their interests. U3 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward.	<i>Students will keep considering...</i> Q1 What strategies do I have to make health-enhancing decisions? Q2 What are my unique strengths, weaknesses likes and dislikes? Q3 How do my actions and/or decisions have a negative or positive impact on my self or others?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 The health-related components of fitness are: Cardiorespiratory, Flexibility, Muscular Strength and Endurance. K2 The CT State Fitness test assesses a students' fitness levels using tests designed to measure the overall health of one's	<i>Students will be skilled at...</i> S1 identifying the health related components of fitness and their importance in one's overall health. S2 safely and respectfully participating in a variety of games, activities, and exercises that encourage a physically active lifestyle.	

Stage 1: Desired Results - Key Understandings

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

cardiorespiratory strength, flexibility, and muscular strength and endurance by having students complete four tests.

K3 Proper use of equipment and participation in games, exercises and activities is important to be safe while being physically active.

K4 the importance of being physically active and how pursuit of enjoyable activities supports physical activity and overall wellbeing.

K5 Vocabulary: Static and dynamic stretching, target heart rate, resting heart rate, plyometrics, resistance training

S3 finding their heart rate and correlating it to activity that supports healthy cardiorespiratory functioning.

S4 identifying activities outside of school that they can regularly engage in to keep active and healthy.