

CURRICULUM

FOR

PHYSICAL
EDUCATION
GRADE 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Physical Education
Grade 6

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 6

PACING GUIDE

Unit	Title	Pacing
1	Gross and fine motor skills	10 weeks
2	Physical wellness	10 weeks
3	Personal Health and Fitness	10 weeks
4	Team sports and Cooperative Activities	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Manipulative skills/Social health

Target Course/Grade Level: Grade 6

Unit Summary: Students will demonstrate manipulative skills through various, throwing/catching and striking sports or games. Students will learn how to navigate through negative interactions online or social media. Students will identify cyber bullying in its many forms including video games and tik tok. Students will find resources and solutions to cyberbullying.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.3.8.PS.6.** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7.** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.2.5.PF.2.** Accept and respect others of all skill levels and abilities during participation.
- 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.
- 2.1.5.SSH.3.** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.8.PGD.1.** Explain how appropriate health care can promote personal health.

21st Century and Career Skills:

- 9.1.4.B.3.** Explain what a budget is and why it is important.
- 9.1.4.B.4.** Identify common household expense categories and sources of income.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP3.** Attend to personal health and financial well-being
- CRP4.** Communicate clearly and effectively with reason
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards: Science, ELA, Math Social Studies

- RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings
- 6.3.5.GeoGI.1.** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 3.OA.** Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- Students will learn how to work as a team.
- Students will learn how to move through a variety of movement tasks such as (jumping, ducking, and crawling) with proper form.
- Students will develop and provide examples of ways to play safe during striking activities.
- Students will define and apply sportsmanship in competitive games/sports.
- Students will be able to apply sportsmanship when playing an activity or sport.
- Students will be able to show ways to respect their peers' personal space.
- Students will be able to explain the importance of online etiquette on social media
- Students will identify ways to combat cyber bullying.
- Students will develop breathing and mindfulness techniques.

Unit Essential Questions:

- What are safe strategies to use when using social media/cellular devices?
- Why is it important to be mindful of what you post online?
- Why is movement important?
- What are some sports and everyday activities that require throwing and catching?
- What are the different forms of throwing?
- What are the different cues of catching?
- Why is breathing important?
- Why is a positive mindset important?
- Why is breathing important?
- What is the effect of teamwork?

Knowledge and Skills:

- Manipulative Movements
- Meditation and Breathing Techniques
- Mindset
- Responsibility

- Offense and Defense
- Teamwork
- Force and motion
- Team Sports
- Teamwork and Communication
- Technology/visual safety
- Social media strategies

Students will be able to...

- Students will be able to demonstrate ways to control their body.
- Students will be able to explain and demonstrate movement in sequence.
- Students will be able to control their balance during physical activity.
- Students will be able to identify good and bad teamwork.
- Students will be able to compare and contrast the effects of good and bad teamwork.
- Students will be able to perform appropriate behaviors as a player and as an observer.
- Students will be able to name rules, strategies, and procedures for games and sports.
- Students will be able to identify Social media strategies, and cyberbullying resources.
- Students will be able to identify and name strategies a person can use to leave a dangerous situation such as bullying.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

- Social media project
- Team building activities
- Throwing/catching games
- Kicking games
- Passing/ Receiving
- Partner and Individual Practice
- Small/ Large group games

RESOURCES

Teacher Resources:

- <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- kidshealth.org
- Who was Jackie Robinson? By- Gail Herman,
- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from:
- “No Standing Around in My Gym” by J.D. Hughes .
- Respect- <https://ideas.classdojo.com/b/respect>
- Mindfulness-<https://ideas.classdojo.com/b/mindfulness>
- Moods and Attitudes-<https://ideas.classdojo.com/b/moods-and-attitudes>
- pespecialist.com
- pecentral.org
- shapeamerica.org

Equipment Needed:

- Poly spots, Cones, Speaker, Soccer ball, Hockey Stick, Hockey puck, Assorted Foam balls, Bowling pins, Football, Scooters, workout dice, whistle, timer

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Physical wellness

Target Course/Grade Level: Grade 6

Unit Summary: Students will be able to identify health resources. Students will discuss the importance of fitness in maintaining a healthy lifestyle, and learn why the foods we eat are so important for a healthy lifestyle. Students will also create workout goals to increase their muscular strength and endurance and learn about the importance of goal setting.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.5.LF.3. Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4. Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)
- 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.5. Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.5.N.1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2. Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.CHSS.3. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.2.8.N.3. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them

Interdisciplinary Connections and Standards: Math/Science

- K.MD.A.2.** Directly compare two objects with a measurable attribute in common, to see which object has “more of/less of” the attribute, and describe the difference. (K-PS3-1), (K-PS3-2)
- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Unit Understandings:

Students will understand that...

- Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Students will be able to develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.
- Students will be able to explain the importance of knowing how the body works.
- Students will be able to explain how heredity and the environment affects personal health and fitness.
- Students will be able to explain how to prevent diseases and health conditions.
- Students will be able to demonstrate how to seek health when experiencing a health problem.
- Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Unit Essential Questions:

- What are some ways/activities that you can do to keep your bodies healthy?
- Why is it important to learn new words and incorporate them into our daily lives?
- How does greater flexibility improve physical fitness?
- Why is it important to know how my body works?
- Is everyone the same?
- How does heredity and the environment affect personal health and fitness?
- How are most diseases and health conditions preventable?
- How would you seek help when experiencing a health problem?

Knowledge and Skills:

Students will know...

- How diet affects overall Health
- How to identify health resources in their community

- Identify calories and other nutritional facts
- The benefits of daily exercise
- How to properly perform exercise (proper form)
- The different types of exercises

Students will be able to...

- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- Perform and increase the range of motion in dynamic stretching and breathing exercises.
- Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
- Explain how eating healthy keeps the body system functioning effectively.
- Create a healthy meal based on nutrition, calories, and cost.
- Create a plan to reach a personal nutrition health goal.
- Identify health services and resources available in the community.
- Describe the ways businesses and organizations work together to address health problems.
- Describe strategies that are useful for individuals who are feeling sadness, anger, or stress.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

- Food log
- Shopping budget activity
- Pushup pacer test
- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc.)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc.)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- Pspecialist.com
- Shapeamerica.org
- cdc.gov
- “What are we Doing in Gym Today” By Kenneth Tillman
- <https://www.heart.org/en/healthy-living/fitnessfitness-basics/target-heart-rates>
- Kidshealth.org
- <https://jr.brainpop.com/>,
- <http://www.pecentral.org>,
- <https://classroom.kidshealth.org>,
- <https://www.pinterest.com/explore/health-lessons>,
- <http://www.learntobehealthy.org/kids/>

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, whistle, timer

UNIT 3 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Personal Health and Fitness

Target Course/Grade Level: Grade 6

Unit Summary: Students will complete a variety of compound exercises. Students will develop their understanding of the importance of exercise for overall health and wellness.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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, exercise games).
- 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.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.

Interdisciplinary Connections and Standards: Science

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will learn how to incorporate stress management skills into their daily life
- Students will learn the importance of goal setting and understand the acronym “SMART” when creating goals.
- Students will learn ways to practice healthy habits with diet and hygiene, to prevent illness..
- Students will learn why body control and movement in sports lead to safer and more effective play.
- Students will understand the importance of coaching and receiving corrective feedback
- The importance of physical activity for overall health

Unit Essential Questions:

- How do eating habits and lifestyles affect your personal health?
- What are boundaries?

Knowledge and Skills:

Students will know...

- How emotions influence behavior
- How eating habits and lifestyle affect personal health
- How to describe and differentiate motor skills
- How to work as a team
- How to communicate effectively in sports
- Why rules are important in sports and games

Students will be able to...

- Demonstrate throwing, catching and striking skills individually and in small groups.
- Demonstrate a variety of compound movements.
- Utilize objects with different parts of the body.
- Demonstrate changes in movement while using object.
- Demonstrate muscular strength and endurance.
- Students will be able to explain the importance of self-correction.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

- Peer pressure project
- Teacher Observation
- Grading
- Participation
- Rubrics
- Group projects
- Stress quiz
- Guard the castle, Soccer, basketball, Hockey, football, Punch ball/kickball, relay races, tag games, capture games, keep away, volleyball, keep it

RESOURCES

Teacher Resources:

- Shapeamerica.org
- kahoot.com
- pespecialist.com
- pcentral.org
- kidshealth.org,
- <https://classroom.kidshealth.org>,
- Teamwork- by **Robert Munsch**
- If winning is everything, Why do I hate to lose? By- **Bryan Smith**
- You’ll Never Guess What We did In Gym Today” by **Kenneth Tillman**
- and **Patricia Rizzo Toner** ,
- **Beanbag Fun Record**, “A Teachers Guide to Elementary School Physical Education”.

Equipment Needed:

- poly spots, cones, bean bags, uno cards, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, whistle, timer

UNIT 4 OVERVIEW

Content Area: Health and Physical Education

Unit Title: Team Sports and Cooperative Activities

Target Course/Grade Level: Grade 6

Unit Summary: Students will perform a variety of team sports and cooperative activities. Students will perform class skills learned in small group and large group games and activities. Students will be able to perform various exercises and warm – up activities. Students will track their progress through a variety of physical tasks performed during the year. Students will work together with teammates or peers to complete a task.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.5.MSC.1.** Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2.** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3.** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4.** Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.3.5.PS.5.** Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.
- 2.3.5.PS.1.** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.8.PS.6.** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7.** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 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.

21st Century and Career Skills:

9.1.4.B.3. Explain what a budget is and why it is important.

9.1.4.B.4. Identify common household expense categories and sources of income.

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science, ELA, Math Social Studies

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

6.3.5.GeoGI.1. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

3.OA . Interpret products of whole numbers

Unit Understandings:

Students will understand that...

- Students will work towards creating personalized workout routines for themselves and others.
- Students will understand and apply the importance of tracking heart rate for overall health.
- Students will track progress of their “Smart” Goals
- Students will perform various striking tasks- Citizens will be able to strike a ball off a cone, and kick/strike a moving ball, bumping or setting a volleyball.
- Students will show cooperation through team activities, such as keeping the ball in the air, or the floor is lava and general sport activities- baseball, soccer, football etc.

Unit Essential Questions:

- How do you accommodate various fitness levels?
- Why is resting and active heart rate important to consider?
- What makes a goal a SMART goal?
- How do eating habits and lifestyles affect your personal health?
- How does health care promote personal health?
- How does family history and genetics impact personal health?
- How do eating habits and lifestyles affect your personal health?
- How can you demonstrate the control of motion in striking sports?
- How do you show cooperation in a team sport?
- Why is sportsmanship important during games/sports and activities?

Knowledge and Skills:

Students will know...

- The difference between upper and lower body workouts
- How to create a workout program
- How to create fitness goals
- How to track progress
- How eating habits affect personal health
- To communicate with teammates and peers to create unity
- Sportsmanship and teamwork are essential to playing a game
- How to use previously learned skills in a cooperative activity
- How to play cooperative games safely and efficiently

Students will be able to...

- Students will be able to measure progress, and record fitness data
- Students will be able to work towards exercise and movement goals by using the Acronym SMART.
- Students will be able to know the difference between upper and lower body workouts
- Students will be able to analyze and correct the movement of their peers during exercise through coaching, modeling and corrective feedback.
- Students will be able to identify how genetics and family history play a role in our personal health.
- Students will be able to explain the importance and meaning of showing good sportsmanship.

EVIDENCE OF LEARNING

Assessment:

- Teacher Observation
- Participation
- Grading
- Fitness assessments
- Pacer Test

Learning Activities:

- Pin dodge, Soccer, basketball, t ball, football, kickball, relay races, tag games, capture games, keep away, Frisbee, scoopers, badminton, volleyball,
- Family tree group project,
- Smart fitness log

RESOURCES

Teacher Resources:

- pcentral.org
- <http://www.learntobehealthy.org/kids/>, <http://www.pcentral.org>
- Who was Jackie Robinson? By- Gail HermanGrowth mindset-
<https://ideas.classdojo.com/b/growth-mindset>
- Empathy-<https://ideas.classdojo.com/b/empathy>
- pespecialist.com
- kahoot.com
- gonoodle.com
- shapeamerica.org

Equipment Needed:

- poly spots, cones, bean bags, paper, fit dice, soccer ball, basketball, hula hoops, yoga mats, Playground ball, assorted balls, whistle timer