

PHYSICAL EDUCATION GRADE 6

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

The Physical education program should look to develop and maintain positive routines, values, and attitudes in relation to physical health and wellbeing. Physical Education is an important part of the educational experience as it promotes relationships and creativity, while striving to meet a personal or team goal. This program is used to develop a student who can increase their physical health through recreational team and individual activities, while still keeping in mind the team or personal goals that were set. Physical education looks to help students become more self-confident through various challenges in and around the physical classroom space. Learning lifelong skills is the key to continuing a long and healthy lifestyle. 6th grade physical education puts an emphasis on health related fitness and skill related fitness as well as lifelong fitness and learning. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

Pacing: 70 days

NJSLS for Physical Education:

Movement Skills and Concepts

Core Idea: Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

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, and 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).

Core Idea: Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

Core Idea: Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

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

Physical Fitness

Core Idea: A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, and Type (F.I.T.T)).

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. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

Core Idea: Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

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.

Core Idea: Community resources can provide participation in physical activity for self and family members.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 1 Acts as a responsible and contributing citizen and employee

CPR 3 Attend to personal health and financial well-being

CRP 4 Communicate clearly and effectively and with reason

Career Awareness, Exploration and Preparation

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Cross-Curricular Integration and Connections:

B-SS 6 Use effective collaboration and cooperation skills

B-SS 2 Create positive and supportive relationships with other students

M 1 Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

Interdisciplinary Connections

B-SS 7 Use leadership and teamwork skills to work effectively in diverse teams

B-SS 6 Use effective collaboration and cooperation skills

M 1 Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

9.1.8.CR.2 Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.EG.7 Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.4.8.CT.1 Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.DC.3 Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

New Jersey Student Learning Standards for Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Instructional Focus:

Enduring Understandings:

Rules and Sportsmanship:

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event.
- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.

Fitness:

- Take care of yourself so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

Strategy and Technique:

- Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- A good planner knows why and when to make adjustments.
- Work at your own pace but find a way.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. 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.

Leadership and Teamwork:

- Words can motivate or agitate
- The job of a leader is to make everyone perform better...
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members

Essential Questions

Rules and Sportsmanship:

- Did I participate in the activity the way it was designed?
- In what other ways can I participate to achieve success in the activity?
- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- Are you a quality teammate?
- How do other people see you?

Fitness:

- What does it mean to be fit?
- Why on some days do I get tired faster than on others?
- How do I get more energy?
- How did I challenge myself today?

Strategy and Technique:

- Why am I doing this?
- What's my plan?
- How is it working?
- What did I learn from playing?
- How do I get better?
- How do I reach the next level of performance?

Leadership and Teamwork:

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

Objectives:

Students will know

Rules and Sportsmanship:

- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Fitness:

- The body responses are associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The components of health-related and skill-related fitness and identify activities that develop each component.
- The physical, social, and emotional benefits of regular physical activity

Strategy and Technique:

- Skill- and activity-specific vocabulary.
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Leadership and Teamwork:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to

Rules and Sportsmanship:

- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

Fitness:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

Strategy and Technique:

- Demonstrate understanding of skill- and activity-specific vocabulary
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain how changes in direction, pathways, and levels can alter movement.
- Explain how changes in rhythm, tempo, beat and musical style can alter movement.
- Explain verbal and visual cues used to improve skill performance.
- Demonstrate proper body mechanics when performing movement skills.
- Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Respond in movement to changes in tempo, beat, rhythm, or musical style
- Correct movement errors in response to feedback.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

Leadership and Teamwork:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning

Assessment

- Benchmark-Physical Fitness Test
- Formative-Informal observations of student performance
- Alternative-Skill tests
- Alternative-Anecdotal Records

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Suggested Resources:

Core Instructional Resources:

- SHAPE America
- PE Central

Supplemental Materials:

- Go Noodle
- YouTube videos