

Quinton Township School District
Physical Education
Grade 6
[Pacing Guide](#)

Unit	1	Unit Title:	Fitness Through Movement	Pacing:	5 Days
Unit Summary: Fitness involves many different realms of movement. In this first unit of sixth grade Physical Education, students assess their current fitness level and explore how they can positively impact their fitness level by applying FITT principles. Students also work on movement skills in isolated practice and applied settings.					
Essential Question: What is the minimum amount of exercise I can do to stay physically fit? How can I improve my fitness? How does effective and appropriate movement affect wellness?					
Objectives: ● Identify the personal, social, and environmental factors that impact fitness and personal health. ● Using an assessment of one's personal fitness level, develop a personal physical activity program. ● Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. ● Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance). ● Compare and contrast how various movements skills are affected by a change in force and motion (i.e. weight transfer, power, speed, and agility). ● Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.					
NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.2.8.LF.2, 2.2.8.PF.1, 2.2.8.PF.3, 2.2.8.PF.4, 2.2.8.MSC.1, 2.2.8.MSC.2, 2.2.8.MSC.7					
Interdisciplinary Connections: SL.PE.6.1, 6.SP.A.1, 6.SP.B.5					

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Establish physical education routines and rules for outdoor and gymnasium spaces. - Assess students' fitness levels and introduce students to the FITT principle. - Have students create a data-based personal physical activity program to improve health and well-being. - Conduct movement activities such as dance or aerobic routines to practice movement sequences. - Conduct drills, relays, and games based on sports such as football, soccer, and basketball to strengthen movement sequences and coordination in applied settings, - Conduct yoga movements through warm up and cool down activities, such as tree, downward dog, butterfly, and crescent moon.	Core Materials PE Central The FITT Principle FITT Video FITT Lesson Plans PE Equipment Supplemental Resources PBS Learning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Fitness Data - Self Evaluation - Peer Evaluation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	

Teacher Observation			
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Reteach and review skills daily. - Demonstrate skills. - Assign positions on the field that suit students' needs and ability - Every student has their own equipment to work at their own pace - Assign partners with similar abilities.	- Partner with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand directions. - Translate directions in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Utilize strategic grouping with a positive academic role model.	- Allow self-directed learning for growth though independent projects. - Allow to lead activities, design a movement sequence, and serve as peer mentor. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	2	Unit Title:	Fitness in Cooperative Activities	Pacing:	9 Days
Unit Summary: Interacting with others appropriately is an important part of life. During this unit, students explore the FITT principle and how it can be applied to cooperative activities. Additionally, students examine what it takes to work successfully with others: communication, deliberate decision-making, and teamwork.					
Essential Questions: How do I communicate effectively with others? How does effective and appropriate movement affect wellness?					
Objectives: ● Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. ● Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. ● Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities. ● Describe and implement cooperative strategies in a variety of activities and sports. ● Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.					
NJSLS-CHPE Standards: 2.2.8.LF.1, 2.2.8.PF.2, 2.2.8.MSC.2, 2.2.8.MSC.3, 2.2.8.MSC.4, 2.2.8.MSC.6					
Interdisciplinary Connections: SL.PE.6.1, 6.3.8.CivicsPR.4, 6.SP.A.1, 6.SP.B.5					
Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2					

Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Continue to monitor fitness goals, setting new ones as needed. - Practice cooperative games and activities such as Barnyard, Name Relay or Finding Twins to build group critical thinking and communication skills. - Apply cooperative and movement skills in sports (such as puff ball and basketball) and games, improving performance in response to feedback. - Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	Core Materials PE Central Cooperative Games Gr 6 PE Equipment: balls, frisbees, mats Supplemental Resources PBS Learning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Self Evaluation - Fitness Data - Peer Evaluation - Teacher Observation	Summative Assessments - Oral Assessments - Skill Demonstration - Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• Partner with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow self-directed learning for growth through independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Developing Individual Performance	Pacing:	4 Days
Unit Summary: Self reflection is an essential part of a successful life. In this unit, students focus on ways to improve their individual fitness and movement skills. Through a variety of activities and games, students learn to evaluate their own performance and think critically for ways to address their individual needs.					
Essential Questions: What can I do to improve my performance in fitness and in games? Why is strategy important if I have talent or skill in an activity or sport?					
Objectives: ● Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. ● Identify and demonstrate the use of various shots / skills used during practice / game play. ● Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. ● Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle (healthy eating, body composition, physical activity).					
NJSLS-CHPE Standards: 2.1.8.PGD.1, 2.2.8.LF.4, 2.2.8.LF.7, 2.2.8.PF.5, 2.2.8.MSC.1, 2.2.8.MSC.2, 2.2.8.MSC.4, 2.2.8.MSC.5					
Interdisciplinary Connections: SL.PE.6.1, 6.SP.A.1, 6.SP.B.5					
Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2, 9.4.8.CI.4, 9.4.8.CT.2					

Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Explore different practice and training methods to improve movement skills. Create a rubric based on one movement achievement goal. ● Participate in a variety of individual and cooperative activities such as track and field events, self evaluate performance, and consult with teachers to design a plan to improve achievement. ● Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	Core Materials PE Central mats, balls, targets, Supplemental Resources PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps iPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments ● Fitness Data ● Self Evaluation ● Peer Evaluation ● Teacher Observation	Summative Assessments ● Oral Assessments ● Skill Demonstration ● Participation Rubric	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments with Sentence Stems	
Differentiation		

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Special Education	MLL	At Risk	Gifted and Talented
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Unit	4	Unit Title:	Fitness in Team Activities	Pacing:	9 Days
Unit Summary: In this final unit of sixth grade Physical Education, students participate in team activities to demonstrate their understanding of rules, sportsmanship, and strategy. Viewing team activities through a historical lens, students evaluate the evolution of different aspects of games and examine how they have been adapted over time. Finally, students apply their knowledge of skill and health related fitness to create a plan for an active summer.					
Essential Questions: How can I become more mentally prepared for competition and sports performance? How do I function as an effective member of a team?					
Objectives: ● Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.). ● Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. ● Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games. ● Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports. ● Using an assessment of one's personal fitness level, develop a personal physical activity program.					
NJSLS-CHPE Standards: 2.2.8.LF.5, 2.2.8.LF.6, 2.2.8.PF.2, 2.2.8.MSC.3, 2.2.8.MSC.5, 2.2.8.MSC.6, 2.2.8.MSC.7					
Interdisciplinary Connections: SL.PE.6.1, 6.SP.A.1, 6.SP.B.5					

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Through articles/videos and personal experiences, explore the differences between practicing a skill versus a sport and training for endurance versus performance. - Play a variety of team games and sports such as soccer, Sinkerball, and Streets and Alleys to develop strategies for offense and defense and practice applying rules and sportsmanship. - Introduce students to various games/sports/activities from different countries or ethnic groups to explore how they are an integral part of the culture. - Create individual data-based fitness plans to remain active over summer vacation. - Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	Core Materials PE Central PE Team Building Activities Sinkerball PE Equipment: mats, balls, bats Supplemental Resources PBS Learning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps Ipad Student-Created Movement Music Playlists
Assessments		
Formative Assessments - Fitness Data - Self Evaluation - Peer Evaluation	Summative Assessments - Summer Fitness Plan - Oral Assessments - Skill Demonstration	

Teacher Observation		Participation Rubric	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments with Sentence Stems	
Differentiation			
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