

6th Grade PE and Health

Content Area: **Health and Physical Education**
Course(s): **Health 6, PE 6**
Time Period: **Marking Period 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

All plans are subject to change based on weather and shared space accommodations.

Unit	MP/Trimester	Weeks
Frisbee	1	2
Soccer/Football	1	4
Cooperative Games	1	5
Fitness Testing	1	2
Basketball	2-3	2
Pillow Polo	2-3	3
Team Handball	2-3	2
Pickleball	2-3	2
Volleyball	2-3	3
Invasion Games	2-3	1
HEALTH - Wellness	2-3	4
HEALTH - Nutrition	2-3	6
Badminton	4	2
Lacrosse	4	2
Recreational Games	4	4
Softball	4	2
Fitness	4	3

Unit Overview

PHYSICAL EDUCATION:

In the Physical Education Units, a focus will be on skill development, understanding of the game and rules, and participating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into lifetime fitness. Students will be exposed to a variety of activities to suit the needs of each student.

HEALTH:

Promoting the skills of critical thinking, decision making, problem solving, and communication for students to make

informed health decisions about nutrition and exercise.

Enduring Understandings

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Total health is a combination of physical, mental and social well being.
- Wellness is achieved by balancing all three sides of the “health triangle” over a period of time.
- Overall health is influenced by genetic factors as well as physical and social environmental conditions, including community health resources, family, friends, and the media.
- How to choose a healthy diet of meals and snacks.
- Every health related decision has long and short term consequences and affects the ability to reach health goals.
- Making responsible decisions can promote good health.
- The difference between wellness and illness
- The connection between physical health, social health and emotional health.
- Various factors influence one’s health.
- Family, peers and the media have a significant impact on food choices and the availability of healthy options.
- Medical advances, technology, and public health efforts allow people to live healthier and longer lives.
- Many people struggle to be healthy for various reasons.

Essential Questions

- What is wellness?
- What are the three sides of the wellness triangle?
- How does each side of the wellness triangle affect the other?
- What are the major factors that affect your health?
- What roles do family, peers, and the media have on food choices now and throughout life?
- What are the main healthy food choices based off of the MyPlate plan?
- How does a personal commitment to healthy choices reduce one’s risk for diseases, health conditions, and injuries?
- How do personal health choices impact our own health, as well as others?
- Why is it so difficult to educate and influence people about harmful behaviors?
- Why do people participate in harmful behaviors?
- What are strategies to avoid harmful habits?
- What are the benefits of positive and healthy habits?
- How can one’s culture influence their personal health?
- How does goal setting improve health?

New Jersey Student Learning Standards (No CCS)

DA.6-8.1.1.8.Cr1	Generating and conceptualizing ideas.
DA.6-8.1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
DA.6-8.1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
DA.6-8.1.1.8.Pr5a	Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
HE.6-8.2.1.8.PP	Pregnancy and Parenting
HE.6-8.2.1.8.CHSS	Community Health Services and Support
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
HE.6-8.2.2.8	Physical Wellness
HE.6-8.2.2.8.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).
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.6.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.6.C.CS2	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.6.6	All students will apply health-related and skill-related fitness concepts and skills to develop

and maintain a healthy, active lifestyle.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

- Students will understand how different food sources break down to give the body energy.

6-8.MS-LS1-7.LS1.C.1

Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.

Technology Standards

Research, group work, product development and presentation are used to create specific information on a Personal Fitness Plan for the Health Project.

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

21st Century Themes/Careers

- Personal health and well-being is a primary focus for Middle School Health and PE courses.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

- Students will understand that fresh produce and meats are more costly than most "processed" foods.
- Students will understand that processed foods last longer on a shelf.

PFL.9.1.8.A.6

Explain how income affects spending decisions.

Instructional Strategies & Learning Activities

PHYSICAL EDUCATION:

Frisbee: They will develop skills associated with Frisbee. They will learn several different ways of throw and catch a Frisbee. Students will be given instruction on the rules and strategy of the game Ultimate Frisbee. They will be able to play a game of Ultimate Frisbee.

Soccer: They will further develop skills associated with Soccer. They will learn several different ways of dribble, pass and kick a soccer ball. Students will be given instruction on the rules and strategy of the game Soccer. They will be able to play a game of Soccer.

Football: They will further develop skills associated with Football . They will learn how to throw and catch a football. Students will be able to have a pass with a football. Students will be given instruction on the rules and strategies of the game of Ultimate and Flag Football. They will be able to play a game of Ultimate and Flag Football.

Cooperative Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of group activities. Some will be large group activities and others will be small groups.

Fitness Testing: Students will be introduced to the concepts of overall physical health and well being. Students will perform fitness stations to improve their flexibility, upper body strength, lower body strength, core strength, and aerobic capacity. Students will perform a Pacer Test to measure their endurance. They will be able to identify the areas of fitness that they need to improve on.

Basketball: Students will be re-introduced to the game of basketball. They will be re-introduced to the skills of dribbling, passing and shooting, as well as learning the rules of basketball. They will practice the skills and then will integrate them into a games of basketball and knockout.

Pillow Polo: Students will be re-introduced to the game of pillow polo. They will be re-introduced to the rules of pillow polo. They will integrate rules and skills into games of pillow polo.

Team Handball: Students will be re-introduced to the game of handball. They will be re-introduced to the rules of handball. They will integrate rules and skills into games of handball.

Pickleball: Students will be re-introduced to the game of pickleball. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of pickleball. They will practice the skills and then will integrate them into a games of pickleball.

Volleyball: Students will be introduced to the game of volleyball. They will be introduced to the skills of bumping, setting and serving, as well as learning the rules of volleyball. They will practice the skills and then will integrate them into a game of volleyball and the adapted game of 4 Square Volleyball.

Invasion Games: Students will be focusing on spacial awareness, agility and leadership skills. Students will be engaging in several types of group activities and challenges.

Badminton: Students will be re-introduced to the game of badminton. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of badminton. They will practice the skills and then will integrate them into a games of badminton.

Lacrosse: Students will be re-introduced to the game of lacrosse. They will be re-introduced to the skills of passing, catching and scooping, as well as learning the rules of lacrosse. They will practice the skills and then can integrate them

into games of lacrosse.

Recreational Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of recreational activities. Some will be large group activities and others will be small groups.

Softball: Students will be re-introduced to the game of softball. They will be re-introduced to the skills of throwing, catching, fielding and batting, as well as learning the rules of softball. They will practice the skills and then can integrate them into a game of softball.

Dance: Students will participate in movement activities to better understand and explore the elements of dance. Using these ideas, students will create a movement study that incorporates time space and energy.

HEALTH:

Personal Growth and Wellness Students will be able to describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. Students will be able to determine how culture/family history impacts one's personal growth and health.

Nutrition: Students will be able to examine how to analyze food's nutritional value in relation to an individual's needs. Students will be able to evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Game-Based Learning
- Grouping
- Rubrics
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Teacher assessment of student participation
- Group participation
- Self Assessment

Summative Assessment

- Health Project
- Health Test

Benchmark Assessments

- Pacer Test

Alternate Assessments

- Kahoot
- Review Games

Resources & Technology

- Google Classroom
- Google Slides
- Discovery Education
- Nutrition Videos
- Pacer Test

BOE Approved Texts

n/a

Closure

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have students repeat the directions for a task.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Show a model of the end product of directions.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Modified physical activity.

- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Behavior management support
- Verbal testing
- Occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies

Gifted and Talented

- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking

