Unit 4: Fitness

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Comprehensive Physical Education

Unit 4: Fitness

Belleville Board of Education

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Unit Overview

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understand basic skills and cognitive concepts that will enable them to participate in fitness testing activities.
- Understand that muscular strength, endurance, flexibility, and cardiovascular endurance are major components of a quality physical education program.
- Goal Setting for fitness.

Enduring Understandings

- Cues to correctly performing fitness skills. (push-up, plank, etc...)
- Setting individual fitness goal to achieve success.
- increasing flexibility, cardiovascular, strength, etc...
- Keeping track of fitness improvement.
- Relate Diet and exercise.

Essential Questions

- How can we use fitness data to improve our overall fitness levels?
- How can we increase our heart rate by choosing different aerobic activities?
- How can goal setting influence health and fitness in my life?
- How can I help friends and family to be healthy and fit?
- What is my Body Mass Index (BMI), and what does it mean?
- What role does exercise play in physical fitness?
- What are the steps and key components for developing a physical fitness program to have life-long benefits?
- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?

Exit Skills

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.B	Nutrition
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.6.6.A	Fitness and Physical Activity
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Interdisciplinary Connections

MA.6.EE.C	Represent and analyze quantitative relationships between dependent and independent variables.
SCI.MS	Forces and Interactions
SCI.MS	Energy
SOC.5-8.1.3	Critical Thinking
VPA.1.1.8.B	Music

Learning Objectives

Students will be able to:

- Understand that the fitness principles of muscular strength, endurance, flexibility, as well as cardiovascular endurance are all important parts of overall physical health.
- Evaluate record and analyze individual fitness data.
- Explain why it is important to be healthy and physically fit.
- Describe the importance of a warm-up and cool-down period when participating in physical activity.
- Select appropriate activities for a warm-up and cool-down period when participating in physical activities.
- Apply the training principles of overload, progression and specificity to individual activity opportunities.
- Design a personal fitness program that will lead to or maintain an optimum level of flexibility, cardiovascular endurance, muscular strength, muscular endurance, and body composition.

Suggested Activities & Best Practices

- Components of Fitness
- Muscular Endurance
- Muscular Strength
- Cardio Vascular Endurance
- Flexibility
- Review
- Warm-Ups
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions
- Large group discussions

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- KWL Chart
- Evaluate

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.shapeamerica.org
- https://www.pecentral.org
- https://www.brainpop.com
- https://www.gonoodle.com
- Just Dance
- https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebook
- Music- Kids Bop
- Timer

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts

- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Using authentic assessments with real-life problem-solving.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: