Nov. Physical Fitness - Grade 6

Content Area: **P.E.**
Course(s):
Time Period: **November**
Length: **All year**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to successfully complete Physical Fitness testing.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing the 5 components of fitness.

Essential Questions

What are the vocabulary terms to determine physical fitness?

What are the rules/violations for various types of physical fitness testing?

What are goals can be set for improvement in physical fitness?

Instructional Strategies & Learning Activities

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Curl-up Test:

A test of abdominal strength and endurance.

Push-up Test:

A test of upper body strength and endurance.

Flem-arm Test:

A test of upper body strength and endurance.

Pull-up test:

A test of upper body strength and endurance.

Trunk Lift:

Flexibility test of abdominal and back.

Shoulder Stretch:

Flexibility test of the shoulders.

Sit and Reach:

Flexibility test of the legs and back.

Pacer test:

Cardiovascular endurance test.

Shuttle Run:

Test of speed and agility.

Lesson 1:

Objective	Activity:	Equipment	Assessment:
Students will review terms and understand how to complete Fitness Gram cards for the Pre-Test.	Teachers will show and explain the Fitness Gram cards to the students. Teachers will then review each Fitness Gram Station with the students. Students will get into groups of 6-8. Each group will be assigned a station. Students will have 5-10 minutes to complete each station. Students will get done with about 2 stations per period. When class is over, students will finalize their cards and hand into the teacher. Stations: Curl-up Push-up Pull-up Flex Arm Trunk Lift	Fitness Gram equipment, pencil and Fitness gram cards.	Teachers will assess the fitness gram cards for successful completion. Teachers will monitor safe execution of each exercise.

	Shoulder Stretch Sit and Reach		

Lesson 2:

Students will build their cardiovascular endurance while taking the pacer test.	Pacer: Students will line up on the dotted line. When they hear a beep they have to run to the next dotted line before the next beep. Students will be pacing themselves in order to stay on the court for as many beeps as possible. The pacer will beep every 10 seconds for the first 8 turns then drop a second every 8 turns. Not every student will be able to go during one the Pacer. This will be done during several classes. Students not running the Pacer will record the laps for other students.	pacer audio, fitness gram cards	Teacher will observe for students maximum effort and to see that the students are making it to the line. Completion of fitness gram cards.

Lesson 3

Objective: Students will run as fast they can and complete the shuttle run.	Shuttle Run Two students at a time will run and complete the shuttle run. Students will be given two chances to complete this run to take the best time for their Fitness Gram score.	Shuttle run blocks, stop watches, fitness gram score cards.	Teachers will monitor for best effort and following the rules of the shuttle run. Completion of the shuttle run section.

Integration of Career Readiness, Life Literacies and Key Skills

Responsible for self-tracking pre- and post-test scores. Students will develop a goal and plan to improve physical fitness components before post-test.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration

Internet, iPad, stereo sound system, multimedia resources.

Interdisciplinary Connections

Students will use appropriate terminology while performing and practicing physical fitness skill components and assessments.

CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have choice on when to stop the completion of the test.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher obervation of technique and improvement in student practices pertaining to the 5 compenents of physical fitness.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Regular conditioning during each lesson whereby student self-assesses improvements of specific physical fitness compents. Teacher will observe to confirm improvements.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Successful completion of testing goals in the 5 components of physical fitness.

Instructional Materials

Fitness activity equipment

Teacher instructional materials

Standards

A variety of effective fitness principles applied consistently over time, enhance personal

	fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, 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 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, 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.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.