

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

GRADE 6– PE Unit 3

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

The rationale of the Cooperative Games unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of the level of cooperation that is required to be successful.

Standards Covered in Current Unit/Module	
Related Standards and Learning Goals	
HE.6-8.2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

	movement and physical fitness activities.
HE.6-8.2.2.8.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.
HE.6-8.2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
HE.6-8.2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
HE.6-8.2.2.8.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).
HE.6-8.2.2.8.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.
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.
HE.6-8.2.2.8.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).
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.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.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

	settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
60 Days	<ul style="list-style-type: none"> See Standards Listed above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Design game strategies Work together to solve challenges while also incorporating fitness activities. Enhance self-esteem Promote collective responsibility Develop a communication plan and implement it to complete the challenges Work together as a team, show positive sportsmanship and figure out solutions to the problems presented. Enhance concentration skills Increase muscle strength Gain confidence through fitness <p>Essential Questions:</p> <ul style="list-style-type: none"> How do motor skills and movement concepts relate to the activities or games played? How do you improve the four fitness components of physical fitness? • How can individual differences enhance and contribute to group productivity? How can you improve your cardiovascular endurance? What does consideration for and cooperation for classmates and teachers look like in physical education class? Why is the development of motor skills essential during childhood? Why is it important to improve your cardiovascular fitness and muscular endurance? 	<p>Topic:</p> <p align="center">Cooperative Activities</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> Wild Turkey Rally Pillo Polo Spring Training Baseball Spring Fitness Testing Trangleball The Pit ABC Game, Transport game and Noodle Tag Fitness Stations Future Forward Habits Random Dice Game Soccer Basketball Capture the Flag Football

Swedesboro-Woolwich School District's Physical Education Curriculum Guidance Document

		<ul style="list-style-type: none">• Why is physical activity important for my health?• What does consideration for and cooperation for classmates and teachers look like in physical education class?• How does cooperation with others affect our individual performance?• What are the benefits of regular participation in cooperative games?• What are the benefits of teamwork and good sportsmanship? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">• How does cooperation with others affect our individual performance?• What are the benefits of regular participation in cooperative games?• What are the benefits of teamwork and good sportsmanship?	<p>Hockey</p> <ul style="list-style-type: none">• Mat Ball Triple Play
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)