

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

**GRADE 6– PE Unit 2**

**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 Team Building unit is to provide students with team building skills while promoting cardiovascular fitness and introducing students to multiple activities and critical thinking activities. Constant movement allows students to think quickly and use teammates to problem solve while engaging in fitness activities.

| Standards Covered in Current Unit/Module |  |
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| 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.                   |

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| HE.6-8.2.2.8.LF.4  | Identify and recognize factors that generate positive emotions from participating in 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.  |

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| HE.6-8.2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and 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   |
| 7 Weeks   | <ul style="list-style-type: none"> <li>See Standards Listed above</li> </ul> | <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>develop and perform different game strategies</li> <li>increase cardio respiratory endurance</li> <li>check pulse using carotid or radial artery</li> <li>increase muscle strength</li> <li>gain confidence through fitness</li> <li>practice motions such as under and overhand throwing, kicking, trapping, and shooting</li> <li>develop offensive and defensive strategies</li> <li>work collaboratively with teammates to solve problems.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does cardiovascular endurance improve overall health (effect on heart, lungs, fat, calories etc).</li> <li>How does strength training improve overall health (effect on musculoskeletal system, bone density, heart, lungs, fat, calories etc).</li> <li>What are the benefits in becoming physically fit?</li> <li>Which exercises could we perform throughout life?</li> <li>What components of fitness are we testing?</li> <li>How does exercise prevent future health problems</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Observations of students 2-3 times a week</li> <li>Fitness testing the first day of class each week</li> <li>Student observations • Asking of the essential</li> </ul> | <p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Team Building</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Hit and Run</li> <li>Capture the Beanbags</li> <li>Make a Plate Meal</li> <li>Titanic</li> <li>Triple Play</li> <li>Driver Ball/Pacer Test Food Collectors</li> <li>“The Kids Heart Challenge” Scooter Basketball</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>questions</li><li>• Students may grade each other on execution of skills</li><li>• Practice, Practice, Practice</li><li>• Reflection</li></ul> |  |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)