

Brick Township Public Schools Health Education CURRICULUM

Grade 6

Aligned to NJSL

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

BRICK TOWNSHIP PUBLIC SCHOOLS

6th Grade Physical Education

Content Area: 6th Grade Physical Education

Course Title: Physical Education

Grade Level: 6

Motor Skill Development

Full year

Cooperative Games

Pacing Guide: 3-4 weeks

Team and Individual Sports

Pacing Guide: (12) 2 week units

Physical Fitness

Full year

Created on:	July 2015
Revised on:	June 2017
Board Approved:	September 14, 2017

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BRICK TOWNSHIP PUBLICS SCHOOLS Unit Overview	
Content Area: Physical Education Grade:6	
Standard: 2.5	
Strand: Motor Skill Development	
<p>Summary: Students will continue to create and demonstrate more advanced planned movement sequences, individually and with others, based on tempo, beat, rhythm and music.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Primary interdisciplinary connections: Health Education, Mathematics, Language Arts Literacy, Science</p> <p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Content Standards</p> <p>2.5 Motor skill development- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	
Number	Common Core Standard for Mastery
2.5.6.A.1	Explain and perform movement skills, that combine mechanically correct movement in smooth flowing sequences in isolated settings and applied settings
2.5.6.A.2	Explain the concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments
2.5.6.A.3	Create, explain, and demonstrate, a planned movement sequence, individually and with others that is based on tempo, beat, rhythm, and music.
2.5.8.A.4	Use self evaluation and external feedback to detect and correct errors in one’s movement and performance
<p>Unit Essential Questions</p> <p>Can students demonstrate rhythmic dance patterns?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p>

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<ul style="list-style-type: none"> • Explain how dance and movement concepts can be applied to other sports and activities? • How can dance apply to one’s personal health and wellness? • Define time, space, and energy in regards to movement 	<ul style="list-style-type: none"> • The value of dance as a tool for fitness throughout your life. • How dance movements skills can transfer to other sports and activities • How to apply rhythm and tempo in to dance and other activities • The critical process of observing, describing, analyzing one’s movement pattern to improve performance
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The importance of engaging in lifelong activities to promote a healthy lifestyle • The meaning of time, space, energy, and rhythm • How body position impacts movement and performance 	<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT continue to demonstrate dance movement patterns based on tempo, beat and music. • SWBAT define the main terms associated with dance (tempo, beat, rhythm, etc.) • SWBAT list different styles of dance • SWBAT list major muscle groups used during basic movement patterns • SWBAT be aware of risks involved in physical activities
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Skill Testing (Rubric) • Task Completion • Written assignments including essays, research, exit slips, and journals 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort and attitude. 	

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Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner’s multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

BRICK TOWNSHIP PUBLIC SCHOOLS

Unit Overview

Content Area: Physical Education

Grade: 6

Standard: 2.5, 2.6

Strand: Cooperative Games

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Summary: Students will work cooperatively while participating in a variety of games and problem solving activities.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Health Education, Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5 Motor Skill Development - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6 Fitness- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
2.5.6.A.1	Explain and perform movement skills, that combine mechanically correct movement in smooth flowing sequences in isolated settings and applied settings
2.5.6.A.3	Create, explain, and demonstrate, a planned movement sequence, individually and with others that is based on tempo, beat, rhythm, and music.
2.5.6.A.4	Use self evaluation and external feedback to detect and correct errors in one's movement and performance
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual, and team effectiveness and make modifications for improvement
2.5.6.C.1	Compare the roles of responsibilities and player and observers and recommend strategies to enhance sportsmanship like behaviors
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences
2.6.6.A.4	Predict how factors such as health status, interest, environmental conditions, and available time may impact personal fitness

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do teams cooperate? • How does participation in a variety of activities lead to an active lifestyle? • How do team concepts transfer from one sport to another? 	<p>Unit Enduring Understandings</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Apply problem-solving techniques to physical activities. • Understand a variety of activities that lead to a healthy lifestyle • Understand the concept of cooperation • Understand how skills can transfer from one activity to another • List the benefits of cooperation and teamwork
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How cooperation in team activities can lead to success • How to include a variety of activities into their lifestyle • How to apply safety rules and procedures into activities 	<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT work cohesively while participating in problem solving activities. • SWBAT demonstrate cooperative strategies with teammates during team activities or sports • SWBAT perform skills from various sports
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Skill Testing • Task Completion • Written assignments including exit slips, journals, and essays 	
<p>Summative Assessments - Class participation, preparation, effort, sportsmanship and attitude.</p>	

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Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.

- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner’s multi sensory, visual, and auditory style.
- Provide variety of size manipulative to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

BRICK TOWNSHIP PUBLIC SCHOOLS

Unit Overview

Content Area: Physical Education

Grade: 6

Standard: 2.5, 2.6

Strand: Team and Individual Sports

Summary - Students will work cooperatively while participating in a variety of sports. An emphasis will be put on the continued development and refinement of skills, knowledge of rules and etiquette and competitive game situations.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed

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Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
2.5.6.A.1	Explain and perform movement skills, that combine mechanically correct movement in smooth flowing sequences in isolated settings and applied settings
2.5.6.A.2	Explain the concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive and dynamic environments
2.5.6.A.4	Use self evaluation and external feedback to detect and correct errors in one’s movement and
2.5.6.C.1	Compare the roles and responsibilities of players and observers, and recommend strategies to enhance sportsmanship like behavior
2.5.6.C.2	Apply rules and procedures for specific games , sports, and other competitive activities and describe how they enhance participation and safety
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences
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
2.6.6.A.4	Predict how factors such as health status, interest, environmental conditions, and available time may impact personal fitness
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness to health

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students identify skills, rules and knowledge to game situations? • How does competing in a team sport differ from competing in an individual sport? • Identify the rules, regulations, and procedures of the sport 		<p>Unit Enduring Understandings</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Understand the value of sports as a tool for fitness throughout your life. • List a variety of appropriate strategies to improve personal performance • Define sportsmanship, goal setting, and cooperation to team and individual sport activities • Understand how various skills and concepts transcend through all team and individual sports 	
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic skills required to compete in the various team sports • Know the rules and procedures of each team sport • List the basic team concepts 		<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT gain an understanding of various sport skills, rules and game strategy. • SWBAT apply appropriate skills to participate in team sports • SWBAT utilize appropriate drills to improve performance • SWBAT compete in a team setting 	
<p>Evidence of Learning</p>			
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Written Assignments including exit slips, essays, journals, and statistics 		<ul style="list-style-type: none"> • Skill Testing • Task Completion • Written Tests/ Quizzes 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort, sportsmanship and attitude. 			

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- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

Teacher Notes:

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**BRICK TOWNSHIP PUBLIC SCHOOLS
HEALTH EDUCATION: FITNESS**

Content Area: Physical Education

Unit Title: Fitness

Standard: 2.6

Target Course/Grade Level: 6th grade

Unit Summary : This unit focuses on fitness education, aimed at helping students acquire knowledge and higher order understanding of health related physical fitness (the product), as well as habits of physical activity and other healthy lifestyles(the process), that lead to good health related physical fitness, health and wellness.

Primary interdisciplinary connections: Health Education, Math, Language arts, Science

21st Century Themes: Social Media, Global awareness, Finance, Health Literacy

Technology connections: Pedometers, Fitbit, Personal fitness track apps (myfitnesspal, zombie run, trackmyrun, etc.)

Learning Targets

Content Standards:

2.6 Fitness – all students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy and active lifestyle

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences
2.6.6.A.2	Determine to what extent various activities improve skill related fitness versus health related fitness
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
2.6.6.A.4	Predict how factors such as health status, interest, environmental conditions, and available time may impact personal fitness
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness to health
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • List the components of a successful personal training program • How can you measure your current level of physical fitness? • What does an active healthy lifestyle mean to you? • List the components of FITT • What factors influence physical activity choices? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The FITT principal plays a vital role in any successful training program • Regular physical fitness can provide physical, emotional, and social benefits • Realistic goal setting is a important part of physical fitness • The aspects of skill related fitness and health related fitness
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify the importance of a individualized health fitness plan • How to set realistic personal goals for physical fitness • How they can measure their current level of physical fitness • Why it is important to participate in developmentally appropriate fitness activities 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • SWBAT identify realistic physical fitness goals • SWBAT list the benefits of health related fitness • SWBAT begin to understand the importance of a healthy active lifestyle • SWBAT list the components of FITT
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Written Assignments including exit slips, essays, journals, and statistics • Skill Testing • Task Completion • Written Tests/ Quizzes • Fitness statistics 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort, sportsmanship and attitude. 	

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