

**Winslow Township School District**

**Grade 6**

**Unit 2: Fitness**

**Overview:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

| Overview                                       | Standards for Motor Skill Development Content   | Unit Focus  | Essential Questions   |
|--|---|---|---|
| <b>Unit 2:<br/>Motor Skill<br/>Development</b> | <ul style="list-style-type: none"> <li>• 2.2.8.PF.1</li> <li>• 2.2.8.PF.2</li> <li>• 2.2.8.PF.3</li> <li>• 2.2.8.PF.4</li> <li>• 2.2.8.PF.5</li> <li>• 2.2.8.LF.1</li> <li>• 2.2.8.LF.2</li> <li>• 2.2.8.LF.3</li> <li>• 2.2.8.LF.4</li> <li>• 2.2.8.LF.5</li> <li>• 2.2.8.LF.6</li> <li>• 2.2.8.LF.7</li> <li>• WIDA1</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the physical, social and emotional benefits of regular physical activity.</li> <li>• Differentiate among activities that improve skill-related fitness versus health-related fitness.</li> <li>• Describe how personal factors such as health status, interests and time can impact a person’s fitness.</li> <li>• Explain how environmental conditions can affect someone’s fitness level.</li> <li>• Describe the relationship between physical activity, healthy eating, and body composition.</li> <li>• Apply the appropriate training principles, such as FITT, to various forms of physical activity used to improve personal fitness.</li> <li>• Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.</li> </ul> | <ul style="list-style-type: none"> <li>• Why is it so difficult to become healthy and physically fit?</li> <li>• Why is it even harder to stay healthy and physically fit?</li> <li>• How can I set challenging fitness goals that help me stay committed to wellness?</li> </ul> |

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|--|---|--|
| <b>Unit 2:<br/>Enduring<br/>Understandings</b> | <ul style="list-style-type: none"><li>• Children who regularly participate in physical activity tend to stay active throughout their lives.</li><li>• While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun.</li><li>• In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy lifestyle.</li></ul> |  |
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**Grade 6**  
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| Curriculum<br>Unit 2 | Standards  |  | Pacing |               |
|----------------------|------------|--|--------|---------------|
|                      |            |  | Week   | Unit<br>Weeks |
|                      | 2.2.8.PF.1 | Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.  | 1      | 16            |
|                      | 2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity.   | 1      |               |
|                      | 2.2.8.PF.3 | Execute the primary principals 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      |               |
|                      | 2.2.8.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.                        | 1      |               |
|                      | 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         | 2      |               |
|                      | 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.   | 1      |               |
|                      | 2.2.8.LF.2 | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.   | 1      |               |
|                      | 2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities.   | 1      |               |
|                      | 2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.   | 1      |               |
|                      | 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.  | 1      |               |

Physical Education Curriculum – Grade 6 –  
Unit 2 Fitness

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|  | 2.2.8.LF.6                         | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities | 1 |  |
|  | 2.2.8.LF.7                         | Evaluate personal attributes as they relate to career options in physical activity and health professions.         | 1 |  |
|  | Assessment, Re-teach and Extension |  | 2 |  |

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| Unit 2 Grade 6  |             |  |
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| Content Statement   | Indicator # | Indicator  |
| 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 principals 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.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.        |
| Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.  | 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.   |
|   | 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.   |

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|   | 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. |
| Community resources can provide participation in physical activity for self and family members. | 2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities  |
|   | 2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions.  |

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| Unit 2 Grade 6  |   |
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| Assessment Plan   |   |
| <p>Performance Tasks:</p> <p>Ability to follow rules, classroom activities, individual, partner and group activities.</p>   | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Teacher observation, participation, skill grade, teacher critique, peer evaluations, individual reflection, think-pair-share</li> </ul>  |
| Resources   | Activities  |
| <ul style="list-style-type: none"> <li>• Fitness Gram: <a href="http://www.fitnessgram.com">www.fitnessgram.com</a></li> <li>• The President’s Challenge: <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></li> <li>• <a href="http://www.kidshealth.org/teen">www.kidshealth.org/teen</a></li> <li>• <a href="http://www.sport-fitness-advisor.com/">http://www.sport-fitness-advisor.com/</a></li> <li>• <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>• <a href="http://www.cdc.gov/physicalactivity/index.html">www.cdc.gov/physicalactivity/index.html</a></li> <li>• <a href="http://www.nutrition.gov/">www.nutrition.gov/</a></li> <li>• Physical Activity and Sport for Secondary School Students by Neil J. Dougherty</li> <li>• Heart Rate Monitors</li> <li>• 20 Meter Progressive Aerobic Cardiovascular Endurance Run (PACER):<br/><a href="https://www.youtube.com/watch?v=Y82jDHRrswc">https://www.youtube.com/watch?v=Y82jDHRrswc</a></li> <li>• Pedometers</li> </ul> | <p>CPI 2.6.6.A.1</p> <ul style="list-style-type: none"> <li>• SW list and describe the physical, social and emotional benefits of regular physical activity.</li> <li>• SW create a goals sheet explaining how they can work on their social, emotional and physical health through physical activity.</li> </ul> <p>CPI 2.6.6.A.2</p> <ul style="list-style-type: none"> <li>• SW explain the difference between skill-related and health-related fitness activities.</li> <li>• SW comprise a list of different activities and then label whether they are skill-related fitness or health-related fitness.</li> </ul> <p>CPI 2.6.6.A.3</p> <ul style="list-style-type: none"> <li>• SW research, using the web, information on their gender/age specific fitness levels.</li> <li>• SW use this information to develop a personal fitness</li> </ul> |

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| <p>Suggested Activities</p> <ul style="list-style-type: none"><li>• Step Aerobics</li><li>• Walk-A-Thon</li><li>• Weight-Room: Circuit-training, cardio machines, weight training</li><li>• Jump Rope</li><li>• Fitness Testing</li><li>• Cardio Kickboxing</li><li>• Dance Dance Revolution</li><li>• Running/Jogging</li><li>• Fitness Relays</li><li>• Skillastics Games</li></ul> <p><u>Additional Activities:</u></p> <p>Various exercises:</p> <ul style="list-style-type: none"><li>• jumping jacks,</li><li>• sit-ups,</li><li>• toe-touches,</li><li>• push-up,</li><li>• upper body strength activities,</li><li>• jump rope,</li><li>• high energy warm-up activities to raise heart rate,</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b><br/><a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p> | <p>plan and participate in goal-related activities during class and outside school, if applicable.</p> <ul style="list-style-type: none"><li>• SW monitor and adapt their program over time with use of a log based on changes in their health and fitness levels.</li></ul> <p>CPI 2.6.6.A.4</p> <ul style="list-style-type: none"><li>• SW research and explain different factors that may impact personal fitness.</li><li>• SW engage in discussion about what factors make some people not want to exercise and why some people stay motivated to achieve their goals.</li></ul> <p>CPI 2.6.6.A.5</p> <ul style="list-style-type: none"><li>• SW describe the relationship between physical activity, healthy eating and body composition by creating a skit, story or other creative outlet.</li><li>• SW keep a food and exercise log and understand and explain how calories in versus calories out affect one’s body composition.</li></ul> <p>CPI 2.6.6.A.6</p> <ul style="list-style-type: none"><li>• SW create a personal fitness plan using the principles of FITT, overload, progression and specificity to help them improve their overall health and fitness.</li></ul> |
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|  | <ul style="list-style-type: none"><li>• SW incorporate various types of training (interval, circuit, resistance and cardio) to reach their goals.</li><li>• SW demonstrate understanding of the use of heart rate monitors to help achieve fitness goals.</li></ul> <p>CPI 2.6.6.A.7</p> <ul style="list-style-type: none"><li>• SW research and compose a list of short- and long-term effects of common performance enhancing substances.</li><li>• SW discuss the frequency of use of anabolic steroids in professional athletics and the consequences that athletes face.</li><li>• SW discuss the influences of professional athletes and their use of performance enhancing substance and how students are impacted.</li></ul> |
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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 10. Manage response rates                    |

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.  
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.  
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

## Winslow Township School District

### Grade 6

#### Unit 2: Fitness

##### Modifications for Special Education/504

**Students with special needs:** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grade 6 WIDA Can Do Descriptors:

Listening  Speaking

Reading  Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Phys Ed practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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**Interdisciplinary Connections**

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Integration of Computer Science and Design Thinking NJSLS 8**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.