

East Penn School District
Curriculum and Instruction

Curriculum for:
Grade 6 Wellness/Fitness

Course(s): Grade 6 Wellness/Fitness

Grades: 6th

Department: Wellness/Fitness

Length of Period (average minutes): 43 minutes

Periods per cycle: 6

Length of Course (yrs.): 0.333

Type of offering: required elective

Credit(s) awarded: N/A

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Enduring Understanding	Essential Questions	Content	Standard	Skills
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> ● How does participating in physical activity affect you? ● What moderate physical activities can you engage in that contribute to physical fitness and health? ● What vigorous physical activities can you engage in that contribute to physical fitness and health? 	<ul style="list-style-type: none"> ● Physical activities of moderate to vigorous intensity can help you reduce the risk of disease and maintain a healthy weight. Moderate to vigorous physical activity makes your heart and lungs work harder. Vigorous physical activities make your heart beat faster; you breathe faster and use more energy than moderate physical activities. Participation in moderate to vigorous physical activities can improve muscular strength, endurance and flexibility. ● Physical activities that make your heart and lungs work harder vary in intensity. At a moderate level, you can carry on a conversation (about 3.5 mph), hiking, yard work, cycling (<10mph), dancing, light weight training, bowling and golfing. ● Vigorous physical activities make your heart beat faster and your lungs work harder at a more extreme level, providing greater health benefits and burn more calories per hour than moderate physical activities. At a vigorous level, carrying on a conversation is difficult. Vigorous physical activities include running/jogging (5mph), bicycling (>10 mph), swimming (freestyle laps), walking very fast (4.5 mph) and heavy yard work. 	<p>10.4.6A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p>	<ol style="list-style-type: none"> 1. Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment. 2. Apply exercise principles (FITT) to health-related fitness components. <p>Fitness Circuits -warm-up / stretching -reps -strength training vs muscle toning -cardio vs. free weights vs. machines -cool down / stretching</p> <p>Weight Room -varies by school facility</p> <p>Running Activities -daily warm up -pacers</p> <p>Tag Games -Blob Tag -Spider Tag -Capture the Flag</p> <p>Aerobic Games -zone ball -mat ball -punch ball -jump rope -scooter games and relays -Capture the Flag -4 Goal Soccer</p>

				Fitness Testing
Participation in physical activity impacts wellness throughout a lifetime.			10.4. 6B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.	Covered in 4th and 5th Grade Fitness
Participation in physical activity impacts wellness throughout a lifetime.	<ul style="list-style-type: none"> Why do you need to monitor and assess the response of the body to moderate to vigorous physical activity? How could you monitor and assess your heart's response to moderate to vigorous physical activity? 	<ul style="list-style-type: none"> When you participate in moderate to vigorous physical activity it is important to periodically check and then assess whether your body is responding in a good way to the intensity of the physical activity. Periodic monitoring can provide you with data to assess whether you are participating safely and if you are challenging your body. You should monitor your body's response before, during, and after a physical activity session. During moderate to vigorous physical activity there are many body responses (heart rate, respiration rate, blood pressure, perspiration rate, etc.) you could monitor. By monitoring your heart rate you can check that your physical activity level is vigorous enough to build CRE fitness. You can take your radial pulse during physical activity to see if your heart rate is in your target heart rate zone (THRZ). The THRZ is used to determine whether the intensity of the activity is challenging to the heart. Take your resting heart rate for one minute and use the*chart to determine your 	10.4.6C: Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. <ul style="list-style-type: none"> Heart rate monitoring Fitness assessment 	<p>Fitness Circuits</p> <ul style="list-style-type: none"> -warm-up / stretching -reps -strength training vs muscle toning -cardio vs. free weights vs. machines -cool down / stretching <p>Weight Room</p> <ul style="list-style-type: none"> -varies by school facility <p>Running Activities</p> <ul style="list-style-type: none"> -daily warm up -pacers <p>Tag Games</p> <ul style="list-style-type: none"> -Blob Tag -Spider Tag -Capture the Flag <p>Aerobic Games</p> <ul style="list-style-type: none"> -zone ball -mat ball -punch ball -jump rope -scooter games and relays -Capture the Flag -4 Goal Soccer

		THRZ. During physical activity, when you take your pulse, if your heart rate is lower than the lowest number in your THRZ, you need to increase the intensity of the physical activity. If your heart rate is higher than the highest number in your THRZ, you need to decrease the intensity. Over time, regular participation in physical activity may lower your resting heart rate as your heart becomes stronger and pumps blood more efficiently		Fitness Testing
Participation in physical activity impacts wellness throughout a lifetime.			10.4.6D: Describe factors that affect childhood physical activity preferences.	Covered in 4th and 5th Grade Fitness
Participation in physical activity impacts wellness throughout a lifetime.	<ul style="list-style-type: none"> • How can regular participation in physical activities help you improve your motor skills? • What are some elements of regular participation in physical activity that can help improve your motor skills? • How could the concept of time on task 	<ul style="list-style-type: none"> • There are things you can do to improve (better) your motor skill performance. Practice and experience can help you improve your motor skills. Both practice and experience can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation. • Regular participation alone may not improve motor skill performance. There are several elements that can have a positive (good) effect on the amount of skill improvement gained from regular participation in a variety of physical activities. Two elements that we use in our physical education program are time on task and success-oriented activities. • Time on task reflects the amount of 	10.4.6E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement. <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task 	Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement , group interactions and enjoyment Apply scientific principles and appropriate practice strategies to improve movement skills Direct Instruction: -Brainstorm school / community physical activity resources (ex. Parks, bike trails, walking trails, Frisbee Golf, community classes, martial arts, dance/gymnastics, skating, youth sports, climbing centers) Physical Education Multi-media Project with Rubric Cooperative Games (ideas include but are not limited to)

	<p>help you improve your motor skill performance?</p> <ul style="list-style-type: none"> • How could participation in success-oriented activities help you improve your motor skills? • What other elements of regular participation in physical activity can help improve your motor skills? • How could participating in a variety of activities help you improve your motor skills? 	<p>time you are actively participating appropriately in an activity. Having a lot of time in which to actively practice motor skills will help you improve your performance.</p> <ul style="list-style-type: none"> • There is a connection between skill success and learning a new skill. The more skill success you experience the more likely you are to learn the skill. Success can motivate an individual to practice. A good teacher/coach will adjust a motor skill to match the learner's abilities to achieve a high rate of success. Many of the basic movement concepts provide opportunities for adjusting motor skills to increase performance. • Two other elements that can positively affect the amount of skill improvement gained from regular participation are a variety of activities and school-community resources. • By participating in a variety of activities you are expanding your opportunities to improve your motor skills through practice and experience. When you participate in a variety of activities you gain opportunities to improve your motor skills in new and unique ways. Badminton and tennis are both sports involving striking with a racket. Although many of the skills used in both games are similar there are a number of differences, which make each game unique. For example the object being struck is different. There are different rules of play and the rackets have a different weight and shape. 		<p>Problem Solving -Ship Wreck -Mat Race -Human Knot -Everybody Up</p> <p>Trust Activities -Trust Fall -Human Seat -Willow in the Wind</p> <p>Cooperative Games -Hoop Race -Mat Race -Quick Line Up</p> <p>Others -Moon Ball -Stork Stretch -Cookie Machine -orienteering</p>
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	<ul style="list-style-type: none"> ● How could access to school-community resources help improve your motor skills? ● What are some examples of school-community resources available to you? 	<ul style="list-style-type: none"> ● You may find a number of opportunities to improve your motor skill performance in your school/community. Both schools and communities provide places you can go to in order to gain motor skill practice and experience. Both schools and communities may provide instructional programs that can help you learn about various physical activities. ● Examples of school resources: <ul style="list-style-type: none"> ○ Before and after school activity clubs ○ Recess ○ Varsity Sports and Club Sports ○ Courts ○ Fields ○ Pools ● Examples of Community Resources <ul style="list-style-type: none"> ○ Courts ○ Fields ○ Pools ○ Skate parks ○ Nature Trails 		
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> ● What are the positive interactions that occur between group members? ● What are the negative interactions that occur between group members? 	<ul style="list-style-type: none"> ● Social skills that lead to positive interactions include active listening, cooperation, respect, honesty, fairness, encouraging and including others, and peaceful conflict resolution. ● We try to avoid negative interactions like name-calling, bullying, win-at-all-cost, put-downs, cheating, dishonesty, and excluding others from activities. 	<p>10.4.6F: Identify and describe positive and negative interactions of group members in physical activities.</p> <ul style="list-style-type: none"> ● leading ● following ● teamwork ● etiquette ● adherence to rules 	<p>Describe the various roles within a group and how they can be positive or negative.</p>

<ul style="list-style-type: none"> ● How can adhering to rules promote positive interactions? ● How can etiquette promote positive interactions? ● How does teamwork promote positive interactions? ● How does leading and following promote positive interactions? 	<ul style="list-style-type: none"> ● Following rules can keep us safe, help us interact positively with others and play games fairly. Fair play is important so each person/team gets an equal chance to participate and excel. ● Being courteous, polite and honest with others creates good feelings, demonstrates self-control and supports fair play. Being respectful of referee's calls, avoiding retaliation (trying to get even) with opponents, and resolving conflicts peacefully are examples of courteous behavior. ● Teamwork means working together, collaborating with others to reach a goal. All take responsibility and do their part to help the team. They listen, offer ideas, respect others and persevere to reach team goals. ● Reaching group goals is enhanced when members do their parts as leaders and followers. When being a leader of a group, you help members understand directions, assignments and problems to solve. You answer questions, give helpful feedback, encourage perseverance and help resolve differences. As a follower your role is to cooperate with the leader by paying attention, following directions, completing assignments, helping solve problems, asking questions for understanding and clarity, volunteering to help, giving your best effort and supporting others. 		
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<p>Quality lifelong movement is based on scientific concepts/principles.</p>			<p>10.5.6A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p>	<p>Covered in 4th and 5th Grade Fitness</p>
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • How can the concept of transfer between skills help you become a skillful mover? • What are some examples of motor skill development concepts that can help you become a skillful mover? • How can learning about relevant cues help you become a skillful mover? 	<ul style="list-style-type: none"> • Many motor skills have similarities in various parts of the skill performance. For example, an overhand strike in volleyball shares many common features with an overhand strike in tennis. When using the concept of transfer of learning, what you have learned in one experience (overhand strike in volleyball) is transferred to a new experience (overhand strike in tennis) to help you learn the new skill. When your experience with a previous skill helps you learn a new skill we call that positive transfer. Positive transfer can help you learn skills more effectively and more efficiently. One factor that affects transfer of learning between skills is the similarities of the parts of the skills. The more similarities between the parts of the two skills, the greater the amount of positive transfer. When using the concept of transfer of learning it is important to identify and focus attention on what similar aspects you want to transfer. • Two motor learning concepts that may help you become a skillful mover are: selecting relevant cues and movement efficiency. • When learning a motor skill you will be presented with a lot of skill information. Some of the information will be 	<p>10.5.6B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency 	<p>Apply scientific principles and appropriate practice strategies to improve movement skills</p> <p>10.5.6B and 10.5.6C combined activities:</p> <p>Skills to Game</p> <p>Football- throw and catch Volleyball- set, bump, pass Basketball- dribble, pass, shoot Soccer- dribble, pass, shoot</p> <p>Sport Games Team Games Tag Games Invasion Games Net Wall Activities Target Activities Striking and Fielding</p> <p>Soccer Football (flag) Volleyball Basketball Badminton Field Hockey Mat ball Speed ball Lacrosse Softball throw/ target throw Frisbee Floor Hockey</p>

- **How can learning about movement efficiency help you become a skillful mover?**

- **What other concepts of motor skill development can help you become a skillful mover?**

- **How can learning about types of**

important (relevant) to your successful use of the motor skill. For example. When learning how to strike a ball you will need to attend to the following relevant cues: the direction the ball is moving, where the contact point should be, how to move in position, and when to begin the movement of the strike. By focusing on the relevant cues you will have important information to help you select your motor response. Some of the information will be unimportant (irrelevant). You will need to learn how to tell the difference and to attend to relevant cues and disregard irrelevant cues.

- Movement efficiency refers to the amount of energy used while performing a movement. Skillful movers perform skills with very little use of energy. Skillful movers look like they are able to move without using any effort or “they make the skill look easy”. Practicing and learning how to perform a skill will increase your movement efficiency. Movement efficiency enables you to coordinate a motor skill plan and execute it without wasting time or energy. You are movement efficient when you can use a motor skill with accuracy, consistency, control, coordination, adaptability, deliberateness and planning

- Motor learning concepts related to types of feedback are beneficial in the development of basic skills

- Feedback provides information related

	<p>feedback help you become a skillful mover?</p>	<p>to your skill performance. Using feedback can improve your practice of the skill; which may result in skill improvement. Feedback can be internal or external. External feedback is the information given by peers, teachers, or coaches. External feedback is usually the best kind of feedback.</p>		
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • What are the movement characteristics of skill performance during development through each stage of learning? • How do you know that the development of skill learning was related to practice? 	<ul style="list-style-type: none"> • OUTSTANDING • PROFICIENT • DEVELOPING • NON PARTICIPANT <p>These terms will be used consistently in skills assessments.</p> <ul style="list-style-type: none"> • Record keeping to document changes from less to more consistent skill performance: uncoordinated, jerky, unbalanced, and awkward to more coordinated, fluent, and balanced. 	<p>10.5.6C: Describe the relationship between practice and skill development.</p>	<p>Identify, assess and engage in various physical activities that support health, fitness, motor skill improvement, group interactions and enjoyment.</p> <p>Skills to Game</p> <p>Football- throw and catch Volleyball- set, bump, pass Basketball- dribble, pass, shoot Soccer- dribble, pass, shoot</p> <p>Sport Games Team Games Tag Games Invasion Games Net Wall Activities Target Activities Striking and Fielding</p> <p>Soccer Football (flag) Volleyball Basketball Badminton Field Hockey Mat ball Speed ball Lacrosse Softball throw/ target throw Frisbee</p>

				Floor Hockey
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> ● What is health-related fitness? ● What is skill related fitness? ● What are the components of health related fitness? 	<ul style="list-style-type: none"> ● When we talk about fitness there are two areas of fitness: health related fitness and skill related fitness. Health related fitness focuses on attaining and maintaining a healthy lifestyle. Due to nation-wide concerns regarding lack of physical activity and decline of health among all age groups much more emphasis is being placed on learning about health related fitness concept. ● The focus in skill related fitness is on athletic performance. Having good skill related fitness can help you learn and perform motor skills. Skill related fitness is influenced by your heredity, age, and amount of experience you have in a variety of physical activities. It can be very difficult to improve some components of skill related fitness. ● Both health related and skill related fitness have essential parts (components). The components of health related fitness include: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Cardio-respiratory endurance is also known as aerobic capacity cardio-respiratory fitness, or cardiovascular fitness. This is the ability of the heart, lungs, blood vessels and blood to work efficiently and to supply the body with oxygen. Having good cardio-respiratory endurance allows you to be physically active for a long time without getting 	<p>10.5.6D: Describe and apply the principles of exercise to the components of health related and skill-related fitness.</p> <ul style="list-style-type: none"> ● cardio-respiratory endurance ● muscular strength ● muscular endurance ● flexibility ● body composition 	<p>Apply exercise principles (FITT) to health-related fitness components.</p> <p>Examples: Cardiovascular -bike/elliptical -pacers -step-ups -mountain climbers -jump rope</p> <p>Muscular Strength /Endurance -Push ups -jumping jacks -mountain climbers -arm bands -medicine balls -curl ups -pull ups / flexed arm hang</p> <p>Flexibility -sit and reach -stretching</p>

<ul style="list-style-type: none"> • What are the components of skill related fitness? • How can you use the principles of exercise (FITT) to develop cardio-respiratory endurance? 	<p>tired. Muscular strength is the ability of the muscles to lift a heavy weight or exert a lot of force. Muscular endurance is the ability to use muscles for a long period of time without getting tired. Doing many repetitions of an exercise such as push-ups measures muscular endurance. Flexibility is the ability to move all body parts and joints freely. Body composition is the combination of all tissues that make up the body such as bones, muscles, organs, and body fat.</p> <ul style="list-style-type: none"> • Components for skill related fitness include: agility, balance, coordination, power, reaction time and speed. Agility is the ability to change body positions quickly and keep your body under control when it is moving. Balance is the ability to keep your body in a steady position while standing or moving. Coordination is the ability of body parts to work together when you perform an activity. Power is the ability to combine strength with speed while moving. Reaction time is the ability to move quickly when you get a signal to start moving. Speed is the ability to get from one place to another in the shortest possible time. The principles of exercise (FITT) can be used as training guidelines to help you attain, maintain or train health related and skill related fitness components. • (Introduction) Cardio-respiratory endurance is the ability of the heart, lungs, blood vessels, and blood to work efficiently and to supply the body with oxygen. The principles of exercise (FITT) can be used to help you attain, 		
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	<ul style="list-style-type: none"> • How can you use the principles of exercise to establish a healthy body composition? 	<p>maintain, and train cardio-respiratory endurance. Using the principles of exercise to develop cardio-respiratory endurance:</p> <ul style="list-style-type: none"> • F= 3-6 days a week • I= heart rate in the target heart rate zone • T= 20-60 minutes • T= select activities from Level 2 (active aerobics/active sports and recreation) <ul style="list-style-type: none"> • Body composition is the percentage of your weight that is fat in contrast to lean body mass (muscles, bones, organs). Body composition refers to the relative amounts of muscle fat, bone and other tissues. Maintaining appropriate body composition is important in preventing obesity. You need to have some body fat (essential fat). 		
<p>Quality lifelong movement is based on scientific concepts/principles.</p>			<p>10.5. 6E: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p>	<p>Covered in Tech. Ed/Science</p>
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • What are the four classifications of games? • What are game tactics? • What is offense? 	<ul style="list-style-type: none"> • Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net/Wall (volleyball, tennis, and pickle ball); and Invasion (football, basketball, soccer, and floor hockey). • Tactics are decisions players make during game play to reach the goals of scoring, preventing scoring, and restarting the game. • When a team has possession of the ball and is trying to score. 	<p>10.5.6F: Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> • give and go • one on one • peer communication 	<p>Apply movement skills concepts and game strategies when participating in physical activities</p> <p>Small Sided Invasion Games</p> <p>ONLY: Give and Go Offense Defense Man to Man</p>

- **What is defense?**

- In target games offensive players send away objects to make contact with stationary targets in fewer attempts than the opponent.
- In striking/fielding games, offensive players must strike or kick a ball with sufficient accuracy and/or power that will elude players on the fielding team, and give time for the hitter to run between two or more bases.
- In net/wall games, offensive players must send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In volleyball (Newcomb) players also send and receive the ball with teammates to gain control and get the ball into position to score.
- In invasion games, offensive players use passing, receiving, and travelling skills to move the ball on the court or field to get near the goal and score. Game tactics include passing to an open teammate and accurately sending the ball toward the goal. Moving to an open space means that when you do not have the ball it is your job to keep moving until you can get free of the defense to receive the object.
- When a team does not have possession of the ball, they are trying to prevent the offense from scoring.
- In target games there is no defense.
- In striking/fielding games, defensive players must move to intercept hits, pass to the fielder in the best position to tag a runner out.
- In net/wall games, defensive players must return the ball and keep it in-bounds.

Invasion Games
 -Capture the Flag
 -Tag

Net / Wall
 -volleyball
 -soccer
 -badminton
 -pickle ball

Target:
 -basketball
 -soccer
 -floor hockey
 -speed ball
 -ultimate Frisbee
 -pickle ball
 -badminton

Striking and Fielding
 -floor hockey
 -Pickle ball
 -badminton

		<ul style="list-style-type: none"> • In invasion games, defensive players must try to intercept the object and prevent scoring. They close or reduce open spaces by positioning themselves between the offensive players sending and receiving the object and/or between the player and the goal. 		
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Teacher Designated Supplemental Materials