

Commercial Township School District
Content Area: Physical Education
Grade: 6-8
Unit 1: Fitness/Movement Skills

Unit Summary

In this unit students will be able to explain and demonstrate movements that combine mechanically correct movement sequences. They will also be able to compare and contrast how various movements' skills are affected by a change in force, tempo, and motion. Students will learn how to identify mechanically correct movement skills and then provide specific and appropriate feedback to correct their errors in execution. Students will be able to identify and describe how different world cultures and history have influenced sports, games, and dance. In this unit students will be able to determine personal, social, and environmental factors that impact fitness and personal health as well as learn the concepts of health and skill related fitness and how to apply those concepts throughout their lives. Students will also learn the concepts of the FITT principle and how to improve their personal fitness by utilizing new concepts and technologies.

Student Learning Objectives

Identify the personal, social, and environmental factors that impact fitness and personal health. 6

2.6.6.A.4, 2.6.6.A.5

Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime. 7

2.6.8.A.1, 2.2.8.B.3

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. 6

2.6.6.A.

Using an assessment of one's personal fitness level, develop a personal physical activity program. 6

2.6.6.A.3

Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity. 7

2.6.8.A.4, 2.1.8.B.2

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. 6

2.6.6.A.6

Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7

2.6.8.A.3, 2.6.8.A.

Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles. 8

2.6.8.A.2, 2.6.8.A.4 2.6.8.A.

Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance) 6

2.5.6.A.1

Compare and contrast how various movements' skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility). 6

2.5.6.A.

Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution. 6

2.5.6.A.4, 2.5.6.A.1

Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e games, sports and dance). 7

2.5.8.A.1, 2.5.8.A.2

Demonstrate a planned movement sequence that incorporates feedback from teachers and peers. 8

2.5.8.A.3, 2.5.8.A.

Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance. 8

2.5.8.C.3

| Unit Sequence | |
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| This unit will take one marking period, approximately 32 class periods | |
| Concepts | Formative Assessment |
| <ul style="list-style-type: none">• Making healthy choices now will greatly impact their overall health in the future. Make fitness and nutrition a priority.• The concepts of the FITT Principle are Frequency, Intensity, Time, and Type• How often, how hard, how much time is spent, and the type of exercise chosen will impact overall personal fitness.• The components of skill related fitness are: agility, speed, coordination, reaction time, balance, and power.• The components of skill related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and sport related activities• The components of health related fitness are: cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility• The components of health related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram | <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none">• Perform an interval workout to music/cadence.• Demonstrate cooperative fitness activities.• Set individual goals to perform his/her best at completing FitnessGram Testing• Explain and demonstrate movements that combine mechanically correct movement sequences.• Compare and contrast how various movements' skills are affected by a change in force and motion• Provide specific and appropriate feedback to correct their errors in execution.• Identify, describe, and celebrate the influence that different world cultures have on games, sports, and dance. |

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| <p>Testing, and health related activities.</p> <ul style="list-style-type: none"> • Heart rate and blood pressure can be monitored before, during, and after exercise by taking the pulse at the wrist, heart rate monitors, and recognition of physical changes occurring in the body. • The proper mechanics of throwing a ball are; using the dominant hand, bring the ball up to the ear, step forward with the opposite foot, lead with the elbow, and follow through. • The proper mechanics of catching a ball are; universal stance, arms form a W at chest level, hands form a triangle, watch the ball into your hands. (soft hands) • The proper mechanics of kicking a ball are; proper stance, step with the opposite foot, approximately one foot away from the ball, and kick with the instep of the striking foot. | |
| Unit Resources | District/School Summative Assessments |
| <p>www.pecentral.com</p> <p>iTunes</p> <p>PE Games and Activities Kit, Ken Lumsden, Parker Publishing Co.;2001</p> <p>Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988</p> <p>http://www.teachingideas.co.uk</p> <p>http://www.pegames.or</p> | <p>Discussion</p> <p>Observation</p> <p>Participation</p> |

| Interdisciplinary Connections |
|-------------------------------|
| Science, Math, Musical Arts |

| Future Learning |
|-----------------------------|
| Fitness team games |
| Prior Learning |
| Fitness and sports stations |

Modifications

Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.

Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects

Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work

Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task

Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses

Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task

Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda

Enrichment;

1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions

21st Century Themes and Skills

Life and 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

Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

Commercial Township School District
Content Area: Physical Education
Grade: 6-8
Unit 2: Fitness Team Games

Unit Summary

In this unit students will be able to create and demonstrate offensive and defensive strategies and plays in a variety of game settings. Students will compare and contrast strategies that are used to improve individual effectiveness during team games and activities. Mental strategies will be discussed that may be applied in team games or activities to improve overall performance. Demonstrate rules and procedures that promote sportsmanship and safety. Students will compare and contrast the historical origins of game rules and safety to current team activities and sports. Students will analyze various types of equipment and products and changes to rules and procedures that have an impact on the evolution of safety in team sports. In this unit students will be able to determine personal, social, and environmental factors that impact fitness and personal health as well as learn the concepts of health and skill related fitness and how to apply those concepts throughout their lives. Students will also learn the concepts of the FITT principle and how to improve their personal fitness by utilizing new concepts and technologies.

Student Learning Objectives

Identify the personal, social, and environmental factors that impact fitness and personal health. 6

2.6.6.A.4, 2.6.6.A.5

Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime. 7

2.6.8.A.1, 2.2.8.B.

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. 6

2.6.6.A.2

Using an assessment of one's personal fitness level, develop a personal physical activity program. 6

2.6.6.A.3

Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity. 7

2.6.8.A.4, 2.1.8.B.

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. 6

2.6.6.A.

Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7

2.6.8.A.3, 2.6.8.A.5

Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.). 6

2.5.6.B.1, 2.5.6.B.

Analyze individual play, defined by role responsibility, in team activities and games. 7

2.5.8.B.2

Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics. 8

2.5.8.B.1, 2.5.8.B.3

Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. 6

2.5.6.B.

Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance. 7

2.5.8.B.

Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games. 8

2.5.8.B.3

Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games. 6

2.5.6.C.1, 2.5.6.C.

Identify and conduct a self and peer / team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers. 8

2.5.8.C.1

Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors. 8

2.5.8.C.

Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports. 6

2.5.6.C.3

Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports. 7

2.6.8.A.4, 2.5.8.B.2

Analyze how various types of equipment and products, and changes to rules and procedures, have had an impact on the evolution of safety in specific team activities and sports. 8

2.5.6.C.2, 2.5.8.C.

Unit Sequence

This unit will take one marking period, approximately 32 class periods

Concepts

Formative Assessment

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| <ul style="list-style-type: none"> • Making healthy choices now will greatly impact their overall health in the future. Make fitness and nutrition a priority. • The concepts of the FITT Principle are Frequency, Intensity, Time, and Type • How often, how hard, how much time is spent, and the type of exercise chosen will impact overall personal fitness • The components of skill related fitness are: agility, speed, coordination, reaction time, balance, and power. • The components of skill related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and sport related activities. • The components of health related fitness are: cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility. • The components of health related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and health related activities. • Heart rate and blood pressure can be monitored before, during, and after exercise by taking the pulse at the wrist, heart rate monitors, and recognition of physical changes occurring in the body. • Teacher demonstration, video clips, student demonstration, and group discussion will help students gain the knowledge of strategic game play • Teacher demonstration, video clips, student demonstration, and group discussion will help students gain the knowledge of strategic game play • Students will assess their individual performance by feedback from teachers and peers. • Teachers providing positive feedback, video and power point presentations, and student discussion will reinforce sportsmanship. • As the rules of different sports have evolved, safety has become a primary concern, and equipment has either been updated or newly designed to promote overall safety of all participants. | <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Perform an interval workout to music/cadence • Demonstrate cooperative fitness activities. • Create and demonstrate offensive and defensive strategies and play in a variety of game settings • Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. • Discuss mental strategies that may be applied in team games or activities to improve overall performance. • Demonstrate rules and procedures that promote sportsmanship and safety. • Compare and contrast the historical origins of game rules and safety to current team activities and sports • Analyze various types of equipment and products and changes to rules and procedures that have an impact on the evolution of safety in team sports. |
| Unit Resources | District/School Summative Assessments |
| <p>www.pecentral.com</p> <p>iTunes</p> | <p>Discussion</p> <p>Observation</p> |

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| PE Games and Activities Kit, Ken Lumsden, Parker Publishing Co.;2001 Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988 http://www.teachingideas.co.uk http://www.pegames.org | Participation |
|---|---------------|

| Interdisciplinary Connections |
|-------------------------------|
| Science, math, musical arts |

| Future Learning |
|-----------------------------|
| Fitness/cooperative actives |

| Prior Learning |
|-----------------------------|
| Fitness and movement skills |

| Modifications |
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| <p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects</i></p> <p><i>Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work</i></p> <p><i>Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task</i></p> <p><i>Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses</i></p> <p><i>Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task</i></p> <p><i>Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda</i></p> <p><i>Enrichment;</i></p> <p><i>1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and</i></p> |

whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions

21st Century Themes and Skills

Life and 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.

Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

Commercial Township School District
Content Area: Physical Education
Grade: 6-8
Unit 3: Fitness/Cooperative activities

Unit Summary

In this unit students will be able to determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities and use verbal and nonverbal communication to respond to conflict and peer negotiation in cooperative activities. Students will also be able to describe and implement cooperative strategies, and mental attitudes in a variety of activities and sports. Analyzing and assessing personal behavior skills will be incorporated into the unit including communication, respect, attention to safety, and decision making during cooperative games. Feedback will be utilized to improve motor performance individually and as a team during cooperative activities. In this unit students will be able to determine personal, social, and environmental factors that impact fitness and personal health as well as learn the concepts of health and skill related fitness and how to apply those concepts throughout their lives. Students will also learn the concepts of the FITT principle and how to improve their personal fitness by utilizing new concepts and technologies.

Student Learning Objectives

Identify the personal, social, and environmental factors that impact fitness and personal health. 6

2.6.6.A.4, 2.6.6.A.5

Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime. 7

2.6.8.A.1, 2.2.8.B.3

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. 6

2.6.6.A.2

Using an assessment of one's personal fitness level, develop a personal physical activity program. 6

2.6.6.A.

Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity). 7

2.6.8.A.4, 2.1.8.B.2

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. 6

2.6.6.A.

Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7

2.6.8.A.3, 2.6.8.A.5

Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles. 8

2.6.8.A.2, 2.6.8.A.4 2.6.8.A.

Determine appropriate critical thinking and decision-making skills necessary in individual and collaborative activities. 6

2.5.6.B.1, 2.2.6.B.1

Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative activities. 7

2.2.8.A.2, 2.2.6.A.1

Compare and contrast the benefits of individual versus collaborative decision-making skills in a variety of cooperative activities and sports. 8

2.5.8.B.3, 2.2.6.B.1, 2.2.8.B.2

Describe and implement cooperative strategies in a variety of activities and sports. 6

2.5.6.B. 7, 2.2.6.B.

Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance). 7

2.5.8.B.

Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities. 8

Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities. 6

2.5.6.B.1, 2.5.6.B.

Evaluate feedback received from self- evaluation and external sources to improve motor performance during cooperative activities. 7

2.5.6.A.4, 2.5.8.B.2

Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement. 8

2.5.8.B.2, 2.5.8.B.3

Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance. 8

2.5.8.B.2, 2.2.8.B.

Unit Sequence

This unit will take one marking period, approximately 32 class periods

Concepts

- Making healthy choices now will greatly impact their overall health in the future. Make fitness and nutrition a priority.
- The concepts of the FITT Principle are Frequency, Intensity, Time, and Type

Formative Assessment

- Students who understand the concepts are able to:*
- Perform an interval workout to music/cadence.
 - Demonstrate cooperative fitness activities.

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|---|---|
| <ul style="list-style-type: none"> • How often, how hard, how much time is spent, and the type of exercise chosen will impact overall personal fitness. • The components of skill related fitness are: agility, speed, coordination, reaction time, balance, and power • The components of skill related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and sport related activities • The components of health related fitness are: cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility • The components of health related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and health related activities. • Heart rate and blood pressure can be monitored before, during, and after exercise by taking the pulse at the wrist, heart rate monitors, and recognition of physical changes occurring in the body • Teams can work cooperatively to outline strategies that will ensure the success of their efforts. Positive mental attitudes help lead to further success in achieving team goals. • Feedback such as verbal and non-verbal communication, peer assessment, and group closure activities will be utilized to improve motor performance individually and as a team. | <ul style="list-style-type: none"> • Set individual goals to perform his/her best at completing FitnessGram Testing • Determine appropriate critical thinking and decision-making skills • Describe and implement cooperative strategies, and mental attitudes in a variety of activities and sports. • Analyze and assess personal behavior skills. • Give feedback to improve motor performance individually and as a team |
| Unit Resources | District/School Summative Assessments |
| <p>www.pecentral.com</p> <p>iTunes</p> <p>PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001</p> <p>Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988</p> <p>http://www.teachingideas.co.uk</p> <p>http://www.pegames.org</p> | <p>Discussion</p> <p>Observation</p> <p>Participation</p> |

Interdisciplinary Connections

Science, math, musical arts

Future Learning

Fitness and lifetime activities

Prior Learning

Fitness and movement activities

Modifications

Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.

Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects

Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work

Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task

Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses

Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task

Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda

Enrichment;

1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions

21st Century Themes and Skills

Life and 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

Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

Commercial Township School District
Content Area: Physical Education
Grade: 6-8
Unit 4: Fitness and Lifetime Activities

Unit Summary

In this unit students will be able to demonstrate critical thinking skills and tactical strategies that will impact the quality of performance and effectiveness of offensive and defensive strategies. Students will identify and demonstrate the use of various shots/skills used in practice drills and game play situations. Providing fair and honest skill specific feedback will be encouraged between partners during practice and game situations, and students will be able to compare and contrast the different behaviors that lead to proper sportsmanship. Students will analyze the effectiveness of mental strategies and skills used to achieve specific goals in individual activities. Students will become familiar with equipment, rules, and procedures that will promote participant safety while engaged in these activities. Fitness training strategies and exercises will be discussed and practiced to help students identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. In this unit students will be able to determine personal, social, and environmental factors that impact fitness and personal health as well as learn the concepts of health and skill related fitness and how to apply those concepts throughout their lives. Students will also learn the concepts of the FITT principle and how to improve their personal fitness by utilizing new concepts and technologies.

Student Learning Objectives

Identify the personal, social, and environmental factors that impact fitness and personal health. 6

2.6.6.A.4, 2.6.6.A.5

Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime. 7

2.6.8.A.1, 2.2.8.B.

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. 6

2.6.6.A.

Using an assessment of one's personal fitness level, develop a personal physical activity program. 6

2.6.6.A.

Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity). 7

2.6.8.A.4, 2.1.8.B.2

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. 6

2.6.6.A.

Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7

2.6.8.A.3, 2.6.8.A.

Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles. 8

2.6.8.A.2, 2.6.8.A.4 2.6.8.A.5

Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. 6

2.5.6.B.1, 2.5.6.B.

Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies. 7

2.5.8.B.2

Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities. 8

2.5.8.B.1

Identify and demonstrate the use of various shots / skills used during practice / game play. 6

2.5.6.B.2, 2.5.6.A.

Provide fair and honest skill specific feedback to a partner, which will be integrated into game play. (tennis, pickle ball, badminton) 7

2.5.8.A.2

Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play. 8

2.5.8.B.2, 2.5.8.B.3

Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6

2.5.6.C.1, 2.5.6.C.2

Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities. 7

2.5.8.C.1

Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities. 8

2.5.8.C.2

Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) 6

2.6.6.A.

Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities. 8

2.6.8.A.4

Unit Sequence

This unit will take one marking period, approximately 32 class periods

| Concepts | Formative Assessment |
|--|---|
| <ul style="list-style-type: none"> • Making healthy choices now will greatly impact their overall health in the future. Make fitness and nutrition a priority. • The concepts of the FITT Principle are Frequency, Intensity, Time, and Type. • How often, how hard, how much time is spent, and the type of exercise chosen will impact overall personal fitness • The components of skill related fitness are: agility, speed, coordination, reaction time, balance, and power. • The components of skill related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and sport related activities. • The components of health related fitness are: cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility • The components of health related fitness can be improved with daily tabata routines, stretching, yoga, preparation for the FitnessGram Testing, and health related activities. • Heart rate and blood pressure can be monitored before, during, and after exercise by taking the pulse at the wrist, heart rate monitors, and recognition of physical changes occurring in the body. • Teacher demonstration, video clips, student demonstration, and group discussion will help students gain the knowledge of strategic game play • Students will assess their individual performance by feedback from teachers and peers • Teachers providing positive feedback, video and power point presentations, and student discussion will reinforce sportsmanship. • As the rules of different sports have evolved, safety has become a primary concern, and equipment has either been updated or newly designed to promote overall safety of all participants. | <p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Perform an interval workout to music/cadence. • Demonstrate cooperative fitness activities. • Set individual goals to perform his/her best at completing FitnessGram Testing. • Create and demonstrate offensive and defensive strategies and play in a variety of game settings. • Compare and contrast strategies that are used to improve individual effectiveness during team games and activities. • Discuss mental strategies that may be applied in team games or activities to improve overall performance. • Demonstrate rules and procedures that promote sportsmanship and safety. • Compare and contrast the historical origins of game rules and safety to current team activities and sports • Analyze various types of equipment and products and changes to rules and procedures that have an impact on the evolution of safety in team sports. |
| Unit Resources | District/School Summative Assessments |
| <p>www.pecentral.com</p> <p>iTunes</p> <p>PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001</p> | <p>Discussion</p> <p>Observation</p> <p>Participation</p> |

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| Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988 http://www.teachingideas.co.uk http://www.pegames.org | |
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| Interdisciplinary Connections |
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| Science, Math, Musical Arts |
| Future Learning |
| Lifetime physical Fitness |
| Prior Learning |
| Fitness and movement activities |

| Modifications |
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| <p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects</i></p> <p><i>Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work</i></p> <p><i>Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task</i></p> <p><i>Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses</i></p> <p><i>Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task</i></p> <p><i>Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda</i></p> <p><i>Enrichment;</i></p> <p><i>1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer</i></p> |

opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions

21st Century Themes and Skills

Life and 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

Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age