

WALTER T. BERGEN MIDDLE SCHOOL
BLOOMINGDALE, NJ

PHYSICAL EDUCATION CURRICULUM
GRADE 6

WRITTEN BY: MELISSA CONBOY

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PHILOSOPHY

The 6th-8th grade Walter T. Bergen Middle School's Physical Education curriculum units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction throughout the units. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. Based on the educational principle that the mind and body are one and we are responsible for educating the whole child, the Walter T. Bergen Middle School Physical Education program supports the following beliefs:

- Physical education is designed to remediate weaknesses and reinforce strengths.
- Physical education is unique in that it educates through the physical body in order to reach its objectives.
- Physical education should help students develop physical fitness, neuromuscular skills, a body of knowledge relative to physical activity, and positive attitudes and behaviors.
- Physical education is not just a collection of activities but is a well organized, sequenced program which is designed to meet specific objectives.
- The ultimate test of the physical education program lies in the life-style of our graduates. Graduates of a successful program maintain a desirable level of physical fitness, understand the effects of exercise on the human body, are aware of the benefits of a physically active life style, and exhibit positive behaviors and attitudes both as a spectator and a participant.
- Physical education should foster the enjoyment of play and activity, which will ultimately result in students continuing activity throughout their lives.

Comprehensive Physical Education Units:

Unit I Wellness

Unit II Movement Education/ Rhythm

Unit III Cooperative Games

Unit IV Individual Activities

Unit V Team Activities

Comprehensive Health and Physical Education Standards Learning Progressions

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

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

- Fitness and Physical Activity

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 6	UNIT: I	UNIT NAME: WELLNESS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Determine personal, social, and environmental factors that impact fitness and personal health • Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/training • Using an assessment of one’s personal fitness level, develop a personal physical activity program • Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness 	<ul style="list-style-type: none"> • 2.6.6.A.4: Predict how factors such as health status, interests, 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 and health. • 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.6: Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

CONTENT AREA: PHYSICAL EDUCATION**GRADE: 6****UNIT: II****UNIT NAME: MOVEMENT EDUCATION**

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Explain and demonstrate movements that combine mechanically correct movement sequences • Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, and agility) • Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution 	<ul style="list-style-type: none"> • 2.5.6.A.1: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 2.5.6.A.1: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 6	UNIT: III	UNIT NAME: COOPERATIVE GAMES
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Determine the appropriate critical thinking and decision making skills necessary in individual and collaborative activities • Describe and implement cooperative strategies in a variety of activities and sports • Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities 	<ul style="list-style-type: none"> • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.2.6.B.1: Use effective decision-making strategies. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.2.6.B.1: Use effective decision-making strategies. • 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.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 6

UNIT: IV

UNIT NAME: INDIVIDUAL ACTIVITIES

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Identify individual tactical strategies that will impact the quality of performance in individual and dual activities • Identify and demonstrate the use of various shots/skills used during practice/game play • Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship • Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle (healthy eating, body composition, physical activity) 	<ul style="list-style-type: none"> • 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.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 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.4: Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 6	UNIT: V	UNIT NAME: TEAM ACTIVITIES
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses, etc.) • Compare and contrast strategies that are used to improve individual effectiveness during team games and activities • Demonstrate rules and procedures that promote sportsman like behaviors during team activities and games that promote participation and safety • Identify the historic origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports 	<ul style="list-style-type: none"> • 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.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 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. • 2.5.6.C.3: Relate the origin and rules associated with certain games, sports, and dances to different cultures.

ASSESSMENTS

- Written tests of knowledge, rules, positions, and strategies
- Preparation
- Class Participation
- Attitude/Behavior
- Sportsmanship
- Performance
- Physical Fitness Test Rubric
- Skill Development
- Peer Assessments