

St. Johns County School District
PE-M/J Fitness-Grade 6
Curriculum Map-(2015-2016)

Course #: 1508000	Course Name: M/J Fitness – Grade 6	Semester:	Pacing:														
Cognitive Abilities: <ul style="list-style-type: none"> • PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. 																	
Benchmarks	Learning Targets/Skills	Concepts/Content															
<p>PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">PE.6.C.2.1 :</td> <td>Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td> </tr> <tr> <td>PE.6.C.2.10 :</td> <td>Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. Remarks/Examples Some examples of these are weight- loss pills, food labels and exercise equipment.</td> </tr> <tr> <td>PE.6.C.2.11 :</td> <td>Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.</td> </tr> <tr> <td>PE.6.C.2.12 :</td> <td>List the components of skill-related fitness. Remarks/Examples The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.</td> </tr> <tr> <td>PE.6.C.2.13 :</td> <td>List appropriate warm-up and cool-down techniques and the reasons for using them.</td> </tr> <tr> <td>PE.6.C.2.2 :</td> <td>List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td> </tr> <tr> <td>PE.6.C.2.22 :</td> <td>List the three different types of heat illnesses associated with fluid loss. Remarks/Examples The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</td> </tr> </table>	PE.6.C.2.1 :	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	PE.6.C.2.10 :	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. Remarks/Examples Some examples of these are weight- loss pills, food labels and exercise equipment.	PE.6.C.2.11 :	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.	PE.6.C.2.12 :	List the components of skill-related fitness. Remarks/Examples The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.	PE.6.C.2.13 :	List appropriate warm-up and cool-down techniques and the reasons for using them.	PE.6.C.2.2 :	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	PE.6.C.2.22 :	List the three different types of heat illnesses associated with fluid loss. Remarks/Examples The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.	SWBAT Demonstrate proficiency through a variety of written and/or oral quizzes and tests, exit slips, logs, and projects.	<ul style="list-style-type: none"> • Health-Related Components • Safety Procedures • Heat Illnesses • FITT principle • SPORT principle • Benefits of Physical Activity • Aerobic and anaerobic activities • Skill Related Fitness Components • Target Heart Rate • Warm-up and cool-down techniques • Methods of evaluating movement performance 	
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<u>PE.6.C.2.3 :</u>	Describe how each of the health-related components of fitness are improved through the application of training principles. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.		
<u>PE.6.C.2.4 :</u>	Describe the long-term benefits of regular physical activity. Some examples of types of long-term benefits are physical, cognitive and emotional.		
<u>PE.6.C.2.5 :</u>	Describe the training principles of overload, progression and specificity.		
<u>PE.6.C.2.6 :</u>	Classify activities as aerobic or anaerobic.		
<u>PE.6.C.2.7 :</u>	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.		
<u>PE.6.C.2.8 :</u>	List methods of monitoring intensity level during aerobic activity. Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.		
<u>PE.6.C.2.9 :</u>	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.		
<u>HE.6.B.3.1:</u>	Examine the validity of health information, and determine the cost of health products, and services. Remarks/Examples Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.		
<u>HE.6.B.6.1:</u>	Use various methods to measure personal health status. Remarks/Examples BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.		
<u>HE.6.P.7.1:</u>	Explain the importance of assuming responsibility for personal-health behaviors. Remarks/Examples Medical/dental checkups, resisting peer pressure, and healthy relationships.		

St. Johns County School District
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Curriculum Map-(2015-2016)

LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.		
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>		
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.		
Activities		Assessments	
<ul style="list-style-type: none"> • Class/Group Discussions • Cooperative Games • Sport-Related Activities and Games 		<ul style="list-style-type: none"> • Teacher observations and Peer observations • Assignments • Projects • Tests/Quizzes/Exit Slips • Rating Scales 	
Resources			
PEcentral.org, SPARK, Presidential Fitness Challenge, Fitness Gram, Nike Training Club, iPod/iPad Apps, Videos, DVDs, Search engines			

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Lifetime Fitness: <ul style="list-style-type: none"> • PE.6.L.3 Participate regularly in physical activity. • PE.6.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. 																					
Essential Questions																					
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PE.6.L.3 Participate regularly in physical activity. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;">PE.6.L.3.1 :</td> <td>Participate in moderate physical activity on a daily basis.</td> </tr> <tr> <td>PE.6.L.3.2 :</td> <td>Participate in vigorous physical activity on a daily basis.</td> </tr> <tr> <td>PE.6.L.3.3 :</td> <td>Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td> </tr> <tr> <td>PE.6.L.3.6 :</td> <td>Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.</td> </tr> </table> PE.6.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;">PE.6.L.4.1 :</td> <td>Create, implement and assess a personal fitness program in collaboration with a teacher.</td> </tr> <tr> <td>PE.6.L.4.2 :</td> <td>Develop goals and strategies for a personal physical fitness program.</td> </tr> <tr> <td>PE.6.L.4.3 :</td> <td>Use available technology to assess, design and evaluate a personal physical-activity plan.</td> </tr> <tr> <td>PE.6.L.4.4 :</td> <td>Develop a personal fitness program including a variety of physical activities.</td> </tr> <tr> <td>PE.6.L.4.5 :</td> <td>Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td> </tr> </table>		PE.6.L.3.1 :	Participate in moderate physical activity on a daily basis.	PE.6.L.3.2 :	Participate in vigorous physical activity on a daily basis.	PE.6.L.3.3 :	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	PE.6.L.3.6 :	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.	PE.6.L.4.1 :	Create, implement and assess a personal fitness program in collaboration with a teacher.	PE.6.L.4.2 :	Develop goals and strategies for a personal physical fitness program.	PE.6.L.4.3 :	Use available technology to assess, design and evaluate a personal physical-activity plan.	PE.6.L.4.4 :	Develop a personal fitness program including a variety of physical activities.	PE.6.L.4.5 :	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	SWBAT... <ul style="list-style-type: none"> • Participate in daily activities in Physical Education class which promotes health-related fitness and stress management • Completion of assignments • Completing Activity Logs involving the FITT and SPO principles • Participating in Pre and Post testing for the Presidential Fitness Challenge • Completing Activity/Food Logs 	<ul style="list-style-type: none"> • MVPA • Health-Related Fitness Concepts • FITT and SPO principles • Planning and setting personal fitness goals • Adequate vs. Inadequate levels of fitness • Stress management • THR and THRZ
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<p>Activities</p> <ul style="list-style-type: none"> • Class/Group Discussions • Cooperative Games • Sport-Related Activities and Games 	<p>Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Assignments • Projects • Tests/Quizzes/Exit Slips • Peer observations • Rating Scales
<p>Resources</p> <ul style="list-style-type: none"> • PEcentral.org • SPARK • Presidential Fitness Challenge • FitnessGram • Nike Training Club • IPod/IPad Apps, Videos, DVDs, Search engines 	

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Movement Competency:			
<ul style="list-style-type: none"> PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. 			
Benchmarks		Learning Targets/Skills	Concepts/Content
PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.		SWBAT: <ul style="list-style-type: none"> Improve in each of the 5 components of the Presidential Fitness Challenge (Mile Run, Shuttle Run, Pull-ups/Flexed-Arm Hang, Sit-ups and Sit and Reach) Develop personal fitness logs of individual fitness activities that focus on the principles of training and conditioning. Find their pulse by using their carotid artery, radial artery or heart rate monitor. Participate in a warm-up before activities and a cool-down after activities. Follow the safety rules of the Fitness Physical Education class and rules of each activity. 	<ul style="list-style-type: none"> Principles of Fitness Target Heart Rate and Target Heart Rate Zone Principles of Training Principles of Conditioning Proper Warm-up and Cool-Down Techniques Proper Safety Practices
PE.6.M.1.12 :	Use proper safety practices. Remarks/Examples Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.		
PE.6.M.1.1 :	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.		
PE.6.M.1.11 :	Apply proper warm-up and cool-down techniques.		
PE.6.M.1.2 :	Perform at least three different activities that achieve target heart rate.		
PE.6.M.1.3 :	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.		
PE.6.M.1.5 :	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.		

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Responsible Behaviors and Values: <ul style="list-style-type: none"> • PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. • PE.6.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 													
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<p>PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</p> <table border="1" data-bbox="218 467 1276 925"> <tr> <td data-bbox="218 467 485 521">PE.6.R.5.1 :</td> <td data-bbox="485 467 1276 521">List ways that peer pressure can be positive and negative.</td> </tr> <tr> <td data-bbox="218 521 485 597">PE.6.R.5.2 :</td> <td data-bbox="485 521 1276 597">Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</td> </tr> <tr> <td data-bbox="218 597 485 768">PE.6.R.5.3 :</td> <td data-bbox="485 597 1276 768"> Demonstrate responsible behaviors during physical activities. Remarks/Examples Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat. </td> </tr> <tr> <td data-bbox="218 768 485 844">PE.6.R.5.4 :</td> <td data-bbox="485 768 1276 844">Describe the personal, social and ethical behaviors that apply to specific physical activities.</td> </tr> <tr> <td data-bbox="218 844 485 925">PE.6.R.5.5 :</td> <td data-bbox="485 844 1276 925">Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td> </tr> </table>	PE.6.R.5.1 :	List ways that peer pressure can be positive and negative.	PE.6.R.5.2 :	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	PE.6.R.5.3 :	Demonstrate responsible behaviors during physical activities. Remarks/Examples Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.	PE.6.R.5.4 :	Describe the personal, social and ethical behaviors that apply to specific physical activities.	PE.6.R.5.5 :	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	SWBAT.. (both in and out of the school setting) <ul style="list-style-type: none"> • Work cooperatively together • Follow the safety rules of the class and activity • Demonstrate responsible behavior during play • Demonstrate proper use and care of P.E. equipment • Demonstrate proper sportsmanship and teamwork 	<ul style="list-style-type: none"> • Cultural Diversity • Positive and Negative Peer Pressure • Bullying • Sportsmanship • Teamwork • Safety Procedures • Respect for yourself and others • Respect for equipment 	
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