

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 6th Grade

Health and Fitness	
UNITS Sample of units that can be included under teaching invasion games.	fitness testing, fitness challenges, ongoing throughout the school year, fitness walking
Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?	Physical fitness is essential to a lifetime of health and wellness. Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. Engaging in a variety of physical activity provides opportunities for enjoyment, social interaction, challenge and/or self expression.
Essential Questions What questions will provoke and sustain student engagement while focusing learning?	Standard 3 What does it mean to be physically fit? What are the components of fitness? What is the FITT principle and how can it be used to improve fitness? What role does nutrition play in physical activity? Standard 4 How can I safely engage in physical activity? Standard 5 How can I incorporate physical activity into my daily lifestyle? What are the benefits of physical activity? What ways can I use physical activities throughout my life?
Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?	Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Supporting Standards	6.3.PA1. Describe how being physically active leads to better health. 6.3.PA2. Participate in a variety of physical activities.

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<p>Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>6.3.PF1. Identify the components of skill-related fitness 6.3.PF2. Identify each of the components of the FITT principle for different types of physical activity. 6.3.N1. Identify food from each of the basic food groups and select appropriate servings and proportions for his/her age and physical activity levels. 6.3.SM1. Recognize physical activity as a positive way of dealing with stress. 6.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities. 6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle. 6.5.C1. Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging. 6.5.SE1. Identify and use appropriate strategies to self reinforce positive fitness behaviors. 6.5.SI1. Use personal and social behaviors that show respect to self and others in physical activity settings. 6.5.A1. State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>I can describe the importance of a warm up and cool down. I can demonstrate fitness activities by following rules and perform safely. I can work cooperatively with others when designing and demonstrating fitness activities. I can describe how nutrition influences fitness. I can assess fitness assessment and determine what areas I need to improve. I can create a goal using the FITT principle to help improve my fitness levels.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>health related fitness, target heart rate, FITT principle, nutrition, fitness, warm up, cool down, aerobic, anaerobic, static stretching, dynamic stretching, skill-related fitness</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies Math Science Language Arts</p>
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>

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Instructional Strategies/Resources	direct instruction, modeling, differentiation Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: https://www.shapeamerican.org/
**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.	