

<p>2.6 Fitness - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>		<p>Strand: A. Fitness and Physical Activity</p>
<p>NJCCCS:</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. 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.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.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>		
<p>Big Ideas:</p> <p>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>		
<p>Essential Questions:</p> <p>What is the minimum amount of exercise I can do to stay physically fit?</p>	<p>Enduring Understandings:</p> <p>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p> <p>Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</p>	
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>By the end of 6th grade, all students will be able to . . .</p> <ul style="list-style-type: none"> Analyze the social, emotional, and health benefits of selected physical experiences. Determine to what extent various activities improve skill-related fitness vs. health-related fitness. 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. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. Relate physical activity, healthy eating, and body composition to personal fitness and health. Explain and apply the training principles of Frequency, Intensity, Time, and Type (FITT) to improve personal fitness. Evaluate the short- and long- term effects of anabolic steroids and other performance-enhancing substances on personal health. 		
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s). 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> Skill- vs. health- Related Fitness Fitness Plan FITT Anabolic Steroids PED (Performance Enhancing Drugs) 	
	<p>Technology:</p> <ul style="list-style-type: none"> Video Ipads ® Ipod ®(music) Document Camera Xbox 360 Kinect ® Fitnessgram ® 	

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Curriculum Guide

Grade: 6th Grade Content Area: Health and Physical Education

		8.1.5.A.1
Recommended Instructional Activities: <ul style="list-style-type: none">• Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.		
Extension Strategies/Activities: Application in :		<ul style="list-style-type: none">•
Cross-curricular Connections/Standards: Language Arts: SL.6.1 21 st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4		
Suggested Assessments: <ul style="list-style-type: none">• Performance Assessment / Rubric• Class Discussion• Formal (Test/Quiz)• Oral Q/A		
Modifications for SpEd/ESL/students at Risk/Gifted Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following: Presentation accommodations: <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Learn content from audio books, movies, videos and digital media instead of reading print versions• Use alternate texts at lower readability level• Work with fewer items per page or line and/or materials in a larger print size• Use magnification device, screen reader, or Braille/Nemeth Code• Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)• Be given a written list of instructions• Record a lesson, instead of taking notes• Have another student share class notes with him• Be given an outline of a lesson• Be given a copy of teachers' lecture notes• Be given a study guide to assist in preparing for assessments• Use visual presentations of verbal material, such as word webs and visual organizers• Use manipulatives to teach or demonstrate concepts• Have curriculum materials translated into native language Response accommodations: <ul style="list-style-type: none">• Use sign language, a communication device, Braille, other technology, or native language other than English• Dictate answers to scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker		

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- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments