

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Health: Wellness	<b>Grade</b>	6
<b>Course Name</b>	Middle School Health & Physical Education		

<b>Unit</b>	Unit 1: Personal Growth/Wellness..... Concepts of Health?					
<b>Concepts</b>	All students will take responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle					
<b>Big Ideas</b>	<p>Staying healthy is a lifelong process that includes all dimensions of wellness            Eating patterns are influenced by a variety of factors.            The early detection and treatment of diseases and health conditions impact one's health.            Every health-related decision has short- and long-term consequences and affects the ability to reach health goals</p>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• How do personal health choices impact our own health as well as the health of others?</li> <li>• How can a personal commitment to wellness influence the health of others?</li> </ul> <p>How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</p> <ul style="list-style-type: none"> <li>• Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul> <ul style="list-style-type: none"> <li>• What is a healthy caloric intake?</li> <li>• What is the relationship between food intake and physical activity?</li> <li>• What are the specific calories from protein, carbohydrates and fats?</li> <li>• What are the different parts of the food label?</li> </ul>					
<b>Competencies</b>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>• Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> <li>• Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.</li> <li>• Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Caloric content</li> <li>• Food</li> </ul>
	Students will know.... <ul style="list-style-type: none"> <li>• the benefits or risks that certain food choices and eating patterns have on one's overall wellness.</li> </ul>	Students will be able to (do)... <ul style="list-style-type: none"> <li>• describe how effective decision-making can impact choices made by individuals or groups in</li> </ul>	10.1.6.B.			

	<ul style="list-style-type: none"> <li>• Students will analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.</li> <li>• how culture/family history influences impacts one's personal growth and health.</li> </ul>	<p>regards to personal wellness.</p> <ul style="list-style-type: none"> <li>• define common mental illnesses and evaluate one's ability to recognize and adapt negative risk factors in one's lifestyle .</li> <li>• examine how to analyze foods nutritional value in relation to an individual's needs.</li> </ul>				<ul style="list-style-type: none"> <li>• intake</li> <li>• Physical activity</li> <li>• Label reading</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual Observation Participation Presentation Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. 1 Examine how to analyze foods' nutritional value in relation to an individual's needs. 4 Determine how one's culture/family history impacts one's personal growth and health. 5 Evaluate the impact that public health strategies have on the prevention of certain health conditions and diseases. 10</p> <p>Skill Rubrics Written Rubrics on identified activities Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p> <p>(Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner) Rubrics Performance tasks Teacher designed assessments Teacher Observation)</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Food Label Project: Activity: The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p> <p>Collaborative Group Cultural Project: Activity: Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p> <p>Mental Illness Informational Poster: Activity: The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness</p>					
<b>Strategies for ELL and IEP Support</b>	What tools, strategies, and resources will be used to provide accommodations and modifications to support students?					

	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Health	<b>Grade</b>	6
<b>Course Name</b>	Middle School Health & Physical Education		

<b>Unit</b>	Unit 2: Alcohol, Tobacco & Other Drugs					
<b>Concepts</b>	The unit explores the physical, mental, and social, consequences associated with drug/medicine use/abuse on the individual as well as the impact of others around them					
<b>Big Ideas</b>	<p>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>					
<b>Essential Understandings</b>	Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?					
<b>Competencies</b>	Students will understand that ... The use and abuse of alcohol, tobacco, and other drugs not only impact the individual but may have a profound impact on others.					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept?
	Students will know.... Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors. 6 Describe the different stages of alcoholism and drug addiction. 6 Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 6	Students will be able to (do)... Identify and compare information that is contained on the bottle of over the counter and prescription drugs. 6 Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings. 6				

<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction				
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual Observation Participation Presentation Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. 1 Examine how to analyze foods' nutritional value in relation to an individual's needs. 4 Determine how one's culture/family history impacts one's personal growth and health. 5 Evaluate the impact that public health strategies have on the prevention of certain health conditions and diseases. 10</p> <p>Skill Rubrics Written Rubrics on identified activities Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>				
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Food Label Project: Activity: The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p> <p>Collaborative Group Cultural Project: Activity: Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p> <p>Mental Illness Informational Poster: Activity: The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness</p>				
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>				
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>				

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<b>Content Area</b>	Health	<b>Grade</b>	6
<b>Course Name</b>	Middle School Health & Physical Education		

<b>Unit</b>	Unit 3: Family Life & Sexuality (Grade 6)..... Safety and Injury Prevention?					
<b>Concepts</b>	This unit is designed to present strategies and skills necessary to engage in healthy active relationships throughout their lives.					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> <li>• Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.</li> </ul>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• How does your family influence the adult you will become?</li> <li>• How do you develop and sustain relationships over time?</li> <li>• Why is it so hard to have healthy relationships?                             <ul style="list-style-type: none"> <li>• What are some non-violent ways we can respond when we are angry or upset?</li> <li>• What is stress?</li> <li>• What is a stressor and what are the responses to a stressor?</li> <li>• What is depression?</li> <li>• How do you know when someone is depressed?</li> <li>• What are triggers/causes for depression?</li> <li>• What is suicide?</li> <li>• Can you identify risk factors for suicide in teens?</li> </ul> </li> </ul>					
<b>Competencies</b>	<p>Students will know how to.... Identify how conflicts may be resolved between individuals in relationships. 6 Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent. 6 Identify the challenges faced by adolescent parents and their families. 6</p> <p>Students will be able to (do)... Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents. 6 Evaluate the ramifications (HIV/AIDS, STIs, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior. 6</p>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge	10.3.6.C.			What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Anger manage</li> </ul>

						<ul style="list-style-type: none"> <li>• ment</li> <li>• Reflective listening</li> <li>• Stress</li> <li>• Stressors</li> <li>• Depression</li> <li>• suicide</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction PA Standards Aligned System, National & State Health Education Standards and Skills					
<b>Formative Assessments</b>	Class participation, observation checklist, teacher observation, quizzes, exit tickets					
<b>Summative Assessments</b>	Tests, various assessments of projects (individual, group, partner), rubrics performance tasks, teacher designed assessments					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.</p>					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Health	<b>Grade</b>	6
<b>Course Name</b>	Health		

<b>Unit</b>	Unit 4: Community Health Skills					
<b>Concepts</b>	Students will learn ways to build character, become advocates, and have a positive impact on their community.					
<b>Big Ideas</b>	<p>Students will understand that ...</p> <ul style="list-style-type: none"> <li>• Knowing how and when to navigate the healthcare system is critical to maintaining wellness.</li> </ul> <p>The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.</p>					
<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Why is it so difficult for some people to access healthcare? How do you know when you need help? What's more important: prevention or cure?               <ul style="list-style-type: none"> <li>• What is the difference between communicable and non-communicable diseases?</li> <li>• What are some types of germs?</li> <li>• How are germs spread?</li> <li>• What are the causes of chronic health problems?</li> <li>• What are prevention measures for chronic disease?</li> </ul> </li> </ul>					
<b>Competencies</b>	<p>Students will know how to.... Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. 6 Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. 6 Determine when health situations require support from adults or qualified health professionals. Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them</p> <p>Students will be able to (do)... Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. 6 Identify and develop a position in relation to a health related issue that affects the school community. 6 Describe what steps should be taken if self or other kinds of abuse are suspected. 6</p>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge	10.1.6.E.			<p>What is the essential vocabulary of the unit or concept?</p> <ul style="list-style-type: none"> <li>• Communicable diseases</li> <li>• Non-communicable</li> </ul>
	Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. Identify and develop a position in relation to a health related issue that affects the school community. 6 Describe what steps	Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. 6 Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and				



	should be taken if self or other kinds of abuse are suspected. 6	discrimination. 6 Determine when health situations require support from adults or qualified health professionals. Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them				<ul style="list-style-type: none"> <li>• able disease s</li> <li>• Cancer</li> <li>• Diabete s</li> <li>• Cardiovascular disease</li> <li>• Heredity</li> <li>• Environ ment</li> <li>•</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual Observation Participation Presentation Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others 1 Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination 2 Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds 5 Identify and develop a position in relation to a health related issue that affects the school community 8 Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them 14 Describe what steps should be taken if self or other kinds of abuse are suspected 16</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Food Label Project: Activity: The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p> <p>Collaborative Group Cultural Project: Activity: Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p> <p>Mental Illness Informational Poster: Activity: The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.</p>					

**Acceleration Strategies**

What tools, strategies, and resources will be used to help advance students closer to grade-level expectations

Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.



# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	6
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 5: Physical Activity and Wellness					
<b>Concepts</b>	This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual's quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.					
<b>Big Ideas</b>	Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting					
<b>Essential Understandings</b>	How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others? What is the minimum amount of exercise I can do to stay physically fit? How do I develop an appropriate personal fitness program and find the motivation to commit to it?					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetimefitness.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory System</li> <li>• Muscular System</li> <li>• Skeletal</li> </ul>
	Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training.  Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness	Circuit Training Aerobic Activities Anaerobic Activities Fitness Stations Adventure Activities Tag Games Cardiorespiratory Endurance Fitness Plan (using principles of exercise)	10.4.6.D 10.4.6.B 10.5.6.D			

	<p>Using an assessment of one's personal fitness level, develop a personal physical activity program. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p> <p>Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.</p> <p>Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <p>Identify the personal, social, and environmental factors that impact fitness and personal health.</p> <p>Relate physical activity, healthy eating, and body composition to personal fitness and health</p>					<ul style="list-style-type: none"> <li>• System Endocrine</li> <li>• Moderate Activity</li> <li>• Vigorous Activity</li> <li>• FITT Principle</li> <li>• Heart Rate</li> <li>• Target Heart Rate</li> <li>• Max Heart Rate</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Heart rate log in relation to different activities  Personal fitness profile  Fitness goals  Fitness card to document heart health and pulse in activities  Self evaluation of effect of exercise on the body/systems</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Activity: Students will be expected to create a list of various personal, social, and environmental factors that impact their fitness. Students must be cognizant of their unique environment and situation along with considering the broader community. They must include a brief definition / explanation of the factor. If students articulate the factor along with providing concrete examples, they will have demonstrated comprehensive understanding. • For example: Environmental factor- limited, safe open space. Living in an apartment complex limits the space I can run outside safely. Therefore, one option I may have is instead of taking the elevator I can walk the steps to my apartment to help with my cardiovascular fitness • For example: Personal factor- Family history of</p>					

	<p>heart disease. Being cognizant that heart disease is a personal factor, physical activity and proper nutrition are very important in attaining health and wellness.</p> <p>Activity: • Students will identify a minimum of 3 health and 3 skill related fitness components they would like to improve upon in their physical activity program. They must list the component, define it, and then suggest a minimum of 2 activities / exercises they can do to personally improve in that area. • For example: Skill related fitness – agility, the ability to change direction quickly and efficiently. I will work on my agility by jumping rope forward and backward for 1 minute 5 times a day, I will run a fitness ladder up and back 4 times 2 days per week. 11 • For example: Health related fitness- muscular endurance, ability to perform many repetitions of an exercise with little or no resistance (weight). I will work on my muscular endurance by developing a push-up program which increases incrementally as well as developing an abdominal workout program to improve my core strength.</p> <p>Activity: • Students will be expected to include their personal scores from the fitness tests administered in class throughout the school year. If fitness testing is conducted at different points during the school year, including all scores is necessary. After reporting scores students must critically analyze and identify the area(s) that they would like to improve upon. The improvement areas suggested will then be highlighted in the personalized physical activity program included later in the portfolio. • For example: My Sit and Reach score was an 8. I could definitely improve in this area and will include regular daily stretching in my personal physical activity program. • For example: My cardiovascular fitness level is below my target zone. I could improve my cardiovascular fitness by developing a physical activity program which increases the time and varies the type of cardiovascular exercise.</p> <p>Activity: • Students will create a personal physical activity program implementing the FITT principle, areas they want to improve upon based on their fitness testing, and skill and health related fitness components. The program will be completed using a specified template provided electronically to the students. Students may complete the template online or print it out.</p>
<p><b>Strategies for ELL and IEP Support</b></p>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>
<p><b>Acceleration Strategies</b></p>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>SET UP A FITNESS PLAN AND FOLLOW IT FOR ONE MONTH. REFLECT ON PROGRESS AND EFFECTS/IMPROVEMENT ON THE BODY SYSTEMS.</p>

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	6
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 6: PE Concepts, Principles and Strategies of Movement					
<b>Concepts</b>	Describe and apply the principles of exercise to the components of health-related and skill-related fitness.					
<b>Big Ideas</b>	Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations					
<b>Essential Understandings</b>	How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(25 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Health-related fitness components</li> <li>• Cardiorespiratory fitness</li> <li>• Muscular</li> </ul>
	Describe and apply the principles of exercise to the components of health-related and skill-related fitness.	Basketball Soccer Football Floor Hockey Volleyball Bowling	10.5.6.D			
	Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.	Basketball Soccer Football Floor Hockey Volleyball	10.5.6.E 10.5.6.F.			

		Bowling				<ul style="list-style-type: none"> <li>• r strength</li> <li>• Muscula</li> <li>• r enduran</li> <li>• ce</li> <li>• Flexibilit</li> <li>• y</li> <li>• Body composi</li> <li>• tion</li> <li>• Skill-rel</li> <li>• ated fitness</li> <li>• compon</li> <li>• ents</li> <li>• Agility</li> <li>• Balance</li> <li>• Coordin</li> <li>• ation</li> <li>• Power</li> <li>• FITT</li> <li>• Principl</li> <li>• e</li> </ul>
<b>Resources</b>	Materials, texts, videos, internet sites, software, human to support instruction					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Participation, Presentation, Visual Observation, Partner Observation, Skill Rubrics</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Participation, Presentation, Visual Observation, Partner Observation, Skill Rubrics</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					
<b>Acceleration Strategies</b>	What tools, strategies, and resources will be used to help advance students closer to grade-level expectations					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	6
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 7: Cooperative Games
<b>Concepts</b>	<p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <ul style="list-style-type: none"> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>
<b>Big Ideas</b>	This unit is designed to promote and emphasize group participation and teamwork, while providing physical challenges that increase fitness levels through cooperative games. These cooperative games are designed to increase the children's self-esteem, feelings of acceptance by the group, and sense of trust while encouraging team-work, creative thinking, leadership, and problem solving.
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?</p> <p>Why do I have to show good sportsmanship and follow the rules when others do not?</p> <p>How does my use of movement influence that of others?</p>
<b>Competencies</b>	<p>Appropriate critical thinking and decision making skills necessary in individual and collaborative activities.</p> <p>How positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.</p> <p>Strategies used to impact individual and team effectiveness and make modifications for improvement</p> <p>Effective decision-making strategies.</p>

<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Collaboration</li> <li>• Teamwo</li> </ul>
	Describe and implement cooperative strategies in a variety of activities and sports.	Appropriate critical thinking and decision making skills necessary in individual and collaborative activities.	10.5.6.F			
	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and	How positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in	10.5.6.F			



	<p>team activities</p> <p>Describe how positive mental attitudes, competent skill levels, and teamwork may affect cooperative strategies in individual and team activities</p> <p>Describe and implement cooperative strategies in a variety of activities and sports.</p> <p>Determines appropriate critical thinking and decision making skills in individual and collaborative activities</p>	<p>individual and team activities</p> <p>Strategies used to impact individual and team effectiveness and make modifications for improvement</p>				<p>rk</p> <ul style="list-style-type: none"> <li>● Leaders hip</li> <li>● Commu nication</li> <li>● Critical Thinkin g</li> <li>● Problem Solving</li> <li>● Creativity</li> <li>● Innovati on</li> </ul>
<b>Resources</b>	PE Central, The PE Specialist, Open Phys Ed.					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Cooperative Challenge Activity: Teacher will get students into groups of 4-5. Each group will have a designated set of equipment (examples of equipment include, but are not limited to, carpet squares, scooter, jump ropes, poly spots, hula hoop, folding mat, wiffle ball bat, racquet [not to be stepped on] bean bags). Groups are challenged to transport their entire group across the gym without touching the gym floor. The teacher can increase the difficulty of the task with challenges by limiting the type of communication, putting barriers on the gym floor, taking away certain pieces of equipment, or increasing the area that needs to be crossed. Students will complete reflection questions.</p> <p>Human Knot Activity: Teacher will have students in a circle of about 6-8 standing shoulder to shoulder. Each student raises their right hand and holds the hand of a student across the circle from them. They then will do the same with their left hand and take the hand of a different student. Teacher needs to make sure that students are holding the hand of two different students and not the student directly next to them. Students are then challenged to untangle themselves without releasing hands. Once groups are untangled, the teacher creates larger groups and encourages students to strategize prior to beginning the activity. The teacher can increase the difficulty of the activity by making groups larger and implementing different constraints including, not allowing verbal communication, blindfolding, or having students untangle simultaneously. Students will complete reflection questions.</p>					
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time,</p> <p>Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					

**Acceleration Strategies**

What tools, strategies, and resources will be used to help advance students closer to grade-level expectations

Added challenges, less equipment during cooperative activities



# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	6
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 8: Movement & Rhythm					
<b>Concepts</b>	<p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <ul style="list-style-type: none"> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities.</li> </ul>					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?            Why do I have to show good sportsmanship and follow the rules when others do not?            How does my use of movement influence that of others?</p>					
<b>Competencies</b>	<p>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).            Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.            Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Levers</li> <li>• Newton's Law of Motion</li> </ul>
	Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)	Mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.	10.5.6.E			

	<p>Compare and contrast how various movement skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility).</p> <p>Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors</p>	<p>Strategies used to impact individual and team effectiveness and make modifications for improvement</p>	<p>10.5.6.E</p>			<ul style="list-style-type: none"> <li>● Application of Force</li> <li>● Static Balance</li> <li>● Dynamic Balance</li> <li>● Flight</li> </ul>
<p><b>Resources</b></p>	<p>PE Central, The PE Specialist, Open Phys Ed., PA Dept. of Ed. Standards Aligned Systems: Health and Phys. Ed..</p>					
<p><b>Formative Assessments</b></p>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities</p>					
<p><b>Summative Assessments</b></p>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Activity: Teacher will design an obstacle / movement course* that incorporates a variety of movement skills. Students will complete the course 3 separate times accommodating for feedback received from a partner after each attempt. Upon completion, students will write a reflection explaining movements and their 16 mechanical correctness as well as comparing and contrasting how they changed their performance to accommodate for changes in force and motion.</p> <p>Scientific principles assessment Newton's Law activity project</p>					
<p><b>Strategies for ELL and IEP Support</b></p>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time, Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>					
<p><b>Acceleration Strategies</b></p>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Added challenges,</p>					

# IAA Curriculum: Health and Physical Education

<b>Content Area</b>	Physical Education	<b>Grade</b>	6
<b>Course Name</b>	Physical Education		

<b>Unit</b>	Unit 9: Team Games					
<b>Concepts</b>	<p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <ul style="list-style-type: none"> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting</li> </ul>					
<b>Big Ideas</b>	<p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>					
<b>Essential Understandings</b>	<p>How can understanding movement concepts improve my performance?</p> <ul style="list-style-type: none"> <li>• How can I make movement more interesting, fun, and enjoyable?</li> <li>• How does effective and appropriate movement affect wellness?</li> <li>• Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> </ul>					
<b>Competencies</b>	<p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.            Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.            Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.            Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.            Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(30 days)</b>	What do students have to do related to the content?	Used to develop the skills and knowledge				What is the essential vocabulary of the unit or concept? <ul style="list-style-type: none"> <li>• Give and go</li> </ul>
	Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).	Strategies that are used to improve individual effectiveness during team games and activities.	10.5.6.E. 10.5.6.F.			

	<p>Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>Identify and apply game strategies to basic games and physical activities.</p>	<p>Historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.</p> <p>Rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event</p> <p>Activities: Kickball Wiffle Ball Striking/Fielding Stations</p>				<ul style="list-style-type: none"> <li>● One on one</li> <li>● Peer communication</li> <li>● Offense</li> <li>● Defense</li> <li>● Zone defense</li> </ul>
<b>Resources</b>	PE Central, The PE Specialist, Open Phys Ed., PA Dept. of Ed. Standards Aligned Systems: Health and Phys. Ed..					
<b>Formative Assessments</b>	<p>What evidence (product and/or performance) will be collected to establish that content and skills are being learned?</p> <p>Visual observation, participation, presentation, skill rubrics, written rubrics on identified activities, peer group observation</p>					
<b>Summative Assessments</b>	<p>What evidence (produce and/or performance) will be collected to determine that content and skills have been learned?</p> <p>Net games- self-assessment Fielding games- self-assessment Target games- self-assesment</p>					

	<p>Teacher observation - offense/defense rubric</p> <p>Activity: During game play students will compare and contrast effective strategies as well as demonstrate knowledge of the rules leading to safe and sportsman like behaviors by completing the assessment sheet and reflection questions.</p> <p>Activity: 1. Students will work in partners or groups of 3 and research one of the sports listedbelow. 2. Research on the sport should include, but is not limited to: historical origins and development of thesport, rules, equipment, field of play, list of skills needed, explanation / demonstration of thegame. 3. Students will create a poster board or visual presentation highlighting the various interesting aspects ofthe sport. 4. Students will then present one of the skills or a mini activity to the class for the class to participate in. Potential Sports include: 5. Lacrosse, Rugby, Soccer, Field Hockey, Basketball, Volleyball, Cricket, Team Handball, Baseball Speedball, Football</p>
<b>Strategies for ELL and IEP Support</b>	<p>What tools, strategies, and resources will be used to provide accommodations and modifications to support students?</p> <p>Translator, smaller groups, partner work, additional time, Task cards showing movement sequences, visual cues, verbal cues, additional time and attempts to complete a task or skill, peer coaching, working with student individually.</p>
<b>Acceleration Strategies</b>	<p>What tools, strategies, and resources will be used to help advance students closer to grade-level expectations</p> <p>Added challenges,</p>