

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

<b>Course #: 1508000</b>	<b>Course Name:</b> M/J Fitness – Grade 6	<b>Semester:</b>	<b>Pacing:</b>
<b>Cognitive Abilities:</b> <ul style="list-style-type: none"> <li>• <a href="#">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.</a></li> </ul>			
<b>Benchmarks</b>	<b>Learning Targets/Skills</b>	<b>Concepts/Content</b>	
<a href="#">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.</a>			
<a href="#">PE.6.C.2.1 :</a>	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.	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"> <li>• Health-Related Components</li> <li>• Safety Procedures</li> <li>• Heat Illnesses</li> <li>• FITT principle</li> <li>• SPORT principle</li> <li>• Benefits of Physical Activity</li> <li>• Aerobic and anaerobic activities</li> <li>• Skill Related Fitness Components</li> <li>• Target Heart Rate</li> <li>• Warm-up and cool-down techniques</li> <li>• Methods of evaluating movement performance</li> </ul>
<a href="#">PE.6.C.2.10 :</a>	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.		
<a href="#">PE.6.C.2.11 :</a>	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.		
<a href="#">PE.6.C.2.12 :</a>	List the components of skill-related fitness. Remarks/Examples The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.		
<a href="#">PE.6.C.2.13 :</a>	List appropriate warm-up and cool-down techniques and the reasons for using them.		
<a href="#">PE.6.C.2.2 :</a>	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.		
<a href="#">PE.6.C.2.22 :</a>	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.		

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<p><a href="#"><u>PE.6.C.2.3 :</u></a></p>	<p>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.</p>		
<p><a href="#"><u>PE.6.C.2.4 :</u></a></p>	<p>Describe the long-term benefits of regular physical activity.  Some examples of types of long-term benefits are physical, cognitive and emotional.</p>		
<p><a href="#"><u>PE.6.C.2.5 :</u></a></p>	<p>Describe the training principles of overload, progression and specificity.</p>		
<p><a href="#"><u>PE.6.C.2.6 :</u></a></p>	<p>Classify activities as aerobic or anaerobic.</p>		
<p><a href="#"><u>PE.6.C.2.7 :</u></a></p>	<p>Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.</p>		
<p><a href="#"><u>PE.6.C.2.8 :</u></a></p>	<p>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.</p>		
<p><a href="#"><u>PE.6.C.2.9 :</u></a></p>	<p>Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.</p>		
<p><a href="#"><u>HE.6.B.3.1:</u></a></p>	<p>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.</p>		
<p><a href="#"><u>HE.6.B.6.1:</u></a></p>	<p>Use various methods to measure personal health status.  Remarks/Examples  BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p>		
<p><a href="#"><u>HE.6.P.7.1:</u></a></p>	<p>Explain the importance of assuming responsibility for personal-health behaviors.  Remarks/Examples  Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>		

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<a href="#">LAFS.6.L.3.6:</a>	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.		
<a href="#">LAFS.68.RST.2.4:</a>	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.		
<a href="#">MAFS.6.RP.1.1:</a>	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>		
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.		
<b>Activities</b>		<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Class/Group Discussions</li> <li>• Cooperative Games</li> <li>• Sport-Related Activities and Games</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher observations and Peer observations</li> <li>• Assignments</li> <li>• Projects</li> <li>• Tests/Quizzes/Exit Slips</li> <li>• Rating Scales</li> </ul>	
<b>Resources</b>			
PEcentral.org, SPARK, Presidential Fitness Challenge, Fitness Gram, Nike Training Club, iPod/iPad Apps, Videos, DVDs, Search engines			

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<b>Lifetime Fitness:</b> <ul style="list-style-type: none"> <li>• <a href="#">PE.6.L.3 Participate regularly in physical activity.</a></li> <li>• <a href="#">PE.6.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></li> </ul>																					
<b>Essential Questions</b>																					
<b>Benchmarks</b>		<b>Learning Targets/Skills</b>	<b>Concepts/Content</b>																		
<a href="#">PE.6.L.3 Participate regularly in physical activity.</a> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;"><a href="#">PE.6.L.3.1 :</a></td> <td>Participate in moderate physical activity on a daily basis.</td> </tr> <tr> <td><a href="#">PE.6.L.3.2 :</a></td> <td>Participate in vigorous physical activity on a daily basis.</td> </tr> <tr> <td><a href="#">PE.6.L.3.3 :</a></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><a href="#">PE.6.L.3.6 :</a></td> <td>Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.</td> </tr> </table> <a href="#">PE.6.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;"><a href="#">PE.6.L.4.1 :</a></td> <td>Create, implement and assess a personal fitness program in collaboration with a teacher.</td> </tr> <tr> <td><a href="#">PE.6.L.4.2 :</a></td> <td>Develop goals and strategies for a personal physical fitness program.</td> </tr> <tr> <td><a href="#">PE.6.L.4.3 :</a></td> <td>Use available technology to assess, design and evaluate a personal physical-activity plan.</td> </tr> <tr> <td><a href="#">PE.6.L.4.4 :</a></td> <td>Develop a personal fitness program including a variety of physical activities.</td> </tr> <tr> <td><a href="#">PE.6.L.4.5 :</a></td> <td>Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td> </tr> </table>		<a href="#">PE.6.L.3.1 :</a>	Participate in moderate physical activity on a daily basis.	<a href="#">PE.6.L.3.2 :</a>	Participate in vigorous physical activity on a daily basis.	<a href="#">PE.6.L.3.3 :</a>	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.	<a href="#">PE.6.L.3.6 :</a>	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.	<a href="#">PE.6.L.4.1 :</a>	Create, implement and assess a personal fitness program in collaboration with a teacher.	<a href="#">PE.6.L.4.2 :</a>	Develop goals and strategies for a personal physical fitness program.	<a href="#">PE.6.L.4.3 :</a>	Use available technology to assess, design and evaluate a personal physical-activity plan.	<a href="#">PE.6.L.4.4 :</a>	Develop a personal fitness program including a variety of physical activities.	<a href="#">PE.6.L.4.5 :</a>	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"> <li>• Participate in daily activities in Physical Education class which promotes health-related fitness and stress management</li> <li>• Completion of assignments</li> <li>• Completing Activity Logs involving the FITT and SPO principles</li> <li>• Participating in Pre and Post testing for the Presidential Fitness Challenge</li> <li>• Completing Activity/Food Logs</li> </ul>	<ul style="list-style-type: none"> <li>• MVPA</li> <li>• Health-Related Fitness Concepts</li> <li>• FITT and SPO principles</li> <li>• Planning and setting personal fitness goals</li> <li>• Adequate vs. Inadequate levels of fitness</li> <li>• Stress management</li> <li>• THR and THRZ</li> </ul>
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<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Class/Group Discussions</li> <li>• Cooperative Games</li> <li>• Sport-Related Activities and Games</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Assignments</li> <li>• Projects</li> <li>• Tests/Quizzes/Exit Slips</li> <li>• Peer observations</li> <li>• Rating Scales</li> </ul>
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<b>Movement Competency:</b> <ul style="list-style-type: none"> <li><a href="#">PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></li> </ul>			
<b>Benchmarks</b>		<b>Learning Targets/Skills</b>	<b>Concepts/Content</b>
<a href="#">PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>		<b>SWBAT:</b> <ul style="list-style-type: none"> <li>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)</li> <li>Develop personal fitness logs of individual fitness activities that focus on the principles of training and conditioning.</li> <li>Find their pulse by using their carotid artery, radial artery or heart rate monitor.</li> <li>Participate in a warm-up before activities and a cool-down after activities.</li> <li>Follow the safety rules of the Fitness Physical Education class and rules of each activity.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Fitness</li> <li>Target Heart Rate and Target Heart Rate Zone</li> <li>Principles of Training</li> <li>Principles of Conditioning</li> <li>Proper Warm-up and Cool-Down Techniques</li> <li>Proper Safety Practices</li> </ul>
<a href="#">PE.6.M.1.12 :</a>	Use proper safety practices. Remarks/Examples Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.		
<a href="#">PE.6.M.1.1 :</a>	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.		
<a href="#">PE.6.M.1.11 :</a>	Apply proper warm-up and cool-down techniques.		
<a href="#">PE.6.M.1.2 :</a>	Perform at least three different activities that achieve target heart rate.		
<a href="#">PE.6.M.1.3 :</a>	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.		
<a href="#">PE.6.M.1.5 :</a>	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.		

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<b>Responsible Behaviors and Values:</b> <ul style="list-style-type: none"> <li>• <a href="#">PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></li> <li>• <a href="#">PE.6.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></li> </ul>			
<b>Benchmarks</b>	<b>Learning Targets/Skills</b>	<b>Concepts/Content</b>	
<a href="#">PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a>			
<a href="#">PE.6.R.5.1 :</a>	List ways that peer pressure can be positive and negative.		
<a href="#">PE.6.R.5.2 :</a>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.		
<a href="#">PE.6.R.5.3 :</a>	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.		
<a href="#">PE.6.R.5.4 :</a>	Describe the personal, social and ethical behaviors that apply to specific physical activities.		
<a href="#">PE.6.R.5.5 :</a>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
<a href="#">PE.6.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a>			
<a href="#">PE.6.R.6.1 :</a>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
<a href="#">PE.6.R.6.2 :</a>	Identify the potential benefits of participation in a variety of physical activities. Remarks/Examples Some examples of potential benefits of participation are physical, mental, emotional and social.		
SWBAT.. (both in and out of the school setting) <ul style="list-style-type: none"> <li>• Work cooperatively together</li> <li>• Follow the safety rules of the class and activity</li> <li>• Demonstrate responsible behavior during play</li> <li>• Demonstrate proper use and care of P.E. equipment</li> <li>• Demonstrate proper sportsmanship and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Diversity</li> <li>• Positive and Negative Peer Pressure</li> <li>• Bullying</li> <li>• Sportsmanship</li> <li>• Teamwork</li> <li>• Safety Procedures</li> <li>• Respect for yourself and others</li> <li>• Respect for equipment</li> </ul>		



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