

Englewood Public School District

Physical Education

Grade 6

Unit 4: Track and Field and Recreational Games

Overview: While improving cardiovascular endurance, students will also improve flexibility, balance and coordination. Recreational games and track and field activities will be the focus as students work to increase physical fitness. Team work is also an emphasis as students work together with peers during group games.

Time Frame: One Marking Period

Enduring Understandings:

- *Track and Field can be a lifetime activity.*
- *Running is an effective way to increase cardiovascular endurance.*
- *With so many different events in Track and Field there is an event for everybody, no matter what body type or skill level.*
- *Balance, coordination, flexibility and body awareness are key components of recreational and cooperative games.*
- *Understanding how recreational and cooperative games and related activities can effect and benefit the overall health of the participant.*

Essential Questions:

- *What skills are necessary to be successful in Track and Field?*
- *What fitness components are necessary to be successful in Track and Field?*
- *How do the different events dictate what fitness components are needed?*
- *What cooperative skills can be developed game play?*
- *What components of fitness are encompassed through the participation of recreational and cooperative games?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health and Physical Education</u></p> <p>2.5.6.A.1</p> <p>Explain and perform movement skills that combine mechanically correct movement in</p>	<p style="text-align: center;">Topics</p> <p>Track and Field</p> <p style="text-align: center;">Objectives</p> <p>Students will know:</p>	<p>Students will read an article Wilma Rudolph a video about the history of track and field and discuss how the sport has changed over time. (NJSLs RI 6.3)(NJSLs SL 6.2)</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Use of Stadium <p>Student Text: https://www.commonlit.org/en/texts/fastest-woman-in-the-world?search_id=4909507</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation of participation • Peer Assessment • Feedback on Competition Results <p>Benchmark Assessment:</p>

smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related

- The different races involved in track and field.
- The different field events in track and field.
- The proper mechanics involved in performing the long jump.
- How to find their mark in long jump.
- How to start from a down position for a sprint.
- How to sprint on their toes.
- How to pace themselves in distance races.
- The rules for each event.

Students will review various apps that can be used in track and field. Students will choose one of the apps and write a review. (NJSLWS 6.10)

10 PE Lesson Plans for Track and Field in the Classroom, Coaches Education:

- Practice Long Jump
 - Running Approach
 - Proper Arm-action
 - Complete long Jumps
- 20 Field Day Activities Any Kid Can Do, Education World

Mile Run, Matt Dancosse, Plymouth State University

Students will choose a distance they are interested in and will perform that when running on the track.

Track and Field Training Activities, New York Road Runners:

- Introduction to Track and Field - Running Form and Technique
- Starts - Standing Start and Crouch Start
- Sprints (100m) - Sprint Form and Phases

History of Track and Field:

<http://www.carifta2012.com/the-history-of-athletics-track-and-field-history/>

Apps for Track and Field: <https://thepegeek.com/2017/11/6-best-apps-for-track-field/>

Comparing Decimals make your own worksheet:

<http://www.commoncoresheets.com/Decimals.php>

20 Field Day Activities Any Kid Can Do, Education World, http://www.educationworld.com/a_lesson/03/lp315-01.shtml

Mile Run, Matt Dancosse, Plymouth State University, <http://www.plymouth.edu/eportfolio/artefact/file/download.php?file=145628&view=18538>.

Track and Field Training Activities, New York Road Runner: <http://www.nyrr.org/youth-and-schools/running->

Common Formative Assessment

Summative Assessment: Track and Field Skills Assessment, Hawks PE, http://www.hawkspe.com/PDF/track_field_rubric.pdf

Alternative Assessment: Track and Field Day, Chris Sanders, Prezi, http://prezi.com/anqv9qdoK0p2/?utm_campaign=share&utm_medium=copy&rc=ex0share

fitness versus health-related fitness.

- Sprints (Further Development) - Sprint Training and the Phases of Sprinting
- 200m and 400m Races - Running the Curve, Components of 400m Race
- 200m and 400m Races (Further Development) - Pacing, Endurance, Race Plan
- Distance Races (800m and 1600m) - Distance Form, Waterfall Start, Drive Phase
- Distance Races (Further Development) - Running Mechanics
- Long Jump - Technique, Approach, Takeoff
- Long Jump (Further Development) - Flight Technique and Landing
- Shot Put - Grip, Stance, and Approach
- Shot Put (Further Development) - The Power Position and Release Technique
- Relays - The Relay Start, Baton Exchanges, and Techniques
- Relays (Further Development) - Blind Exchanges

[start/training-plans/track-and-field-training-plan/introduction-to-track-and-field](#)

Teacher Resources:

Track & Field Lesson in Elementary Physical Education, Youtube, <https://youtu.be/qGsxLE8K3Lc>

Comprehensive Health and Physical Education

2.5.6.A.1

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).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and

Topics	Objectives	Equipment:	Formative Assessments:
Cooperative Games		Students will work together to complete an engineering task building with marshmallows and toothpicks that requires cooperation. (ETS1.A)(ETS1.B)	<ul style="list-style-type: none">Teacher observation of participationSelf-assessment
Recreational Games			
	Objectives		Summative Assessments:
	<ul style="list-style-type: none">Demonstrate proficiency at movement concepts and the use of motor skills.Effectively move through space while actively participatingDemonstrate responsible personal and social behaviorDemonstrate the ability to use effective interpersonal skills.Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving.Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in recreational activities.Demonstrating an understanding and respect for differences.	<ul style="list-style-type: none">PinballVarious tag gamesSteal the BaconFlag TagTennis BaseballObstacle Relays	Summative Assessments: Cooperation Assessment, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1156#.WjP7vktG1Bw
		Students will choose cooperative games to engage in when given a choice.	Cooperative Games Assessment, Ms. Gray, https://sites.google.com/a/sau41.org/ms-gray/fitness/cooperative-games-assessment
		Cooperative Games, Mr. Gym	Cooperative Games – Lead Your Own Activity, HFLC School District, Honeoye Falls- Lima Central School District, http://www.hflcsd.org/webpages/mmccginnis/index.cfm?subpage=813603
		6 Awesome Cooperative Classroom Games, Lorian Romano, Lisa Papa and Elita Saulle, Teach Hub	Alternative Assessment: Cooperation Self-Reflection, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12679#.WjP72EtG1Bw
		Cooperative Games, Ultimate Camp Resource	
		Cooperative Mini Games, Kathryn Davenport, HotCalk Lesson Plans	
		Cooperative Games Paradigm: The Circle Not the Triangle, Cooperative Games.com	
		House of Cards (Engineering Task): https://www.scholastic.com/teachers/articles/teaching-content/grades-4-5-build-community/Cooperative Games, Mr. Gym, http://www.mrgym.com/CooperativeGames.htm	
		6 Awesome Cooperative Classroom Games, Lorian Romano, Lisa Papa and Elita Saulle, Teach Hub, http://www.teachhub.com/6-awesome-cooperative-classroom-games	
		Cooperative Games, Ultimate Camp Resource, http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html	

make modifications for improvement.

2.5.4.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Cooperative Games,
TCDSB.org

Students will write a reflection about one of the cooperative activities and describe what might have happened if their group did not cooperate. (NJSLs **W.6.10**)

Cooperative Mini Games,
Kathryn Davenport,
HotCalk Lesson Plans,
<http://lessonplanspage.com/pecooperativeminigames58-htm/>

Key Vocabulary:

Track and Field

- **Baton** - The hollow tube which must be passed between runners to complete a relay race.
- **Break-Line** -The break-line indicates the point at which runners may leave their assigned lane and move toward the inside lane of the track.
- **Discus** - A throwing event in which the athlete throws a cylindrical object as far as possible.
- **False Start** - Moving or leaving the starting blocks or line before the gun goes off.
- **Hurdles** - The horizontal barriers, called hurdles, which must be cleared during various hurdle races.

- **Interval Training** - A type of training during which an athlete runs a given pace for a given distance and time, and then takes a specified amount of rest before another bout of intense running.
- **Lap** - One complete circuit of a track.
- **Leg** - A designation segment of a relay race completed by one runner.
- **Recovery** - A window of time during which the body repairs, rebuilds, and restores.

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Videos should include closed captions in student’s native language (as appropriate) ● Lower level text can be provided ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Label classroom materials ● Word walls ● Relate to sports in students home country if new-comer 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual (video), auditory, and tactile reinforcement of ideas. 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Reminders can be provided ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Review behavior expectations and make adjustments as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Students can research additional apps that support athletes. ● Students can design additional engineering tasks that can be used in class. ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction

	<ul style="list-style-type: none"> ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student’s attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:
 NJSLS RI.6.3. Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
 NJSLS W6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a range of discipline specific tasks, purposes and audiences.
 NJSLS SL 6.2 Interpret information presented in diverse media and formats, (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

Science:
ETS1: Engineering Design
 ETS1.A: Defining and Delimiting an Engineering Problem
 ETS1.B: Developing Possible Solutions

Integration of Technology Standards NJSLS 8:
 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Career Ready Practices:
 CRP2. Apply appropriate academic and technical skills
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP12. Work productively in teams while using cultural global competence.