



Course Outline: Middle School Fitness (6th)

Purpose: The purpose of this course is to provide a foundation of knowledge and skills necessary for the development of a physically active lifestyle. The course addresses both the health and skill-based components of physical fitness, by providing a variety of movement opportunities which include but are not limited to fitness activities and team sports. This course includes content necessary for optimal development of adolescents such as resiliency education: civic and character education and life skills education as well as substance use and abuse prevention.

Course Information and Standards: [M/J Fitness - Grade 6 - 1508000 | CPALMS.org](#)

Length: 18 Week Course - 16 weeks of instruction + 2 weeks for opportunities for reteach and interruptions

Textbook Resources: N/A

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BCPS Physical Education Vision: Educating today's students, to develop the skills, knowledge, and self-efficacy to take action and pursue enjoyment in a lifetime of physical activity and quality mental and social health, in tomorrow's world.

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Weeks	Unit	Lesson Concept	Standards Addressed	Notes/Resources
1-2	Unit 1: Introduction, Establishing Rules and Routines, Cooperatives	<p><i>Introduction, Rules/Routines, Cooperatives/Health Relationships</i></p> <p>Introduction to Class: Class norms/expectations, locker rooms, behavior contract, etiquette, safety</p> <p>Physical Education Components: Cooperation, Effective Communication, Respect, Empathy, Leadership, Positive and Negative Peer Pressure, Teamwork, Heat Illness, Heat Cramps, Heat Stroke, Heat Exhaustion</p> <p>Health Education Components: Healthy Relationships, Communication Skills, Respect, Boundaries, Trust and Honesty, Conflict Resolution, Heat Illness</p>	<p>PE.6.C.2.2, 2.22 PE.6.M.1.12 PE.6.R.5.1, 5.2, 5.3, 5.4, 5.5 HE.68.R.2.2, 2.4 HE.68.R.4.1</p> <p>MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1</p>	Canvas Resources
3-4	Unit 2: Fitnessgram and Health Related Fitness	<p><i>Fitnessgram and Health Related Fitness</i></p> <p>Physical Education Components: Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiovascular Endurance, Pathway of Oxygen, Goal Setting, Yoga, Wellness</p> <p>Health Education Components: Goal Setting, Health Related Fitness, Wellness, Muscular Endurance, Muscular Strength, Flexibility, Body Composition, Cardiovascular Endurance, Lifelong Fitness</p>	<p>PE.6.C.2.1, 2.2, 2.4, 2.13 PE.6.L.3.3, 3.6 PE.6.L.4.5 PE.6.M.1.1, 1.5, 1.11, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5 PE.6.R.6.1, 6.2</p> <p>HE.6.PHC.3.4 HE.68.HR.2.5</p> <p>MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1</p>	Canvas Resources
5-6	Unit 3: MS Combine and Skill Related Fitness	<p><i>MS Combine and Skill Related Fitness</i></p> <p>Physical Education Components: Agility, Balance, Coordination, Power, Speed, Reaction Time, 40 Yard Dash, Long Jump, Shuttle Run, Single Leg Balance Test, Ruler Test, Wall-ball test, Speed Ladder, Med Ball</p>	<p>PE.6.C.2.1, 2.4, 2.12 PE.6.L.3.3, 3.6 PE.6.L.4.5 PE.6.M.1.1, 1.5, 1.11, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5 PE.6.R.6.2</p>	Canvas Resources

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		Health Education Components: Agility, Coordination, Balance, Stability, Performance, Power, Reaction Time, Injury Prevention, Lifelong Fitness	HE.6.PHC.3.4 HE.68.HR.2.5 MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1	
7-8	Unit 4: FITT and Conditioning Training Principles	<i>FITT and Conditioning Principles</i> Physical Education Components: Warm-Up, Cool Down, Heart Rate, Max Heart Rate, Personal Target Heart Rate Zone, Karovonen Formula, Frequency, Intensity, Time, Type, Overload, Progression, Specificity, Sets, Load, Rate of Perceived Exertion (RPE), Cross Training Health Education Components: Health Related Fitness, Goal Setting, Wellness, Proper Technique, Recommended Duration, Progression, Quality vs Quantity, Rest and Recovery, Variety, Personalization, Specificity	PE.C.2.1, 2.4, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9 PE.6.L.3.3, 3.6 PE.6.M.1.2, 1.3, 1.5, 1.11, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5 MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1	Canvas Resources
9-10	Unit 5: Anaerobic and Aerobic Activities	<i>Anaerobic and Aerobic Activities</i> Physical Education Components: Anaerobic, Oxygen, Energy Sources, Sprinting, Resistance Training, HIIT, Plyometrics, Aerobic, Cardiovascular Endurance, Lung Capacity, Blood Circulation, Dance, Rhythm Health Education Components: Health Related Fitness, Cardiovascular Health, Weight Management, Mental Health, Potential Risk, Bone Density, Sport Performance, Proper Technique	PE.C.2.1, 2.2, 2.4, 2.6, 2.7, 2.8, 2.9 PE.L.3.3, 3.6 PE.6.M.1.1, 1.2, 1.5, 1.11, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5 PE.6.R.6.1 MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1	Canvas Resources

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11-12	Unit 6: Aerobic Games and Sports	<p><i>Aerobic Games and Sports</i></p> <p>Physical Education Components: Skill Development, Skill Related Fitness, Target Heart Rate, Fair Play, Teamwork, Leadership, Communication, Offensive/Defensive Strategies, 100M, 400M, 800M</p> <p>Health Education Components: Health Related Fitness, Cardiovascular Health, Weight Management, Mental Health, Potential Risk, Bone Density, Sport Performance, Proper Technique, Teamwork, Sportsmanship</p>	<p>PE.6.C.2.1, 2.2, 2.6 PE.6.L.3.3, L.3.6 PE.6.M.1.1, 1.2, 1.5, 1.11, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5</p> <p>MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1</p>	Canvas Resources
13-14	Unit 7: Nutrition/Fitness Logs and Activities	<p><i>Nutrition/Fitness Logs and Activities</i></p> <p>Physical Education Components: Portions, Sugars, Fats, Protein, Fruits, Vegetables, Proteins, Grains, Dairy, Treats and Sweets, Water Intake, Self-Reflection, Goal Setting, Calories</p> <p>Health Education Components: Health Related Fitness, Nutrition, Lifelong Fitness and Health, Food Groups, Energy Balance, Macro and Micronutrients</p>	<p>PE.6.C.2.1, 2.2, 2.3, 2.4, 2.10, 2.11 PE.6.L.3.1, 3.2 PE.6.L.4.1, 4.2, 4.3, 4.4 PE.6.M.1.1, 1.2, 1.3, 1.12 PE.6.R.5.2, 5.3, 5.4, 5.5 PE.6.R.6.1</p> <p>HE.6.PHC.3.468.R.2.4 HE.68.HR.2.5</p> <p>MA.K12.MTR.7.1 MA.K12.MTR.3.1 ELA.K12.EE.4.1</p>	Canvas Resources
15-16	Unit 8: Fitnessgram, Post Tests, Cumulative Review, End of Semester Celebration	<p><i>Fitnessgram Post Tests, Cumulative Review, Final Exam, End of Semester Celebration</i></p>		Canvas Resources

English Language Development ELD Standards Special Notes Section: [sj.pdf \(windows.net\)](#)

Course Standards Directory

Name	Description	Unit
<u>PE.6.C.2.1:</u>	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.	2, 3, 4, 5, 6, 7, 8
<u>PE.6.C.2.2:</u>	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.	1, 2, 4, 5, 6, 7, 8
<u>PE.6.C.2.3:</u>	Describe how each of the health-related components of fitness are improved through the application of training principles.	2, 4, 7
<u>PE.6.C.2.4:</u>	Describe the long-term benefits of regular physical activity.	2, 3, 4, 5, 7, 8
<u>PE.6.C.2.5:</u>	Describe the training principles of overload, progression and specificity.	4, 8
<u>PE.6.C.2.6:</u>	Classify activities as aerobic or anaerobic.	5, 6
<u>PE.6.C.2.7:</u>	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.	4, 5
<u>PE.6.C.2.8:</u>	List methods of monitoring intensity level during aerobic activity.	4, 5
<u>PE.6.C.2.9:</u>	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.	4, 5
<u>PE.6.C.2.10:</u>	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.	7

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<u>PE.6.C.2.11:</u>	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.	7
<u>PE.6.C.2.12:</u>	List the components of skill-related fitness.	3
<u>PE.6.C.2.13:</u>	List appropriate warm-up and cool-down techniques and the reasons for using them.	2, 4
<u>PE.6.C.2.22:</u>	List the three different types of heat illnesses associated with fluid loss.	1
<u>PE.6.L.3.1:</u>	Participate in moderate physical activity on a daily basis.	7
<u>PE.6.L.3.2:</u>	Participate in vigorous physical activity on a daily basis.	7
<u>PE.6.L.3.3:</u>	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.	2, 3, 4, 5, 6
<u>PE.6.L.3.6:</u>	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.	2, 3, 4, 5, 6
<u>PE.6.L.4.1:</u>	Create, implement and assess a personal fitness program in collaboration with a teacher.	7
<u>PE.6.L.4.2:</u>	Develop goals and strategies for a personal physical fitness program.	7
<u>PE.6.L.4.3:</u>	Use available technology to assess, design and evaluate a personal physical-activity plan.	7
<u>PE.6.L.4.4:</u>	Develop a personal fitness program including a variety of physical activities.	7
<u>PE.6.L.4.5:</u>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	2,3

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<u>PE.6.M.1.1:</u>	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.	2, 3, 4, 5, 6, 7
<u>PE.6.M.1.2:</u>	Perform at least three different activities that achieve target heart rate.	4, 5, 6, 7
<u>PE.6.M.1.3:</u>	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.	4, 7
<u>PE.6.M.1.5:</u>	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	2, 3, 4, 5, 6
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.	2, 3, 4, 5, 6
<u>PE.6.M.1.12:</u>	Use proper safety practices.	1-8
<u>PE.6.R.5.1:</u>	List ways that peer pressure can be positive and negative.	1
<u>PE.6.R.5.2:</u>	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	1-8
<u>PE.6.R.5.3:</u>	Demonstrate responsible behaviors during physical activities.	1-8
<u>PE.6.R.5.4:</u>	Describe the personal, social and ethical behaviors that apply to specific physical activities.	1-8
<u>PE.6.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	1-8

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<u>PE.6.R.6.1:</u>	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.	2, 5, 7, 8
<u>PE.6.R.6.2:</u>	Identify the potential benefits of participation in a variety of physical activities.	2, 3
<u>HE.6.PHC.3.4:</u>	Use various methods to measure personal health status.	2, 3, 7
<u>HE.68.R.2.4</u>	Monitor progress toward attaining a personal goal	7
<u>HE.68.R.2.5</u>	Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.	2, 3, 7
<u>HE.68.R.2.2:</u>	Demonstrate responsible decision-making that considers multiple perspectives.	1
<u>HE.68.R.2.3:</u>	Describe the importance of following school and community laws and rules.	1
<u>HE.68.R.4.1:</u>	Analyze possible solutions to a problem to determine the best outcome for oneself and others.	1
<u>ELA.K12.EE.4.1</u>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations	1-8
<u>MA.K12.MTR.7.1</u>	Apply mathematics to real-world contexts	2-5
<u>MA.K12.MTR.3.1</u>	Complete tasks with mathematical fluency	2-5