6th Grade Physical Education Curriculum

**Course Description:** This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Foundations of Fitness</td>
<td>Topic 1: Fitness Assessment</td>
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<td></td>
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<td>Topic 2: Warm-up &amp; Cool-Down</td>
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<td>Topic 3: Strength Training &amp; Conditioning</td>
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<tr>
<td>Ongoing</td>
<td>Sports and Recreation</td>
<td>Topic 1: Team Sports</td>
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<td></td>
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<td>Topic 2: Individual/Dual Sports</td>
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<td>Topic 3: Recreational Activities</td>
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</tbody>
</table>
Unit 1: Foundations of Fitness

Subject: Physical Education
Grade: 6
Name of Unit: Foundations of Fitness
Length of Unit: Ongoing

Overview of Unit: Students will measure each component of health-related fitness and compare individual scores to the healthy fitness zone. Students will then analyze scores and create personal, smart goals for spring post-test. Students will participate in an introduction to strength and conditioning while learning major muscles groups of the body.

Priority Standards for unit:
- PA1A6b Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)
- PA1B6a Evaluate decision-making behaviors as they affect wellness
- PA3A6a Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting
- PA1C6a Describe target heart rate as it relates to cardio respiratory endurance
- PA1D6a Explain how the muscular system and skeletal system work together to move the body
- PA1A6a Identify activities that develop skill-related fitness

Supporting Standards for unit:
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal health-related fitness assessments</td>
<td>Interpret</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)</td>
<td>Determine</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>decision-making behaviors as they affect wellness</td>
<td>Evaluate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>reasons for using proper warm-up, cool-down, stretching, and</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
appropriate attire in a physical activity setting

reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting

target heart rate as it relates to cardio respiratory endurance

how the muscular system and skeletal system work together to move the body

activities that develop skill-related fitness

<table>
<thead>
<tr>
<th></th>
<th>Describe</th>
<th>Apply</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td></td>
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<tr>
<td>Communicate</td>
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<tr>
<td>Communicate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Analyze</td>
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</tbody>
</table>

**Essential Questions:**
1. How do we measure the five components of fitness?
2. How is my personal health-related fitness (according to the healthy fitness zone)?
3. Why is a warm-up and cool-down important?
4. Why is it important to know the major muscles groups of the body?

**Enduring Understanding/Big Ideas:**
1. Being physically fit enhances quality of life.
2. Fitness assessments allow each individual to identify their personal fitness level.
3. Recognizing weaknesses in health-related fitness allows individuals to assess and set goals to improve overall health.
4. Knowledge of the major muscle groups and exercises that strengthen each muscle group will enhance the ability to set goals to improve overall health.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>Health-related Fitness</td>
</tr>
<tr>
<td>Goal</td>
<td>Muscular Strength</td>
</tr>
<tr>
<td>Measure</td>
<td>Muscular Endurance</td>
</tr>
<tr>
<td>Resistance</td>
<td>Flexibility</td>
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<td></td>
<td>Cardiovascular Endurance</td>
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<td></td>
<td>Body Composition</td>
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<td></td>
<td>Skill-Related Fitness</td>
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<tr>
<td></td>
<td>Speed</td>
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<tr>
<td></td>
<td>Agility</td>
</tr>
<tr>
<td>Power</td>
<td>Balance</td>
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</tr>
</tbody>
</table>

Topic 1: Fitness Assessment

Engaging Experience 1
Title: Fitness Testing
Suggested Length of Time: 2-4 days per test (Fall and Spring)

Standards Addressed

Priority:
- PA1A6b Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)
- PA1B6a Evaluate decision-making behaviors as they affect wellness

Supporting:
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will measure health-related fitness components by completing fitness testing (Mile and/or Pacer, Curl-up, Push-up and Sit n’ Reach).

Bloom’s Levels: Analyze, Apply
Webb’s DOK: 3
Engaging Experience 1
Title: Warm-up Routine
Suggested Length of Time: Ongoing; Daily
Standards Addressed

Priority:
- PA3A6a Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting

Supporting:
- PA1A6a Identify activities that develop skill-related fitness

Detailed Description/Instructions: While using proper form students will participate in a warm-up and cool-down routine that will include a variety of stretches and exercises.

Bloom’s Levels: Apply, Analyze
Webb’s DOK: 2,4
Engaging Experience 1
Title: Weight Training
Suggested Length of Time: 10-12 class periods
Standards Addressed

Priority:
- PA1C6a Describe target heart rate as it relates to cardio respiratory endurance
- PA1D6a Explain how the muscular system and skeletal system work together to move the body

Supporting:
- PA1A6a Identify activities that develop skill-related fitness

Detailed Description/Instructions: Students will participate in comprehensive strength and conditioning activities that will include low weight and high repetitions. Exercises will target specific major muscle groups.

Bloom’s Levels: Communicate
Webb’s DOK: 2
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will record fitness test scores into their personal fitness portfolio and compare scores to the healthy fitness zone. Students will choose one component/test and create strategies for improvement. After the completion of post-testing (toward the end of the year), students will reflect on whether they did or did not meet their goal and why.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Assessment</td>
<td>Fitness Testing</td>
<td>Students will measure components of health-related fitness by completing fitness test.</td>
<td>2-4 days/Test</td>
</tr>
<tr>
<td>Warm-up &amp; Cool-Down</td>
<td>Daily warm-up &amp; cool-down routine</td>
<td>Students will participate in a warm-up and cool-down routine that will include a variety of stretches and exercises.</td>
<td>ongoing</td>
</tr>
<tr>
<td>Strength &amp; Conditioning</td>
<td>Weight Training Introduction</td>
<td>Students will participate in comprehensive strength and conditioning activities that will include low weight and high repetitions. Exercises will target specific major muscle groups.</td>
<td>10-12 class periods</td>
</tr>
</tbody>
</table>
Unit 2: Sports and Recreation

Subject: Physical Education
Grade: 6
Name of Unit: Sports and Recreation
Length of Unit: Ongoing
Overview of Unit: In this unit of study the students will begin with fundamental skill practice of each sport taught as well as an overview of the specific game rules and the positive sportsmanship needed to participate. For each topic specific game play and strategy will be introduced and practiced during competitive and recreation game play.

Priority Standards for unit:
- MP1E6a Identify critical elements to improve performance in selected skills (e.g., throw various objects)
- MP2A6a Demonstrate skills successfully in modified games of increased complexity
- MP1D6a Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)
- MP2C6a Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program
- MP1F6a Apply fundamental and sequential skills in game situations with increased proficiency
- MP2B6b Demonstrate basic competence in a variety of outdoor pursuits and recreational activities
- MP2C6a Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)
- MP2B6a Identify terminology, list rules and safety principles appropriate for individual, dual and team sports
- PA2A6a Explain how rules, safety and etiquette are important concepts in a physical activity setting
- MP2B6b Demonstrate basic competence in a variety of individual, dual and team sports

Supporting Standards for unit:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comport with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>critical elements to improve performance in selected skills (e.g., throw various objects)</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>skills successfully in modified games of increased complexity</td>
<td>Demonstrate</td>
<td>perform</td>
<td>3</td>
</tr>
<tr>
<td>mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)</td>
<td>Apply</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>terminology, list rules and safety principles appropriate for specialized activities included in the instructional program</td>
<td>Define</td>
<td>Communicate</td>
<td>2</td>
</tr>
<tr>
<td>fundamental and sequential skills in game situations with increased proficiency</td>
<td>Apply</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>basic competence in a variety of outdoor pursuits and recreational activities</td>
<td>Demonstrate</td>
<td>Communicate</td>
<td>2</td>
</tr>
<tr>
<td>terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)</td>
<td>Define</td>
<td>Communicate</td>
<td>2</td>
</tr>
<tr>
<td>terminology, list rules and safety principles appropriate for individual, dual and team sports</td>
<td>Identify</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>how rules, safety and etiquette are important concepts in a physical activity setting</td>
<td>Explain</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>
basic competence in a variety of individual, dual and team sports

| Demonstrate | Apply | 4 |

**Essential Questions:**
1. Why are the basic rules necessary for team, individual/dual, and recreational sports and games?
2. Why are fundamental skills required for successful participation in each sport/game?
3. Why are the position responsibilities important for each sport/game?
4. How can a person strategize for success on offense/defense?

**Enduring Understanding/Big Ideas:**
1. Team, individual/dual, and recreational sports/games have specific skills necessary for successful participation.
2. Rules and positions are essential elements in team, individual/dual, and recreational sports/games.
3. Strategy is important when it comes to participation in sports and games.
4. There are a variety of sports and games for students to choose and participate in order to enhance their lifelong fitness.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>Offense</td>
</tr>
<tr>
<td>Fundamental skills</td>
<td>Defense</td>
</tr>
<tr>
<td>Sportsmanship</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td></td>
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<tr>
<td>Success</td>
<td></td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** Football, Volleyball, Basketball, Soccer etc...

**Suggested Length of Time:** 5-7 class periods per sport taught

**Standards Addressed**

*Priority:*

- MP1E6a Identify critical elements to improve performance in selected skills (e.g., throw various objects)
- MP2A6a Demonstrate skills successfully in modified games of increased complexity
- MP1D6a Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)
- MP2C6a Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program
- MP1F6a Apply fundamental and sequential skills in game situations with increased proficiency
- MP2B6a Identify terminology, list rules and safety principles appropriate for individual, dual and team sports
- PA2A6a Explain how rules, safety and etiquette are important concepts in a physical activity setting
- MP2B6b Demonstrate basic competence in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comport with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. Games may include football, volleyball, basketball, soccer and/or other team sports.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
Engaging Experience 1
Title: Badminton, Tennis, Pickleball, Archery, etc...
Suggested Length of Time: 5-7 class periods per sport taught

Standards Addressed

Priority:
- MP1E6a Identify critical elements to improve performance in selected skills (e.g., throw various objects)
- MP2A6a Demonstrate skills successfully in modified games of increased complexity
- MP1D6a Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)
- MP2C6a Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program
- MP1F6a Apply fundamental and sequential skills in game situations with increased proficiency
- MP2B6a Identify terminology, list rules and safety principles appropriate for individual, dual and team sports
- PA2A6a Explain how rules, safety and etiquette are important concepts in a physical activity setting
- MP2B6b Demonstrate basic competence in a variety of individual, dual and team sports

Supporting:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comport with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
● TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
● TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation with a partner in order to be successful in the specific game or activity. Games/activities may include badminton, tennis, pickleball, archery and/or other individual/dual sports.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
Engaging Experience 1
Title: Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, Volley Tennis, etc...
Suggested Length of Time: 5-7 class periods per activity taught

Standards Addressed

Priority:

- MP1E6a Identify critical elements to improve performance in selected skills (e.g., throw various objects)
- MP2A6a Demonstrate skills successfully in modified games of increased complexity
- MP1D6a Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)
- MP2C6a Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program
- MP1F6a Apply fundamental and sequential skills in game situations with increased proficiency
- MP2B6a Identify terminology, list rules and safety principles appropriate for individual, dual and team sports
- PA2A6a Explain how rules, safety and etiquette are important concepts in a physical activity setting
- MP2B6b Demonstrate basic competence in a variety of individual, dual and team sports
- MP2B6b Demonstrate basic competence in a variety of outdoor pursuits and recreational activities
- MP2C6a Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)

Supporting:

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comport with people who are both similar to and different from them and engage respectfully with all people.
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- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
● TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

● TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

● TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

**Detailed Description/Instructions:** Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. These activities will have a focus on recreational activities that can be participated in for a lifetime. Activities may include Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, and/or Volley Tennis.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will demonstrate knowledge of game rules and fundamental skills in a recreational game/tournament at the end of each sport taught.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Sports</td>
<td>Football, Volleyball, Basketball, Soccer etc...</td>
<td>Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. Games may include football, volleyball, basketball, soccer and/or other team sports.</td>
<td>5-7 class periods/sport</td>
</tr>
<tr>
<td>Individual/Dual Sports</td>
<td>Badminton, Tennis, Pickleball, Archery, etc...</td>
<td>Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation with a partner in order to be successful in the specific game or activity. Games/activities may include badminton, tennis, pickleball, archery and/or other individual/dual sports.</td>
<td>5-7 class periods/sport</td>
</tr>
<tr>
<td>Recreational Activities</td>
<td>Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, Volley Tennis, etc...</td>
<td>Students will participate in a variety of games and activities that involve the concept of teamwork and cooperation in order to be successful in the specific game or activity. These activities will have a focus on recreational activities that can be participated in for a lifetime. Activities may include Frisbee Golf, Ultimate Frisbee/Football, Table Tennis, and/or Volley Tennis.</td>
<td>5-7 class periods/sport</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.