

**Randolph Township Schools  
Department of Health and Physical Education  
Randolph Middle School**

**Physical Education Curriculum  
Grades 7 and 8**

*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”*

*~John F. Kennedy*

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**Randolph Township Schools Department of  
Health and Physical Education  
Grades 7 and 8 Physical Education Curriculum**

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**Randolph Township Schools  
Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Randolph Township Schools Affirmative Action  
Statement Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

**Randolph Township Schools**  
**Wellness Education**  
**Physical Education Grades 7 & 8**

Introduction

The purpose of physical education focuses on taking personal responsibility for one's overall health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Physical education is a tool by which our students can realize the benefits of further education, productive exercise, responsible leadership, and personal fulfillment.

Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

To that end, this course will provide students with educational experiences that enable them to acquire knowledge and the ability to apply these necessary skills and to experience the benefits of learning and the values of wellness. We will guide all students in discovering, valuing and developing their unique talents to realize their potential, while being focused on a lifetime of wellness as a physically literate individual. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Grades 7-8 Physical Education**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT</b>	<b>CONTENT - UNIT OF STUDY FOR WELLNESS PHYSICAL EDUCATION COMPONENT THROUGHOUT ENTIRE YEAR</b>
8 weeks	I	Target and Invasion Activities
7 weeks	II	Net Games, Striking and Fielding Activities
8 weeks	III	Fitness, Dance and Rhythmic Activities
4 weeks	IV	Cooperative Activities

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit I: Target and Invasion Games**

TRANSFER: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	<ul style="list-style-type: none"> <li>• How is performance impacted, regardless of the skill?</li> </ul>
2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	<ul style="list-style-type: none"> <li>• How will the execution of individual and team activities effect the success level of the participants?</li> </ul>
2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	<ul style="list-style-type: none"> <li>• What behaviors during activity will promote personal and group success?</li> <li>• How will following rules, working together, and positive interaction affect all games and activities?</li> <li>• How does verbal communication affect teammate performance?</li> </ul>
2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
2.5.8.C.2 Summarize types of equipment, products,	<p><b>Students will know:</b></p> <p>Proper throwing and striking mechanics increase accuracy.</p> <p>Proper catching mechanics improve performance.</p>	<p><b>Students will be able to:</b></p> <p>Throws with a mature pattern for accuracy, distance and/or power appropriate to the activity in a dynamic environment. (7/8)</p> <p>Catches with/without an implement in a dynamic environment or modified game play. (7/8)</p>

<p>procedures, and rules that contribute to the safety of specific individual, small group, and team activities.</p>	<p>Possession of the ball while moving enhances gameplay.</p> <p>Mechanics are essential when passing/catching.</p> <p>Altering arm and implement speeds will produce different results.</p> <p>Defensive spatial awareness enhances gameplay.</p> <p>Taking advantage of turnovers and change of possession benefits team cohesion.</p> <p>Working with others in a safe environment is beneficial to everyone involved.</p>	<p>Dribbles with hands or feet using non-dominant or dominant while using speed and change of direction in a variety of practice tasks. (7/8)</p> <p>Passes and receives with hands and feet in combination with locomotor patterns of running and changing direction. (7/8)</p> <p>Performs the following offensive skills to create open space with defensive pressure: pivot, give and go, cutting, and passing quickly. (7/8)</p> <p>Reduces open space on defense by staying goal side and reducing the distance. (8)</p> <p>Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. (7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (8)</p> <p>Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with each activity. (8)</p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (7/8)</p> <p>Problem solves and strategizes with a small group of classmates during target and invasion games. (7/8)</p> <p>Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games. (7/8)</p>
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	<b>Key Terms:</b> catch, throw, sprint, dodge, flee, kick, shoot, roll, strike, pass, set, accuracy, dominant/non-dominant, weight transfer, coordination, boundary lines, game rules, offense, defense, off-ball movement, spatial awareness, coordination	
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Consistent participation as evidenced by a participation rubric
- Using self/peer reflection to determine starting and ending points
- Discovery learning activities with culminating performance tasks

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Target Games:** Tchoukball, Bean Bag Slider Tag, Mat Ball, Powerball, Backyard games (Bocce Ball, Cornhole, Ladder Ball, Foxtail, Lawn Darts, KanJam, Horseshoes, Spike Ball), Bucket Blitz games
- **Invasion Games:** Soccer lead-up and small-sided games, tag games, Gatorball, Ultimate Frisbee, Flag Football, Capture the Flag activities, Basketball lead-up and small-sided games, Rugby, Speedball

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit I: Target and Invasion Games**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>8 Weeks</b>	<p><b>Target and Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Backyard games</li> <li>• Team sports/activities</li> <li>• Individual skill activities</li> <li>• Tag games</li> </ul>	<p><b>Internet Resources (including but not limited to)</b>  <a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America)  <a href="http://www.pgpedia.com">www.pgpedia.com</a> (National Association for Sport and Physical Education)  <a href="http://www.gophersport.com/resources/physical-education-site-resources">http://www.gophersport.com/resources/physical-education-site-resources</a>  <b>(Gopher Sports Resources)</b>  <a href="http://www.sparkpe.org/physical-education-resources/">http://www.sparkpe.org/physical-education-resources/</a> (Spark PE)  <a href="https://greatactivitiesonline.com/">https://greatactivitiesonline.com/</a> (Great Activities)  <a href="http://www.physedgames.com">www.physedgames.com</a> (Phys. Ed. Games)  <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit II: Net Games/Striking Activities**

TRANSFER: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
<p><b>GOALS:</b></p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	<ul style="list-style-type: none"> <li>• How do the various movement concepts transfer from one activity to another?</li> <li>• How can movement concepts be utilized in various lifetime activities?</li> </ul>
	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	<ul style="list-style-type: none"> <li>• How could proper execution of strategies improve your ability to work and communication with others as an adult?</li> </ul>
	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	<ul style="list-style-type: none"> <li>• How can good sportsmanship affect your involvement in activities later in life?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>

<p>strategies in a variety of settings.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p>	<p><b>Students will know:</b></p> <p>Proper striking mechanics, varying speeds for distance and accuracy, increases accuracy.</p> <p>Proper spatial awareness, creating space and closing open space for opponents, enhances gameplay.</p> <p>The ability to work with others in a safe environment benefits all participants.</p> <p><b>Key Terms:</b> serve, set, bump, catch, throw, sprint, dodge, shoot, roll, strike, pass, rally scoring, boundary lines, game/activity rules, coordination, defensive positioning, base running, coordination</p>	<p><b>Students will be able to:</b></p> <p>Strikes with a mature underhand or overhand pattern, with or without an implement for distance and accuracy in a modified net game. (7/8)</p> <p>Demonstrates the mature form of forehand and backhand strokes with or without an implement. (8)</p> <p>Strikes a ball with an implement to open space in a variety of small-sided games. (7/8)</p> <p>Creates open space in net games by varying force or direction, or by moving opponent from side to side and/or forward and back. (7/8)</p> <p>Varies placement, force and timing of return to prevent anticipation by opponent. (8)</p> <p>Reduces open spaces in the field by working with teammates to maximize coverage. (7)</p> <p>Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (7/8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (8)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (7)</p>
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Consistent participation as evidenced by a participation rubric
- Using self/peer reflection to determine starting and ending points
- Discovery learning activities with culminating performance tasks

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Net Games:** Volleyball games and activities (Volleyball Battleship, Dueling Bumpers), Badminton, Pickle Ball
- **Striking and Fielding Activities:** Kickball, Wiffleball, Paddle Ball, Cricket, Strike Ball, Ping-Pong, Omnikin

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit II: Net Games, Striking and Fielding Activities**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>7 Weeks</b>	<p><b>Net Games, Striking and Fielding Activities</b></p> <ul style="list-style-type: none"> <li>• Team games</li> <li>• Lead-up activities</li> <li>• Skill-building activities</li> </ul>	<p><b>Internet Resources (including but not limited to)</b></p> <p><a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America)</p> <p><a href="http://www.pgpedia.com">www.pgpedia.com</a> (National Association for Sport and Physical Education)</p> <p><a href="http://www.gophersport.com/resources/physical-education-site-resources">http://www.gophersport.com/resources/physical-education-site-resources</a> (Gopher Sports Resources)</p> <p><a href="http://www.sparkpe.org/physical-education-resources/">http://www.sparkpe.org/physical-education-resources/</a> (Spark PE)</p> <p><a href="https://greatactivitiesonline.com/">https://greatactivitiesonline.com/</a> (Great Activities)</p> <p><a href="http://www.physedgames.com">www.physedgames.com</a> (Phys Ed Games)</p> <p><a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit III: Fitness, Dance, and Rhythmic Activities**

**TRANSFER:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.1.8.B.2 Identify and defend healthy ways for adolescence to lose, gain, or maintain weight.	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	<ul style="list-style-type: none"> <li>● What does it mean to be physically fit?</li> <li>● What are the components of fitness?</li> <li>● How can I incorporate physical activity into my daily lifestyle?</li> <li>● What are the benefits of physical activity?</li> </ul>
2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	<ul style="list-style-type: none"> <li>● Why is it important to use proper training techniques?</li> <li>● How can assessing knowledge and performance of fitness components improve fitness?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).	<p><b>Students will know:</b></p> <p>Flexibility impacts preventing injury.</p> <p>The FITT principle improves personal health.</p> <p>Evaluating personal fitness is important.</p>	<p><b>Students will be able to:</b></p> <p>Describes the role of flexibility in injury prevention. (7)</p> <p>Uses the overload principle (FITT formula) in preparing a personal workout. (8)</p> <p>Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessments. (8)</p>
2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	Self-monitoring enhances fitness levels and performance.	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessments. (7)

<p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p>	<p>Physical fitness requires personal responsibility.</p> <p>Proper, safe, and purposeful use of fitness equipment improves physical fitness.</p> <p>That interest level may depend on varying factors across all physical activities.</p> <p>Various stretching techniques and what makes them beneficial.</p> <p>Uses proper sequence, speed, and movement when dancing.</p> <p><b>Key Terms:</b> FITT principle, aerobic, anaerobic, flexibility, muscular strength, muscular endurance, cardiovascular endurance, core strength, body composition, resting heart rate, target heart rate, weight training, agility, power, speed, balance, coordination, physical literacy, rhythm, synchronization, pattern, repetition, respect, cooperation</p>	<p>Accepts responsibility for improving one's own levels of physical activity and fitness. (7/8)</p> <p>Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity. (7/8)</p> <p>Discusses how enjoyment could be increased in self-selected physical activities. (7)</p> <p>Describes and demonstrates the difference between dynamic and static stretches. (7/8)</p> <p>Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (7/8)</p> <p>Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (8)</p>
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Consistent participation as evidenced by a participation rubric
- Using self/peer reflection to determine starting and ending points
- Discovery learning activities with culminating performance tasks

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Fitness:** Cup stacking, track and field, fitness stations, agility lines, relays, fitness card, activities, tag games, Monopoly Fitness, fitness testing, Hula Hoop Four Square
- **Dance and Rhythm:** Line Dancing (Cotton Eye Joe, Cupid Shuffle, etc.), Social Dance (World), Creative Dance, Rhythmic Activities (Fitness Drumming)



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit III: Fitness, Dance and Rhythmic Activities**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<b>8 Weeks</b>	<p><b>Fitness, Dance and Rhythmic Activities</b></p> <ul style="list-style-type: none"> <li>• Fitness testing</li> <li>• Track and field events</li> <li>• Tag games</li> <li>• Social dance</li> </ul>	<p><b>Internet Resources (including but not limited to):</b>  <a href="http://www.shapeamerica.org/jump/peresources/">http://www.shapeamerica.org/jump/peresources/</a> (Shape America)  <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health)  <a href="http://www.fitness.gov">www.fitness.gov</a> (President’s Council on Fitness, Sports and Nutrition)  <a href="http://www.heart.org">www.heart.org</a> (American Heart Association)  <a href="http://www.njahperd.org">www.njahperd.org</a> (NJ Association of Health, Physical Education, Recreation &amp; Dance Resources)  <a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Grade Physical Education**  
**Unit IV: Cooperative Activities**

TRANSFER: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

<b>GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	<ul style="list-style-type: none"> <li>● What are the qualities of a good leader?</li> <li>● What are the qualities of a successful team?</li> </ul>
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts	<ul style="list-style-type: none"> <li>● How does good communication affect the success of a group?</li> <li>● How can team building activities increase the ability to effectively work with others in the future?</li> </ul>
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	<p><b>Students will know:</b></p> <p>Respectful communication with classmates creates a safer environment.</p> <p>How to speak positively to all peers.</p>	<p><b>Students will be able to:</b></p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (7/8)</p> <p>Provides encouragement and feedback to peers without prompting from the teacher. (8)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (7/8)</p>
2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.		

<p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvements.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p>	<p>That decision-making is an integral skill to be used as an individual or a team.</p> <p>To communicate openly to aid problem solving.</p> <p>That helping others and being helped by others is a positive characteristic trait.</p> <p><b>Key Terms:</b> cooperation, respect, teamwork, self-confidence, leadership, brainstorming, challenge, communication, listening, problem solving, decision making, feedback, encouragement</p>	<p>Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (8)</p> <p>Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (7)</p> <p>Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (7)</p> <p>Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (8)</p> <p>Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (7/8)</p>
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**ASSESSMENT EVIDENCE:** *Students will show their learning by the following techniques, including but not limited to:*

- Participation rubric
- Self/peer reflection
- Discovery learning

**KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- **Cooperative Activities:** Field day activities, Project Adventure games (Don't Touch the Ball, Group Juggle, Fire Escape, Ready Aim, Don't Touch Me, low ropes course), Tchoukball, Omnikin

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Grades 7-8 Physical Education**  
**Unit IV: Cooperative Activities**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>4 Weeks</b>	<p><b>Cooperative Activities</b></p> <ul style="list-style-type: none"> <li>• Project Adventure activities</li> <li>• Team-building</li> </ul>	<p><b>Internet Resources (including but not limited to):</b></p> <p><a href="http://www.pa.org">www.pa.org</a> (Project Adventure)</p> <p><a href="http://www.wssa.com">www.wssa.com</a> (World Cup Stacking)</p> <p><a href="http://www.physedgames.com">www.physedgames.com</a> (Phys Ed Games)</p> <p><a href="https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf">https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</a> (SHAPE National Grade Level Outcomes)</p>