

WEYMOUTH TOWNSHIP SCHOOL DISTRICT

PHYSICAL EDUCATION CURRICULUM

Content Area: Comprehensive Health and Physical Education

The mission of the Health and Physical Education Department is to prepare students to lead healthy active lifestyles that promote physical, social, and emotional wellness.

Physical Education classes provide a learning environment where students develop the knowledge, skills, physical fitness, social qualities and attitudes that enhance their quality of life and sense of well-being. Students engage in developmentally appropriate and inclusive games and activities that emphasize cooperation, sportsmanship, skills, and strategies.

Course Title: Physical Education

Grade Level: 7-8

-Disciplinary Concepts and Core Ideas

- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Mindfulness

Date Created: August 2020

Revised August 2023

Board Approved on:

August 2023

Course Outline:

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Bat and ball games
- Basketball
- Catch and throw
- Climbing activities
- Fencing
- Fitness (Resistance, Weight Training, Circuit)
- Floor Hockey
- Fundamental movements and rhythms / Dance
- Gymnastics
- Obstacle course
- Parachute Play
- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Soccer
- Speedball
- Stix ball
- Touch football
- Tumbling
- Ultimate Frisbee
- Volleyball/Newcomb
- Wellness
- Yoga

Student Outcomes:

By the end of grade 7, students successfully completing this course student will:

- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Form positive attitudes toward physical activity.
- Identify career options associated with the activity.
- Understand the activity in relation to maintaining good health.
- Develop and demonstrate basic skills necessary for active participation.

By the end of grade 8, students successfully completing this course student will:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and understand higher levels of strategy for beginner and advanced play.
- Analyze more advanced biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply more advanced principles of physiology, kinesiology, and psychology to improve personal performance in activities.

New Jersey Student Learning Standards

Student outcomes are based on the National Health Education Standards and the New Jersey Student Learning Standards for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of

movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and

experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Standard 9.1 Personal Financial Literacy

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Standard 9.2 Career Awareness, Exploration, Preparation, and Training.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Standard 9.4 Life Literacies and Key Skills

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

New Jersey State Learning Standards for English Language Arts.

R.I.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.1.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

IV. Methods of Assessment

Student Assessment

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

- Rating scales
- Self-evaluation
- Teacher observation
- Cooperative learning
- Reciprocal teaching
- Homework assignments
- Journal writing
- Written tests
- Personal logs
- Rubrics
- Research Projects
- Discussion
- Video review/evaluation
- Checklists
- Peer evaluation
- Task cards
- Problem solving
- Group work (large and small)
- Worksheet
- Skills test
- Oral presentation
- Portfolios

· Authentic assessment

V. Grouping

The students are heterogeneously grouped in classes at the seventh & eighth grade levels.

VI. Articulation/Scope & Sequence/Time Frame

A three-quarter course is required each year (grades 7 & 8) in the middle school health and physical education program. Students shall meet the required 150 minutes per week of health, safety, and Physical Education (**N.J.S.A.18A:35**).

VII. Resources/Materials

Resources include but are not limited to:

- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.asep.com - The American Sport Education Program
- www.americanheart.org - The American Heart Association
- www.myplate.gov - The United States Department of Agriculture
- www.fitnessgram.net - Fitnessgram

VIII. Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but

are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

IX. Methodologies

The following methodologies of instruction are suggested:

- Differentiated instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

X. Interdisciplinary Connections

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, and

Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Students with 504 Plans
- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading

- Independent study
- Equipment modifications
- Facility accommodations
- Real world problems and scenarios
- Student driven

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

| XIII. Curriculum Map/Pacing Guide - Grade 7 & 8 Physical Education | | | | |
|-------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|
| Skills / Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| <p>Striking, Kicking, Throwing, Catching / Kickball</p> <p>Components of the unit:</p> <ul style="list-style-type: none"> Kicking Field position Pitching Baserunning Rules Boundaries Scoring Strategy Safety Sportsmanship Associated Careers | <p>3 weeks</p> | <p>Use of different size and/or color playground balls</p> <p>Modify distance between kicker and pitcher</p> <p>More or unlimited strikes/fouls</p> <p>Increase number of outs</p> <p>Fielders must play back behind baselines</p> | <p>NJSLS</p> <ul style="list-style-type: none"> 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> Self-evaluation Skill checklist Peer evaluation Rating scales <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> Skill Assessment Written Test |
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| <p>Throwing, Catching, Running / Football</p> <p>Components of the unit: Throwing Catching Offense Defense Basic Plays Strategy Safety Sportsmanship Associated Careers</p> | <p>3 weeks</p> | <p>Use of different size/color/texture footballs Modified area of play Smaller or larger team sizes</p> | <p>NJSLS 2.2.8.MSC. 1 2.2.8.MSC. 2 2.2.8.MSC. 4 2.2.8.MSC. 5 2.2.8.MSC. 6 2.2.8.MSC. 7 9.1.8.CR.2 9.2.8.CAP.2 9.4.8.CT.3</p> | <p><i>Formative Assessments:</i> Self-evaluation Skill checklist Percentage of successful throws/catches Peer evaluation Rating scales</p> <p><i>Summative Assessments:</i> Skill Assessment Written Test</p> |
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| Skills / Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Throwing, Catching, Running / Tchoukball</p> <p>Components of the unit: Throwing Catching Shooting Scoring Field position Offense Defense Safety Sportsmanship</p> | 3 weeks | Smaller teams Larger ball Modified field of play Additional or fewer nets Increase/decrease number of steps allowed | SLS 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 | <p><i>Formative Assessments:</i> Self-evaluation Skill checklist Percentage of successful throws/catches Peer evaluation Rating scales</p> <p><i>Summative Assessments:</i> Skill Assessment Written Test</p> |

| Skills / Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessment |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Muscular Strength, Muscular Endurance, Fitness / Outdoor fitness circuit</p> <p>Components of the unit: Proper use of fitness equipment Strategy Safety Associated Careers</p> | 3 weeks | Use of designated equipment Partner spotters | NJSLS 2.2.8.PF.2 2.2.8.PF.4 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.4 2.2.8.LF.5 9.1.8.CR.2 9.2.8.CAP.2 9.4.2.CT.3 | <i>Formative Assessments:</i> Self-evaluation Skill checklist Peer evaluation Rating scales <i>Summative Assessments:</i> Skill Assessment Written Test |

| Skills / Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| Fitness (Fitness testing: PACER, sit and reach, curl-ups, push-ups) Components of the unit: Muscular strength Muscular endurance Cardiovascular endurance Body composition Flexibility | 3 weeks | Students with 504 Plans Modified tests Additional opportunities for testing Use of partners for testing | NJSLS 2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.5 | <i>Formative Assessments:</i> Self-evaluation Individual scores <i>Summative Assessments:</i> Fitness test scores in relation to previous quarter/year Ranking in relation to national scores |

| Skills / Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| Muscular Strength, Flexibility, Muscular Endurance / Yoga & Mindfulness Deep breathing Seated position Being present Seated poses Standing poses Flows Benefits of practice | 3 weeks | Students are given visual aids ahead of class Students are encouraged to only participate in what feels comfortable to them Progression of poses will be utilized (easy - more difficult) Internet readings and diagrams | NJSLS 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 NJSLS-ELA R.I.7.1 R.I.8.1 | <i>Formative Assessments:</i> Self-evaluation <i>Summative Assessments:</i> Teacher observation |
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