

Physical Education Grade 8

Content Area: **Physical Education**
Course(s): **Grade 8**
Time Period: **Academic Year**
Length: **3 Marking Periods or Approximately 135 Days**
Status: **Published**

Summary of the Unit

The updated NJSL for Physical Education focuses on awareness of a student's mental/emotional, physical and social health while participating in a variety of physical activities. The eighth grade Physical Education Curriculum is designed to increase student knowledge and application of team sports, individual sports, fitness, dance and recreational activities while acting safely and appropriately across all areas of the health triangle. It is expected that students have a background of introductory skills from grades K-7 and are working towards mastery of these skills including but not limited to sport specific skills, concepts of fair play, cooperation and good sportsmanship. Appropriate application of these skills will set students up for success in not only athletics and physical activity but future endeavors in life where they can apply proper communication skills, conflict resolution, teamwork and accountability. Students will continue to develop proper techniques and skills while being introduced to activities that they can participate in as a lifelong learner, both in school and in the community. Using various units, the 8th grade curriculum will promote maintaining a healthy lifestyle, self-expression, social interaction, and enjoying movement in a safe and healthy environment.

Enduring Understandings

Students will be able to demonstrate understanding of how:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Movements in team sports are not isolated, but are done in connection with other movements
- Body awareness is important in all sports and fitness
- Performing movement and skills in a technically correct manner which improves overall performance and increases the likelihood of participation in lifelong physical activity.

- Knowing and understanding concepts of movement will improve performance in specific skills and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies necessary for all players to be successful in game situations.
- Group success includes safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Tolerance, appreciation and understanding of individual differences are necessary to establish healthy relationships.
- Awareness of and appreciation for cultural differences is critical to avoiding barriers to productive and positive interaction

Student Outcomes:

After successfully completing this course, the student will:

- Understand the importance of personal wellness.
- Identify the role and use of technology in sports
- Demonstrate effective communication skills in various social settings
- Identify resources available in the community to participate in physical activity in an individual or team setting
- Identify popular sports/activities in different cultures
- Identify and perform cultural and popular dances
- Understand the impact of physical activity on your health triangle
- Utilize physical activity as a stress management strategy
- Create a fitness plan using the FITT Principle
- Assess the degree of risk involved in different types of physical activity as well as proper safety protocols
- Identify careers available in fitness, sports and recreation
- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Demonstrate the ability to self officiate
- Develop and understand higher levels of strategy for advanced play in team and individual sports
- Demonstrate appropriate sport etiquette
- 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.
- Perform social dances across various time periods
- Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school

Essential Questions

- How do you utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle?
- Why does performing movement skills in a technically correct manner improve overall performance?
- To what extent does strategy influence performance in competitive games and activities?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- What team, individual and recreational activities are available to me in my community?
- How do we practice health enhancing behaviors throughout our lifetime?
- Why is it important to set a goal for a healthy future?
- How do we become advocates for personal, family and community health?
- Where do I go to access information about good health and fitness services?
- What fitness services and events are available in my community?
- How do you realize age-appropriate fitness?
- What stress management strategies will work for me?
- Explain and apply the FITT Principle to a Fitness program
- How can exercises be modified for varying levels of skill?
- What factors in my life affect my mental and emotional health?
- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What are dance styles and how are they categorized in genres?
- How is music and style connected?
- How are forms of dance influenced by time, place and people?

Summative Assessment and/or Summative Criteria

Assessments will be in the form of both formal and alternate. Rubrics will be used to assess physical, mental emotional and social skills across all activities. Students will use self and peer assessments when participating in activity. Teachers will observe student participation and safety as well as self evaluate for future lessons.

Resources

Glencoe Teen Health

Movement Skills and Concepts:

- [Special Olympics NJ Unified Physical Education](#) (K–12)
- [Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education](#) (K–12)
- [State University of New York at Brockport Adaptive PE Camp Abilities](#) (K-12)
- [NCPEID What is Adapted Physical Education](#) (K-12)

Physical Fitness:

- [OPEN Physical Education Modules](#) (6–8)
- [OPEN Physical Education Modules](#) (9–12)
- [Unified Physical Education and Physical Activity](#) (K–12)

Lifelong Fitness:

- [All Kids Bike](#)
- [Health moves minds SEL](#) (K-12)

- [NFL Play 60 Discovery Education \(K–8\)](#)
- [New York Road Runners \(9–12\)](#)
- [United States Tennis Association Teachers Resources](#)

www.darebee.com

www.openphysed.org

www.shapeamerica.org

www.njapherd.org

www.artsednj.org/dance

www.cdc.gov/healthyschools

www.nj.gov/education

www.movethisworld.com/social-emotional-learning/sel-in-physical-education/

www.thepespecialist.com

www.pheamerica.org

www.sonj.org

<https://usacricketer.org/rookie-league/modified-games/>

www.pga.com

New Jersey Organizations

- Center for Disease and Prevention New Jersey (CDCNJ)
- NJ Department of Children and Families
- New Jersey Department of Health
- New Jersey Healthy Community Network
- Rutgers University Healthy Kids
- School Health New Jersey
- SHAPE New Jersey/NJAHPERD
- Special Olympics New Jersey
- New Jersey Chapter Academy of Pediatrics

National Organizations

- American Public Health Association
- American School Health Association
- Aspen Institute
- Society of Health and Physical Educators (SHAPE America)
- Society for Public Health Education (SOPHE)
- The National Academy of Health & Physical Literacy
- The National Consortium for Physical Education for

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>Team Sports 70-75 Days Total: See each sport for pacing suggestions</p>	<p>Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games</p> <p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p> <p>Soccer skills include dribbling, passing, receiving, scoring,</p>	<ul style="list-style-type: none"> ● Skill Review ● Skill Practice ● Modified Games ● Small sided games <p>Soccer:</p> <ul style="list-style-type: none"> ● Safety ● Dribbling ● Passing 	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric Self Assessments via rubric Teacher Observation Homework Classwork - Q & A</p> <p><i>4 - Consistently</i> <i>3 - Frequently</i> <i>2 - Inconsistently</i> <i>1 - Unsuccessfully</i></p> <ul style="list-style-type: none"> ● <i>Identifies the importance of safety when performing activities</i> ● <i>Demonstrates celebrating success with group members and classmates.</i> ● <i>Demonstrates appropriate language when addressing others</i> ● <i>Demonstrates problem solving techniques.</i> ● <i>Identifies the importance of the core concepts by scoring 80% or above on written assessments</i> ● <i>Demonstrates correct form when applying sport specific skills</i> ● <i>Demonstrates conflict resolution during active play</i> ● <i>Demonstrates the ability to self officiate games without teacher intervention</i> <p>Invasion Games Rubric</p> <p>Invasion Game Vocabulary</p> <p>Soccer Performance Rubric</p> <p>Soccer Vocabulary</p>	<p>2.3.8.PS.1 2.1.8.SSH.3 2.2.8.MSC.1 2.2.8.MSC.4 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.3</p>

<p>Soccer 5 Days</p>	<p>strategy, defense, and offense</p> <p>Transitioning from offense to defense in soccer is important in gameplay</p>	<ul style="list-style-type: none"> ● Trapping ● Positions ● Modified games <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Soccer golf ● Cone drills ● Soccer Coneball ● Small sided games ● Full Field Foosball Soccer 		
<p>Football 5 Days</p>	<p>Identify field and player positioning</p> <p>Demonstrate proper passing and receiving skills</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Football:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Receiving ● Routes ● Kicking/Punting ● Positions ● Modified games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Passing/receiving stationary ● Passing/receiving on the moving ● Football 21 ● Flicker ● Tic-Tac-Toe ● Football hot spots ● 2 hand touch 		
<p>Basketball 10 Days</p>	<p>Identify court and player positioning</p> <p>Demonstrate proper shooting, dribbling and passing skills</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Basketball:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Dribbling ● Shooting ● Defense/Offense ● Positions ● Modified games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Relay lines ● King of the court ● Hot Spots ● 30 	<p>PE Teacher Evaluation Basketball</p> <p>SEL Reflection Journal Basketball</p> <p>Self Assessment Basketball</p> <p>Basketball Performance Rubric</p> <p>Basketball Vocabulary</p>	

<p>Floor Hockey 5 Days</p>	<p>Identify court and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<ul style="list-style-type: none"> ● 21 ● Around the world ● HORSE ● Sideline basketball ● small sided games <p>Hockey:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Shooting ● Defense/Offense <p>Positions</p> <ul style="list-style-type: none"> ● Modified games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Cones drills ● Accuracy drills ● Hockey bowling ● Scooter hockey ● small sided games ● Pin Ball 		
<p>Field Hockey 3 Days</p>	<p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Field Hockey:</p> <ul style="list-style-type: none"> ● Safety ● Dribbling ● Block & Tackle ● Shooting ● Defense/Offense <p>Positions</p> <ul style="list-style-type: none"> ● Modified games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Cones drills ● Accuracy drills ● Queen of the court ● Red light, green light ● STB ● Small sided games 	<p>Lacrosse Performance Rubric</p>	<p>Lacrosse Vocabulary</p>
	<p>Identify field and player positioning</p>	<p>Lacrosse:</p> <ul style="list-style-type: none"> ● Safety 		

<p>Lacrosse 5 Days</p>	<p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<ul style="list-style-type: none"> ● Cradling ● Passing ● Catching ● Scooping ● Defense/Offense Positions ● Modified Games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Cones drills ● Accuracy drills ● Small sided games 		
<p>Rugby 5 Days</p>	<p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Rugby:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Receiving ● Defense/Offense Positions ● Modified Games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Rugby Tag ● Stationary Passing ● Leader Ball ● Star Passing Drill ● Monkey In The Middle ● Sharks & Minnows ● Gauntlet ● Partner Score ● Learning Lanes ● Ultimate End Ball ● Flag Rugby 	<p>Rugby Performance Rubric</p> <p>Rugby Vocabulary</p> <p>PE Teacher Evaluation - Rugby</p>	
<p>Softball 5 Days</p>	<p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Softball:</p> <ul style="list-style-type: none"> ● Safety ● Throwing ● Catching with a mitt ● Fielding ● Batting ● Defense/Offense Positions ● Modified Games 	<p>Baseball/Softball Vocabulary</p> <p>Baseball/Softball Performance Rubric</p> <p>Baseball/Softball Self Assessment</p> <p>PE Teacher Reflection - Baseball/Softball</p>	

<p>Volleyball 15 Days</p>	<p>Identify court boundaries and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Wiffle Ball ● Homerun Derby ● Tee Hitting ● Baserunning Tag ● Regulation style game play <p>Volleyball:</p> <ul style="list-style-type: none"> ● Safety ● Bump ● Set ● Serve ● Modified Games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Eclipse Ball ● Tournament play 	<p>Performance Rubric Volleyball</p> <p>Volleyball Vocabulary</p> <p>PE Teacher Evaluation - Volleyball</p> <p>Volleyball Cues</p>	
<p>Handball/Speedball 5 Days</p>	<p>Identify court boundaries and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p> <p>Identify field boundaries and player positioning</p>	<p>Handball/Speedball:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Shooting ● Dribbling ● Modified Games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Handball only ● Speedball - basketball, soccer, football rules <p>Cricket:</p> <ul style="list-style-type: none"> ● Safety ● Batting 		

<p>Cricket 3-5 Days</p>	<p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<ul style="list-style-type: none"> ● Bowling ● Fielding ● Modified Games <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Diamond Cricket ● Quick Cricket ● Pairs Cricket 		
<p>Tchoukball 3-5 Days</p>	<p>Identify field boundaries and player positioning</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Tchoukball:</p> <ul style="list-style-type: none"> ● Safety ● Shooting ● Passing ● Rebounding ● Modified Games <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Skill practice ● Shooting/Rebounding competition ● Game play 		
<p>Individual Sports/Recreational Activities 28-30 Days</p>	<p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.</p> <p>Performing movement and skills in a technically correct manner which improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <p>Knowing and understanding concepts of movement will</p>	<ul style="list-style-type: none"> ● Skill Review ● Skill Practice ● Modified Games ● Small sided games 	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric Self Assessments via rubric Teacher Observation Homework Classwork - Q & A</p> <p>4 - Consistently 3 - Frequently 2 - Inconsistently 1 - Unsuccessfully</p> <ul style="list-style-type: none"> ● <i>Identifies the importance of safety when performing activities</i> ● <i>Demonstrates celebrating success with group members and classmates.</i> ● <i>Demonstrates appropriate language when addressing others</i> ● <i>Demonstrates problem solving techniques.</i> 	<p>2.3.8.PS.1 2.1.8.EH.1 2.1.8.SSH.3 2.2.8.MSC.1 2.2.8.MSC.4 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.LF.1 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6</p>

<p>Golf 5 Days</p>	<p>improve performance in specific skills and provide the foundation for transfer of skills in a variety of sports and activities.</p> <p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p> <p>Demonstrates respect for self and others in activities and games by following the rules, proper etiquette, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p> <p>Demonstrate proper golf etiquette</p> <p>Identify various clubs and what they are used for</p> <p>Identify golf scoring and lingo</p> <p>Apply proper cues to perform golf swings to modified game settings</p>	<p>Golf:</p> <ul style="list-style-type: none"> ● Safety ● Stance ● Hand placement ● Swing ● Putting ● Chipping <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Skill Practice ● Golf Bowling ● Tic-Tac-Pitch ● Bucket Golf ● Mini Golf ● Horse 	<ul style="list-style-type: none"> ● <i>Identifies the importance of the core concepts by scoring 80% or above on written assessments</i> ● <i>Demonstrates correct form when applying sport specific skills</i> ● <i>Demonstrates appropriate self talk when performing individual activities</i> ● <i>Demonstrates the ability to self officiate games without teacher intervention</i> <p>Golf Performance Rubric</p> <p>Create-a-Putt Worksheet</p> <p>Putt/Chip Cue Chart</p> <p>Golf Vocabulary</p>	
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<p>Bowling 3 Days</p>	<p>Demonstrate safe behaviors and use bowling equipment responsibly</p> <p>Identify lane setup and ability to apply</p> <p>Apply proper lane etiquette</p> <p>Identify bowling scoring and lingo</p>	<ul style="list-style-type: none"> ● Top Golf <p>Bowling:</p> <ul style="list-style-type: none"> ● Safety ● Approach ● Delivery ● Modified Games <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Skill practice ● 4 step approach ● Bowling top gun ● Spare Change ● Strike a Match ● Regulation 		
<p>Pickleball 5 Days</p>	<p>Demonstrate safe behaviors and use pickleball equipment responsibly</p> <p>Identify court boundaries and lines</p>	<p>Pickleball:</p> <ul style="list-style-type: none"> ● Safety ● Serve ● Return ● Front hand ● Backhand <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Court identification ● Skinny singles ● Dingles ● King of the court ● Singles ● Doubles 	<p>Pickleball Court Diagram</p> <p>Pickleball Self Assessment</p> <p>Pickleball Performance Rubric</p> <p>Pickleball Vocabulary</p>	
<p>Badminton 5 Days</p>	<p>Demonstrate safe behaviors and use badminton equipment responsibly</p> <p>Identify court boundaries and lines</p>	<p>Badminton:</p> <ul style="list-style-type: none"> ● Safety ● Serve ● Return ● Front hand ● Backhand 	<p>Badminton Performance Rubric</p> <p>Badminton Rules</p> <p>Badminton Cues</p> <p>Badminton Vocabulary</p>	

<p>Yard/Leisure games 5 Days</p>	<p>Identify and apply rules of each game</p> <p>Demonstrate safe behaviors and use equipment responsibly</p>	<p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Court identification ● Target Practice ● Umbrella Badminton ● Singles ● Doubles <p>Activities: In the recreational game unit students will learn and participate in a variety of yard games on a rotating basis.</p> <ul style="list-style-type: none"> ● Cornhole ● Horseshoes ● Ladder Golf ● Ramp Shot ● Bocce ● Spikeball ● Bottle blitz ● Yard Dartz ● Washers ● Board Games ● Four Square 		
<p>Frisbee/Disc Golf 5 Days</p>	<p>Identify playing area and player positioning</p> <p>Demonstrate throwing accuracy</p> <p>Demonstrate throwing accuracy over long and short distances</p> <p>Accepts differences among teammates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p>	<p>Frisbee :</p> <ul style="list-style-type: none"> ● Safety ● Throwing ● Disc golf etiquette <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Skill practice ● Accuracy practice ● Horseshoes ● Ultimate ● Disc Golf <p>Disc Golf Sample Lesson</p>		

<p>Fitness 10-15</p>	<p>Foster skills in order to promote life-long health and wellness through physical fitness.</p> <p>Help others make healthy decisions and choices regarding personal fitness.</p> <p>Identify the five health related components of physical fitness and apply them to various fitness activities.</p> <p>Create and implement a personal physical fitness plan utilizing the FITT principle.</p> <p>Research and identify careers in the health industry.</p>	<p>Fitness Testing</p> <ul style="list-style-type: none"> ● Shuttle run ● Push Up ● 50 yd dash ● Sit ups ● Fitnessgram <p>Cross Country Run</p> <ul style="list-style-type: none"> ● .5 mile course around lower fields <p>Fitness Games</p> <ul style="list-style-type: none"> ● Dice ● Deck of Cards ● Circuit training <p>Breakout</p> <ul style="list-style-type: none"> ● High intensity cooperative tag game <p>Career Fair:</p> <ul style="list-style-type: none"> ● Health industry jobs including but not limited to gym ownership, personal training, ATC, DPT, Recreational Management, Sports Management etc. 	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric</p> <p>Self Assessments via rubric</p> <p>Teacher Observation</p> <p>Homework</p> <p>Classwork - Q & A</p> <p>4 - <i>Consistently</i></p> <p>3 - <i>Frequently</i></p> <p>2 - <i>Inconsistently</i></p> <p>1 - <i>Unsuccessfully</i></p> <ul style="list-style-type: none"> ● <i>Identifies the importance of safety when performing activities</i> ● <i>Demonstrates celebrating success with group members and classmates.</i> ● <i>Demonstrates appropriate language when addressing others</i> ● <i>Demonstrates problem solving techniques.</i> ● <i>Identifies the importance of the core concepts by scoring 80% or above on written assessments</i> ● <i>Demonstrates correct form when performing fitness tests</i> ● <i>Able to locate, obtain and record pulse before, during and after exercise</i> ● <i>Identify personal strengths and weaknesses and how to improve upon those areas of fitness</i> <p>Fitness Vocabulary</p> <p>Fitness Self Assessment</p> <p>Fitness Performance Rubric</p> <p>FITT Activity Log</p> <p>PE Teacher Evaluation - Fitness</p> <p>Running Vocabulary</p>	<p>2.3.8.PS.1</p> <p>2.1.8.EH.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.1</p> <p>2.2.8.PF.2</p> <p>2.2.8.PF.3</p> <p>2.2.8.PF.4</p> <p>2.2.8.PF.5</p> <p>2.2.8.LF.1</p> <p>2.2.8.LF.2</p> <p>2.2.8.LF.3</p> <p>2.2.8.LF.4</p> <p>2.2.8.LF.5</p> <p>2.2.8.LF.6</p> <p>2.2.8.LF.7</p>

<p>Cooperative Activities & Large group games 10-15 Days</p>	<p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p> <p>Demonstrates respect for self and others in activities and games by following the rules, proper etiquette, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding negative talk, and providing support to classmates.</p> <p>Applies various locomotor skills to complex game situations.</p> <p>Demonstrates an understanding of game strategy and proper application during game play.</p>	<p>Indoor Cooperative Games:</p> <ul style="list-style-type: none"> ● Cone Ball ● Prison Ball ● Jedi Ball ● Poison Ball ● Pin Ball ● Gaga Ball ● Kickball (including kickball variations) ● Castle ball ● Foosball ● Tag Games ● 4 Corners <p>Outdoor Cooperative Games:</p> <ul style="list-style-type: none"> ● Capture the flag ● Capture the creature ● Outdoor coneball ● Four corners ● Kickball ● Breakout <p>Project Adventure Adventure Activities</p>	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric Self Assessments via rubric Teacher Observation Classwork - Q & A</p> <p>4 - Consistently 3 - Frequently 2 - Inconsistently 1 - Unsuccessfully</p> <ul style="list-style-type: none"> ● Identifies the importance of safety when performing activities ● Demonstrates celebrating success with group members and classmates. ● Demonstrates appropriate language when addressing others ● Demonstrates problem solving techniques. ● Demonstrates correct form when applying sport specific skills ● Demonstrates appropriate self talk when performing individual activities <p>Game Day Performance Rubric</p> <p>Game Day Vocabulary</p> <p>Adventure Rubric</p> <p>Adventure Vocabulary</p>	<p>2.3.8.PS.1 2.1.8.SSH.3 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7</p>
<p>Dance/Rhythmic Movement 10-15 Days</p>	<p>Develop a vocabulary of words and symbols for dance in various styles of movement.</p> <p>Apply correct dance posture/alignment to movement.</p> <p>Implement spatial awareness when performing a phrase of movement.</p>	<p>Learn and perform popular social dances including but not limited to:</p> <ul style="list-style-type: none"> ● Cha Cha slide ● Cupid shuffle ● Trolls ● Tik Tok trend dances ● Thriller <p>Dance Fitness - Zumba</p> <p>Small group dance routines</p>	<p>Dance Performance Rubric</p> <p>PE Teacher Evaluation - Dance</p> <p>Dance Vocabulary</p>	<p>2.3.8.PS.1 2.1.8.EH.1 2.1.8.SSH.3 2.1.8.MSC.2 2.1.8.MSC.3 2.1.8.MSC.4 2.1.8.MSC.7 2.2.8.PF.1 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.6</p>

	<p>Learn and perform popular social dances</p> <p>Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, abstraction, emphasis and balance.</p> <p>Apply dance knowledge to create a 32 count dance routine.</p>	<ul style="list-style-type: none"> ● Planning ● Performance ● Teaching 		

Suggested Modifications for IEP/504 Eligible, MLs, At Risk and Gifted Students

Instruction should be differentiated to meet the needs of all learners.

Special Education/504:

- Modifications for any individual student's IEP/504 plan must be met.
- Unified Program
- Alternate dress as needed
- Peer partner - Students may choose a partner or teacher may choose a partner to work that student is comfortable with
- Access to modified equipment
- Modified rules as needed
- Visual cues and markers (tape, cones etc.)
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read unit tests/quizzes aloud and/or provide hard copies
- Alter assignment lengths on written work

ML Students/Academically At Risk:

- Visual cues and markers (tape, cones, etc.)
- Teacher/peer demonstrations
- Non verbal communication
- Peer support and buddy system
- Cultural Sensitivity
- Simplify language

- Use of technology for translation
- Language adjusted study guides

[ELL Toolkit for Physical Education](#)

Gift Students:

- Provide advanced challenges
- Encourage leadership roles and student coach opportunities
- Encourage peer mentoring
- Incorporate advanced techniques across activities
- Game design/identify areas of improvement on current games

Suggested Technological Innovations/Use

Using technology tools responsibly

Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- 9.3.LW-SEC.2 Utilize conflict resolution skills to resolve conflicts among individuals.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

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.

CRLLKSP 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.

CRLLKSP 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.

CRLLKSP 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.