Quinton Township School District
Physical Education
Grade 8
Pacing Guide

Unit	1	**Unit Title:**	Fitness Through Movement	**Pacing:**	5 Days

Unit Summary: Fitness involves many different aspects of movement. In this first unit of eighth grade Physical Education, students assess their current fitness level and apply FITT principles to create a plan for improving their own fitness. Additionally, students study how movement is used throughout the world to reflect cultural traditions and beliefs. Finally, students build movement skills in isolated practice and applied settings, revising movement sequences or dances in response to teacher and peer feedback.

Essential Question:

How can I plan for fitness at any age?
How can the transition of movement skills from isolated settings (skill practice) to applied settings (games, dance) occur?
How do different cultures use dance and movement as a form of expression?

Objectives:

- Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles.
- Demonstrate a planned movement sequence that incorporates feedback from teachers and peers.
- Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance.

NJSLS-CHPE Standards: 2.1.8.PGD.1, 2.1.8.PGD.4, 2.2.8.LF.5, 2.2.8.PF.3, 2.2.8.PF.5, 2.2.8.MSC.2, 2.2.8.MSC.3

Interdisciplinary Connections: SL.PE.8.1

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2

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Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Establish physical education routines and rules for outdoor and gymnasium spaces. • Assess students' fitness levels. • From their data and the FITT principle, have students create a comprehensive health and fitness program that uses technology to monitor progress. • Explore different cultural dances and movement sequences, such as the Maori Haka, to see how movement is used for celebrating, memorializing, and motivating. • Conduct movement activities such as dance or aerobic routines to practice movement sequences. • Create a movement sequence that reflects feedback from peers and teachers. • Conduct drills, relays, and games based on sports such as football, soccer, and basketball to strengthen movement sequences and coordination in applied settings. • Conduct yoga-like movements such as crescent moon, tree, downward dog and butterfly during warm ups and cool downs.	**Core Materials** PE Central The FITT Principle FITT Video Body Composition 101 Dwayne Johnson *The Fate of the Furious 8* Haka Scene University of Hawaii Pregame Haka PE Equipment **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		

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Formative Assessments ● Fitness Data ● Self Evaluation ● Peer Evaluation ● Teacher Observation	**Summative Assessments** ● Fitness Goal ● Oral Assessments ● Skill Demonstration ● Participation Rubric
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** ● Alternative Choice Projects ● Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
● **Modify and accommodate as listed in student IEP or 504 plan.** ● **Communicate clear, concise directions and repeat, reword, modify as necessary.** ● **Use visual aids in lessons.** ● **Assign positions on the field that suit students' needs and ability** ● **Every student has their own equipment to work at their own pace** ● **Assign partners with similar abilities.**	● **Partner with native-language-speaking teacher/paraprofessional as available.** ● **Use target words and cognates to understand directions.** ● **Translate directions in the students' native language.** ● **Provide and model sentence frames to help students participate in discussion.** ● **Provide word banks to help students write.**	● **Make modifications to instructional plans based on I and RS Plan.** ● **Utilize wait time effectively.** ● **Develop a record system to encourage good behavior and completion of work.** ● **Utilize scaffolding to support instruction.** ● **Utilize strategic grouping with a positive academic role model.**	● **Allow self-directed learning for growth though independent projects.** ● **Allow to lead activities, design a movement sequence, and serve as peer mentor.** ● **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

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Unit	2	**Unit Title:**	Fitness in Cooperative Activities	**Pacing:**	9 Days

Unit Summary: In this unit students explore the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports. Additionally, they hone their ability to think critically as a member of a group and assess their contributions to the success or failure of the group in tasks or activities. Finally, students explore the consequences anabolic steroids and other performance enhancing drugs can have on the bodies of individuals seeking a competitive edge.

Essential Questions:

How do I work effectively as a member of a group?
How can practicing specific skills enhance one's ability in a game setting?
How can short and long-term goal setting affect an individual or team's performance?

Objectives:

- Determine and evaluate the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical).
- Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports.
- Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities.
- Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement.
- Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance.

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NJSLS-CHPE Standards: 2.1.8.SSH.3, 2.2.8.LF.1, 2.2.8.LF.3, 2.2.8.PF.2, 2.2.8.PF.5, 2.2.8.MSC.1, 2.2.8.MSC.4, 2.2.8.MSC.6, 2.2.8.MSC.7		
Interdisciplinary Connections: SL.PE.8.1		
Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.2, 9.4.8.CI.4		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Discuss body image and some individual's pursuit of the "perfect" physique, leading them to steroids. Watch a video on the dangers of steroids. • Practice cooperative games and activities such as Skywriter, Tarp Challenge, or Caterpillar Race to build group cooperation, strategy, and communication skills. • Apply cooperative and movement skills in sports and games, improving performance in response to feedback. • Participate in self and group assessment of performance to improve outcomes. • Conduct yoga-like movement through warm-up and cool-down activities such as tree, downward dog, butterfly and crescent moon. • Track data and create an explanation of personal fitness goal progress.	**Core Materials** PE Central Cooperative Games PE Equipment: balls, frisbees, mats **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists

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Assessments	
Formative Assessments ● Self Evaluation ● Fitness Data ● Peer Evaluation ● Teacher Observation	**Summative Assessments** ● Fitness Goal Progress ● Oral Assessments ● Skill Demonstration ● Participation Rubric
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** ● Alternative Choice Projects ● Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
● **Modify and accommodate as listed in student IEP or 504 plan.** ● **Communicate clear, concise directions and repeat, reword, modify as necessary.** ● **Use visual aids in lessons.** ● **Reteach and review skills daily.** ● **Demonstrate skills.** ● **Assign positions on the field that suit students' needs and ability** ● **Every student has their own equipment to work at their own pace** ● **Assign partners with similar abilities.**	● **Partner with native-language-speaking teacher/paraprofessional as available.** ● **Use target words and cognates to understand directions.** ● **Translate directions in the students' native language.** ● **Provide and model sentence frames to help students participate in discussion.** ● **Provide word banks to help students write.**	● **Make modifications to instructional plans based on I and RS Plan.** ● **Utilize wait time effectively.** ● **Develop a record system to encourage good behavior and completion of work.** ● **Utilize scaffolding to support instruction.** ● **Utilize strategic grouping with a positive academic role model.**	● **Allow self-directed learning for growth though independent projects.** ● **Allow to lead activities, design a movement sequence, and serve as peer mentor.** ● **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

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Unit	3	**Unit Title:**	Developing Individual Performance	**Pacing:**	4 Days

Unit Summary: Strong individual performers know how to incorporate feedback into training and practice while maintaining mental agility and toughness. In this unit, students work independently and with partners to strategize ways to improve their individual fitness and movement skills. Applying different training techniques and using strategy to improve their performance, students participate in a variety of activities utilizing movement and manipulative skills.

Essential Questions:

What can I do to improve my performance in fitness and in games?
How can strategy aid in individual and group success?
How do mind and body work together for athletic or fitness success?

Objectives:

- Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities.
- Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.
- Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities.
- Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities.

NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.2.8.N.1, 2.2.8.N.4, 2.2.8.LF.2, 2.2.8.LF.4, 2.2.8.LF.7, 2.2.8.PF.1, 2.2.8.PF.4, 2.2.8.MSC.2, 2.2.8.MSC.4, 2.2.8.MSC.6

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Interdisciplinary Connections: SL.PE.8.1

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2, 9.4.8.CI.4, 9.4.8.CT.2

Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3

Career Education: 9.2.8.CAP.3

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Explore different practice and training methods to improve movement skills and game play. • Investigate exercises and attitudes that offer a competitive mental edge. • Compare and contrast different offensive and defensive strategies observed in game situations. • Participate safely in a variety of individual and cooperative activities such as track and field events or sport games to evaluate overall performance and tactical strategies of self and other players • Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	**Core Materials** PE Central Mental Training Tips PE Equipment: mats, balls, targets, bats, sticks **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists

Assessments	
Formative Assessments • Fitness Data • Self Evaluation	**Summative Assessments** • Oral Assessments • Skill Demonstration

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• Peer Evaluation • Teacher Observation	• Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
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Unit	4	**Unit Title:**	Fitness in Team Activities	**Pacing:**	9 Days

Unit Summary: In this final unit of eighth grade Physical Education, students participate in team activities to evaluate their performance, strategy, and sportsmanship in order to develop a plan for more successful and enjoyable team experiences. Viewing team activities through a historical lens, students evaluate how activities and sports have adapted over time to address technology/equipment changes, safety concerns, and player/fan enjoyment. Finally, students apply their knowledge of skill and health related fitness to create a plan for an active summer.

Essential Questions:

How does fitness impact team activities?
Why is it essential to know the rules of the game?
How are communication and strategy important for team activities?

Objectives:

- Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles.
- Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics.
- Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games.
- Identify and conduct a self and peer / team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers.
- Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors.
- Analyze how various types of equipment and products, and changes to rules and procedures, have had an impact on the

evolution of safety in specific team activities and sports.
NJSLS-CHPE Standards: 2.1.8.SSH.3, 2.2.8.LF.3, 2.2.8.LF.6, 2.2.8.PF.2, 2.2.8.MSC.3, 2.2.8.MSC.5, 2.2.8.MSC.6
Interdisciplinary Connections: SL.PE.8.1
Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3
Career Education: 9.2.8.CAP.3

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Through articles/videos and personal experiences, explore the differences between practicing a skill versus a sport and training for endurance versus performance. • Through study of changes to college and professional sports rules, examine how activities and sports have adapted over time to address new technology/equipment, safety concerns, and player/fan enjoyment. For example, students could study how baseball and football have changed play review or playoff rules to increase fan enjoyment. Then change a rule in a game for enjoyment. • Play a variety of team games and sports such as soccer, Pickleball, Whacky Baseball, and Handball to develop strategies for offense and defense and practice applying rules and sportsmanship. • Create individual data-based fitness plans to remain active over summer vacation.	**Core Materials** PE Central PE Team-Building Games and Activities Whacky Baseball PE Equipment: mats, balls, bats **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists

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• Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.		

Assessments	
Formative Assessments • Fitness Data • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Summer Fitness Plan • Oral Assessments • Skill Demonstration • Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems

Differentiation			
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