

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 8 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

## Curriculum Scope and Sequence

<b>Content Area</b>	Physical Education	<b>Course Title/Grade Level:</b>	8th grade
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	<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	Introduction/Establishing PE Expectations/Locker Room Procedures/Cooperative Games	6
<a href="#"><u>Topic/Unit #2</u></a>	Soccer/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #3</u></a>	Flag Football/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #4</u></a>	Pickleball/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #5</u></a>	Basketball/Fitness Stations-FITT Principle/Yoga Practice	27
<a href="#"><u>Topic/Unit #6</u></a>	Volleyball/Fitness Stations-FITT Principle/Yoga Practice	27
<a href="#"><u>Topic/Unit #7</u></a>	Floor Hockey/Fitness Stations-FITT Principle/Yoga Practice	27
<a href="#"><u>Topic/Unit #8</u></a>	Diamond Sports/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #9</u></a>	Badminton/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #10</u></a>	Recreation Games/Cooperative Games/Wellness and Fitness Days	15
<a href="#"><u>Topic/Unit #11</u></a>	Review of Team Sports	9

<b>Topic/Unit 1 Title</b>	<b>Introduction/Establishing PE Expectations/Locker Room Procedures/Cooperative Games</b>	<b>Approximate Pacing</b>	<b>6</b>
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</b></p> <p><b>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</b></p> <p><b>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</b></p> <p><b>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</b></p> <p><b>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).</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as ‘accuracy, endurance, resistance’.)</b></p> <p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	
<b>Technology Standards:</b>		<b>Career Ready Practices:</b>	
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing</b></p>		<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and</b></p>	

skills, teachers or students can take a few videos to show the growth process.)	lifelong learning.) CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)
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**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

What are the Physical Education expectations?  
 How should a student conduct him/herself in class and the locker room?  
 How do I respect all classmates, regardless of ability?  
 How do you inform your teacher of having a music lesson?  
 How will you work collectively and collaboratively with others to be successful in Cooperative Games?  
 When is sportsmanship utilized?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<i>Students will know:</i> Expectations Procedures Problem Solving Sportsmanship	<i>Students will be able to:</i> SWBAT Understand classroom and locker room procedures SWBAT Understand how to properly conduct oneself and treat others SWBAT Work either individually or in a group setting to accomplish a task SWBAT Identify when sportsmanship is needed during class

**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b> (Assessment at the end of the learning period)	Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing
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<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b> <b>Four Corners</b> <b>Observations</b> <b>Show of Hands</b> <b>Teach a Friend</b> <b>Thumbs Up, Thumbs Down</b> <b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b></p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b></p>
<p><b>RESOURCES</b></p>	
<p><b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b></p>	
<p><b>Supplemental materials:</b> <b>openphysed.org</b> <b>pecentral.org</b></p>	

shapeamerica.org

**Modifications for Learners**

See [appendix](#)

Topic/Unit 2 Title	Soccer/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p>	
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?</b>  <b>Compare and contrast participating in a team and individual sport?</b>  <b>How do the rules and regulations of the game affect team strategy?</b>  <b>What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p> <p><b>Can students work cooperatively to accomplish various tasks?</b>  <b>How is cooperation beneficial during cooperative activities?</b></p>	



How does participation in a variety of activities lead to an active lifestyle?  
 How can you apply cooperative team concepts into social interactions and relationships?

Analyze the components of a successful personal training program  
 How can you improve your current level of physical fitness?  
 What are the benefits of an active lifestyle, and how can you apply them to your life?  
 What are the components of FITT and how can they be applied to a physical fitness program?  
 What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level            The physiological responses to a developmentally appropriate physical fitness plan</p> <p>Rules and Boundaries            Positions            Scoring</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals            SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness            SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</p>

<p> <b>Dribbling</b>  <b>Dribbling skills</b>  <b>Dribbling games</b>  <b>Passing Introduction and activities</b>  <b>Trapping</b>  <b>Passing and trapping games</b>  <b>Shooting Introduction</b>  <b>Shooting games</b>  <b>Shooting practice with games</b>  <b>Shooting in small-sided games</b>  <b>Small-sided games</b>  anticipation  perception  fitness concepts  many different fitness exercises </p> <p> <b>Cristiano Rolando - Professional Soccer Soccer Player - From Portugal</b> </p> <p> <b>Lionel Messi - Professional Soccer Player - From Argentina</b> </p>	<p> <b>SWBAT apply the components of FITT into their own lifestyle</b> </p> <p> <b>SWBAT Identify what each line on the soccer field represents on paper</b>  <b>SWBAT Name all the positions on the soccer field on paper</b>  <b>SWBAT understand how each position functions</b>  <b>SWBAT demonstrate where to strike the ball to keep it on the ground using dominant and non dominant foot.</b>  <b>SWBAT demonstrate where to strike the ball to make it go in the air from 15 yards away using dominant and non dominant foot.</b>  <b>SWBAT demonstrate where to strike the ball on their foot to punt the ball.</b>  <b>SWBAT Understand the difference between the 2 types of throw ins.</b>  <b>SWBAT demonstrate dribble-speed and control</b>  <b>SWBAT understand how to shoot the ball on goal using a dominant and non dominant foot from ten yards away.</b>  <b>SWBAT demonstrate trapping the ball using dominant and non dominant foot</b> </p> <p> <b>SWBAT demonstrate an understanding of teamwork</b>  <b>SWBAT demonstrate an understanding of leadership skills</b>  <b>SWBAT demonstrate communication skills</b>  <b>SWBAT demonstrate listening skills</b>  <b>SWBAT demonstrate proper exercise technique</b>  <b>SWBAT demonstrate an understanding of the FITT principle</b>  <b>SWBAT demonstrate an understanding of progressive overload</b>  <b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b> </p>
<b>ASSESSMENT OF LEARNING</b>	

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b> <b>Self-evaluations</b> <b>Class participation</b> <b>Preparation</b> <b>Effort</b> <b>Sportsmanship</b> <b>Attitude</b> <b>Written Tests/Quizzes</b> <b>Fitness Testing</b></p>
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<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards</p>	<p><b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b></p>

grade level standards; given 2-3 X per year)	
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Textbooks, computer lab, various Physical Education equipment, music	
<b>Supplemental materials:</b> openphysed.org pecentral.org shapeamerica.org	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 3 Title	Flag Football/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p>			
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<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?</b></p> <p><b>Compare and contrast participating in a team and individual sport?</b></p> <p><b>How do the rules and regulations of the game affect team strategy?</b></p> <p><b>What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p>	

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**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level            The physiological responses to a developmentally appropriate physical fitness plan</p> <p>Introduction: chasing, fleeing, dodging</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals            SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</p>

<p> <b>Throwing and catching</b>  <b>Basics of Passing</b>  <b>Grips and passing</b>  <b>Target passing - on the move</b>  <b>Passing routes</b>  <b>Catching overhand and underhand</b>  <b>Catching with and without a defender</b>  <b>Guarding and marking</b>  <b>Guarding against the pass and defending</b>  <b>Man defense</b>  <b>Special teams: punting, punt returns</b>  <b>Running and hand-offs</b>  <b>Running, hiking, and hand-offs</b>  <b>Running backs: tossing and receive</b>  <b>Avoid the tackler/juke moves</b>  <b>Flag pulling</b>  <b>Flag pulling: tracking an opponent, rangle pursuits</b>  <b>Small sided games</b>  anticipation  perception  fitness concepts  many different fitness exercises </p> <p> <b>Christian Okoye - Running back “Nigerian Nightmare” - because he was physically big and powerful</b> </p> <p> <b>Jay Ajayi - First Professional Football Player from Nigeria</b> </p> <p> <b>Heines Ward - South Korean-African American Football Player - born in South Korea (Mom - South Korean; Dad - African American)</b> </p>	<p> <b>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</b>  <b>SWBAT apply the components of FITT into their own lifestyle</b> </p> <p> <b>SWBAT Catch the football 5 out of ten times while using proper form and technique during the skills test.</b>  <b>SWBAT Successfully complete 4 flyes, square in and out, or curl patterns while running the directed length during engaged activity time.</b>  <b>SWBAT Properly execute 4 out of ten passes by leading their partner with the football during a route pattern.</b>  <b>SWBAT Receive 3 out of 5 handoffs from partner while showing proper grip, shoulder position, and increasing the speed at the time of hand-off.</b>  <b>SWBAT Combine all areas of offensive strategies and game play into a game of 5 on 5 flag football</b>  <b>SWBAT Apply defensive strategies of man to man coverage into a game of flag football</b>  <b>SWBAT Compete in a regulation game of flag football while incorporating all offensive and defensive skills learned in class</b>  <b>SWBAT demonstrate an understanding of teamwork</b>  <b>SWBAT demonstrate an understanding of leadership skills</b>  <b>SWBAT demonstrate communication skills</b>  <b>SWBAT demonstrate listening skills</b>  <b>SWBAT demonstrate proper exercise technique</b>  <b>SWBAT demonstrate an understanding of the FITT principle</b>  <b>SWBAT demonstrate an understanding of progressive overload</b>  <b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b> </p>
<b>ASSESSMENT OF LEARNING</b>	



<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b>  <b>Self-evaluations</b>  <b>Class participation</b>  <b>Preparation</b>  <b>Effort</b>  <b>Sportsmanship</b>  <b>Attitude</b>  <b>Written Tests/Quizzes</b>  <b>Fitness Testing</b></p>
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grade level standards; given 2-3 X per year)	
<b>RESOURCES</b>	
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<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 4 Title	Pickleball/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p>	
<p align="center"><b>Technology Standards:</b></p>	<p align="center"><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<p align="center"><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?  Compare and contrast participating in a team and individual sport?  How do the rules and regulations of the game affect team strategy?  What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p> <p><b>Can students work cooperatively to accomplish various tasks?  How is cooperation beneficial during cooperative activities?  How does participation in a variety of activities lead to an active lifestyle?</b></p>	

How can you apply cooperative team concepts into social interactions and relationships?

Analyze the components of a successful personal training program

How can you improve your current level of physical fitness?

What are the benefits of an active lifestyle, and how can you apply them to your life?

What are the components of FITT and how can they be applied to a physical fitness program?

What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <p>Apply the basic skills required to compete in the various team sports</p> <p>How to apply the rules and procedures of each team sport</p> <p>Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities</p> <p>How to include a variety of activities into their lifestyle</p> <p>How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan</p> <p>How to set realistic personal goals and design a personal fitness plan to reach them</p> <p>How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level</p> <p>The physiological responses to a developmentally appropriate physical fitness plan</p> <p>Underhand serve</p> <p>forehand hit</p> <p>Backhand hit</p> <p>Dink shot</p> <p>Overhead smash</p>	<p><i>Students will be able to:</i></p> <p>SWBAT demonstrate various sport skills, rules and game strategy.</p> <p>SWBAT apply appropriate skills to participate in team sports</p> <p>SWBAT utilize appropriate drills to improve performance</p> <p>SWBAT successfully compete in both team and individual setting</p> <p>SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities</p> <p>SWBAT develop and apply cooperative strategies with teammates during team activities or sports</p> <p>SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals</p> <p>SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</p> <p>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</p> <p>SWBAT apply the components of FITT into their own lifestyle</p>

<p>Lob  Volleys  Ground strokes  Rules and boundaries  Paddle safety  How to build pickleball equipment/nets together  anticipation  perception  fitness concepts  many different fitness exercises</p> <p>Simone Jardim - one of most recognizable figures in women's  World Pickleball Champion - From Brazil - 2017 USAPA National  Women's Single Champion - 2018 Doubles Champion</p> <p>Jennifer Dawson - 2017, Jennifer made pickleball history as the  first ever Triple Crown winner at the Minto US OPEN Pickleball  Championships, winning gold in Senior Pro Singles, Women's  Doubles and Mixed Doubles. At the 2018 Minto US OPEN, she  won gold in Women's Senior Pro Doubles.</p>	<p>SWBAT demonstrate an understanding of teamwork  SWBAT demonstrate an understanding of leadership skills  SWBAT demonstrate communication skills  SWBAT demonstrate listening skills  SWBAT demonstrate proper exercise technique  SWBAT demonstrate an understanding of the FITT principle  SWBAT demonstrate an understanding of progressive overload  SWBAT demonstrate an understanding of what exercise  strengthens and improves what fitness component</p> <p>SWBAT demonstrate the forehand hit  SWBAT demonstrate the backhand hit  SWBAT demonstrate the overhead smash  SWBAT demonstrate the lob  SWBAT demonstrate an understanding of a volley  SWBAT demonstrate an understanding of ground strokes  SWBAT demonstrate an understanding of the rules and  boundaries  SWBAT demonstrate an understanding of paddle safety</p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the  learning period)</p>	<p>Skill assessment  Self-evaluations  Class participation  Preparation  Effort  Sportsmanship  Attitude  Written Tests/Quizzes  Fitness Testing</p>
<p><b>Formative Assessments</b>  (Ongoing assessments during  the learning period to inform  instruction)</p>	<p>Fist of Five  Four Corners  Observations  Show of Hands</p>

	<b>Teach a Friend</b> <b>Thumbs Up, Thumbs Down</b> <b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<b>Peer Assessments</b>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b>	
<b>Supplemental materials:</b> <b>openphysed.org</b> <b>pecentral.org</b> <b>shapeamerica.org</b>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 5 Title	Basketball/Fitness Stations-FITT Principle/Yoga Practice	Approximate Pacing	27
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>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).</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</b></p> <p><b>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</b></p>			



<p><b>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</b></p> <p><b>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</b></p> <p><b>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</b></p> <p><b>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</b></p> <p><b>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</b></p>	
<b>Interdisciplinary Connections:</b>	<b>21st Century Skills:</b>
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as ‘accuracy, endurance, resistance’.)</b></p> <p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p> <p><b>VPA Connection: 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). (Ex. Students will experience the benefits of different body conditioning techniques based on their activity selection.)</b></p>	<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>

Technology Standards:	Career Ready Practices:
<p><b>8.2.8.ED.2:</b> Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</p> <p><b>8.2.8.ED.5:</b> Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</p> <p><b>8.2.8.NT.4:</b> Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>Can students apply skills, rules and knowledge to game situations?  Compare and contrast participating in a team and individual sport?  How do the rules and regulations of the game affect team strategy?  What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</p> <p>Can students work cooperatively to accomplish various tasks?  How is cooperation beneficial during cooperative activities?  How does participation in a variety of activities lead to an active lifestyle?  How can you apply cooperative team concepts into social interactions and relationships?</p> <p>Analyze the components of a successful personal training program  How can you improve your current level of physical fitness?  What are the benefits of an active lifestyle, and how can you apply them to your life?  What are the components of FITT and how can they be applied to a physical fitness program?</p>	

<b>What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?</b>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know: Skills</i>  Apply the basic skills required to compete in the various team sports  How to apply the rules and procedures of each team sport  Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities  How to include a variety of activities into their lifestyle  How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan  How to set realistic personal goals and design a personal fitness plan to reach them  How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level  The physiological responses to a developmentally appropriate physical fitness plan</p> <p>dribbling with dominant hand  dribbling with non dominant hand  speed dribble  crossover dribble  spin dribble  two hand bounce pass  two hand chest pass  set shot  jump shot  dominant hand lay-up</p>	<p><i>Students will be able to:</i>  <b>SWBAT demonstrate various sport skills, rules and game strategy.</b>  <b>SWBAT apply appropriate skills to participate in team sports</b>  <b>SWBAT utilize appropriate drills to improve performance</b>  <b>SWBAT successfully compete in both team and individual setting</b>  <b>SWBAT compare and contrast competing in team and individual settings</b></p> <p><b>SWBAT apply problem solving concepts and strategies during activities</b>  <b>SWBAT develop and apply cooperative strategies with teammates during team activities or sports</b>  <b>SWBAT compare and contrast skills from various sports</b></p> <p><b>SWBAT pursue realistic physical fitness goals</b>  <b>SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</b>  <b>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</b>  <b>SWBAT apply the components of FITT into their own lifestyle</b></p> <p><b>SWBAT demonstrate a controlled dominant hand dribble</b>  <b>SWBAT demonstrate a controlled non dominant hand dribble</b>  <b>SWBAT demonstrate a speed dribble</b>  <b>SWBAT demonstrate a crossover dribble</b>  <b>SWBAT demonstrate a spin dribble</b></p>

<p>setting screens  give and go  pic and roll  motion offense  man to man defense  rules of the game  fitness concepts  many different fitness exercises  Different Yoga poses  The bodies ability to be flexible  Proper breathing technique  Anticipation  Perception  Teamwork  Sportsmanship</p>	<p>SWBAT demonstrate a bounce pass using correct form  SWBAT demonstrate a chest pass using correct form  SWBAT demonstrate a set shot using correct form  SWBAT demonstrate a jump shot using correct form  SWBAT demonstrate a lay-up using their dominant hand with correct form  SWBAT demonstrate man to man defence using correct form  SWBAT explain and abide by the rules for a 3vs3 half court basketball game  SWBAT explain and abide by the rules for a 4vs4 half court game</p> <p>SWBAT demonstrate an understanding of teamwork  SWBAT demonstrate an understanding of leadership skills  SWBAT demonstrate communication skills  SWBAT demonstrate listening skills  SWBAT demonstrate proper exercise technique  SWBAT demonstrate an understanding of the FITT principle  SWBAT demonstrate an understanding of progressive overload  SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component  SWBAT demonstrate different yoga poses correctly  demonstrate proper breathing techniques</p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p>Skill assessment  Self-evaluations  Class participation  Preparation  Effort  Sportsmanship  Attitude  Written Tests/Quizzes  Fitness Testing</p>
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<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b> <b>Four Corners</b> <b>Observations</b> <b>Show of Hands</b> <b>Teach a Friend</b> <b>Thumbs Up, Thumbs Down</b> <b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b></p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b></p>
<p><b>RESOURCES</b></p>	
<p><b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b></p>	
<p><b>Supplemental materials:</b> <b>openphysed.org</b> <b>pecentral.org</b></p>	

shapeamerica.org

**Modifications for Learners**

See [appendix](#)

<b>Topic/Unit 6 Title</b>	<b>Volleyball/Fitness Stations-FITT Principle/Yoga Practice</b>	<b>Approximate Pacing</b>	<b>27</b>
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p> <p><b>VPA Connection: 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). (Ex. Students will experience the benefits of different body conditioning techniques based on their activity selection.)</b></p>	
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	



Can students apply skills, rules and knowledge to game situations?  
 Compare and contrast participating in a team and individual sport?  
 How do the rules and regulations of the game affect team strategy?  
 What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?

Can students work cooperatively to accomplish various tasks?  
 How is cooperation beneficial during cooperative activities?  
 How does participation in a variety of activities lead to an active lifestyle?  
 How can you apply cooperative team concepts into social interactions and relationships?

Analyze the components of a successful personal training program  
 How can you improve your current level of physical fitness?  
 What are the benefits of an active lifestyle, and how can you apply them to your life?  
 What are the components of FITT and how can they be applied to a physical fitness program?  
 What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p>

<p>The physiological responses to a developmentally appropriate physical fitness plan</p> <p>Over hand serve</p> <p>Spike</p> <p>Blocks</p> <p>dig</p> <p>rules and boundaries</p> <p>Ace</p> <p>Game strategy</p> <p>combination plays</p> <p>Tournament Play</p> <p>spacial awareness</p> <p>teamwork</p> <p>sportsmanship</p> <p>positions</p> <p>anticipation</p> <p>perception</p> <p>fitness concepts</p> <p>many different fitness exercises</p> <p>Different Yoga poses</p> <p>The bodies ability to be flexible</p> <p>proper breathing technique</p>	<p>SWBAT pursue realistic physical fitness goals</p> <p>SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</p> <p>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</p> <p>SWBAT apply the components of FITT into their own lifestyle</p> <p>SWBAT Apply movement concepts and principles to the learning and development of motor skills</p> <p>SWBAT Demonstrate an understanding and respect for differences among people in physical activity settings</p> <p>SWBAT Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interactions</p> <p>SWBAT Demonstrate competency in many and proficiency in a few movement forms</p> <p>SWBAT Exhibit a physically active lifestyle</p> <p>SWBAT Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</p> <p>SWBAT Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities.</p> <p>SWBAT Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).</p> <p>SWBAT Explain and demonstrate how to control a variety of objects within non-competitive cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.</p> <p>SWBAT Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities.</p>
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	<p><b>SWBAT Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.</b></p> <p><b>SWBAT Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities.</b></p> <p><b>SWBAT demonstrate an understanding of teamwork</b></p> <p><b>SWBAT demonstrate an understanding of leadership skills</b></p> <p><b>SWBAT demonstrate communication skills</b></p> <p><b>SWBAT demonstrate listening skills</b></p> <p><b>SWBAT demonstrate proper exercise technique</b></p> <p><b>SWBAT demonstrate an understanding of the FITT principle</b></p> <p><b>SWBAT demonstrate an understanding of progressive overload</b></p> <p><b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b></p> <p><b>SWBAT demonstrate different yoga poses correctly</b></p> <p><b>SWBAT demonstrate proper breathing techniques</b></p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b></p> <p><b>Self-evaluations</b></p> <p><b>Class participation</b></p> <p><b>Preparation</b></p> <p><b>Effort</b></p> <p><b>Sportsmanship</b></p> <p><b>Attitude</b></p> <p><b>Written Tests/Quizzes</b></p> <p><b>Fitness Testing</b></p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b></p> <p><b>Four Corners</b></p> <p><b>Observations</b></p> <p><b>Show of Hands</b></p> <p><b>Teach a Friend</b></p> <p><b>Thumbs Up, Thumbs Down</b></p>

	<b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<b>Peer Assessments</b>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b>	
<b>Supplemental materials:</b> <b>openphysed.org</b> <b>pecentral.org</b> <b>shapeamerica.org</b>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

<b>Topic Unit 7 Title</b>	<b>Floor Hockey/Fitness Stations-FITT Principle/Yoga Practice</b>	<b>Approximate Pacing</b>	<b>27</b>
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p> <p><b>VPA Connection: 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). (Ex. Students will experience the benefits of different body conditioning techniques based on their activity selection.)</b></p>	
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>

<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>Can students apply skills, rules and knowledge to game situations?  Compare and contrast participating in a team and individual sport?  How do the rules and regulations of the game affect team strategy?  What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</p> <p>Can students work cooperatively to accomplish various tasks?  How is cooperation beneficial during cooperative activities?  How does participation in a variety of activities lead to an active lifestyle?  How can you apply cooperative team concepts into social interactions and relationships?</p> <p>Analyze the components of a successful personal training program  How can you improve your current level of physical fitness?  What are the benefits of an active lifestyle, and how can you apply them to your life?  What are the components of FITT and how can they be applied to a physical fitness program?  What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i>  Apply the basic skills required to compete in the various team sports  How to apply the rules and procedures of each team sport  Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities  How to include a variety of activities into their lifestyle  How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan</p>	<p><i>Students will be able to:</i>  SWBAT demonstrate various sport skills, rules and game strategy.  SWBAT apply appropriate skills to participate in team sports  SWBAT utilize appropriate drills to improve performance  SWBAT successfully compete in both team and individual setting  SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities</p>

<p>How to set realistic personal goals and design a personal fitness plan to reach them  How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level  The physiological responses to a developmentally appropriate physical fitness plan</p> <p>rules  dribbling  shooting  Passing  Boundaries  Stick safety  Forearm pass/shot  Backhand pass/shot  Wrist shot  teamwork  safety  sportsmanship  Different Yoga poses  The bodies ability to be flexible  proper breathing technique</p>	<p>SWBAT develop and apply cooperative strategies with teammates during team activities or sports  SWBAT compare and contrast skills from various sports  SWBAT pursue realistic physical fitness goals  SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness  SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes  SWBAT apply the components of FITT into their own lifestyle</p> <p>SWBAT demonstrate an understanding of teamwork  SWBAT demonstrate an understanding of leadership skills  SWBAT demonstrate communication skills  SWBAT demonstrate listening skills  SWBAT demonstrate proper exercise technique  SWBAT demonstrate an understanding of the FITT principle  SWBAT demonstrate an understanding of progressive overload  SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</p> <p>SWBAT demonstrate the slap shot  SWBAT demonstrate the wrist shot  SWBAT demonstrate the backhand shot  SWBAT demonstrate dribbling  SWBAT demonstrate defensive skills  SWBAT demonstrate different yoga poses correctly  SWBAT demonstrate proper breathing techniques</p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p>Skill assessment  Self-evaluations  Class participation  Preparation  Effort  Sportsmanship</p>
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	<b>Attitude</b> <b>Written Tests/Quizzes</b> <b>Fitness Testing</b>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<b>Fist of Five</b> <b>Four Corners</b> <b>Observations</b> <b>Show of Hands</b> <b>Teach a Friend</b> <b>Thumbs Up, Thumbs Down</b> <b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<b>Peer Assessments</b>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b>	

**Supplemental materials:**

**openphysed.org**

**pecentral.org**

**shapeamerica.org**

**Modifications for Learners**

See [appendix](#)

Topic Unit 8 Title	Diamond Sports/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p>much vocabulary is taught in PE, words such as ‘accuracy, endurance, resistance’.)</p> <p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p>	
<p align="center"><b>Technology Standards:</b></p>	<p align="center"><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<p align="center"><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?</b>  <b>Compare and contrast participating in a team and individual sport?</b>  <b>How do the rules and regulations of the game affect team strategy?</b>  <b>What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p>	

Can students work cooperatively to accomplish various tasks?  
 How is cooperation beneficial during cooperative activities?  
 How does participation in a variety of activities lead to an active lifestyle?  
 How can you apply cooperative team concepts into social interactions and relationships?

Analyze the components of a successful personal training program  
 How can you improve your current level of physical fitness?  
 What are the benefits of an active lifestyle, and how can you apply them to your life?  
 What are the components of FITT and how can they be applied to a physical fitness program?  
 What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level            The physiological responses to a developmentally appropriate physical fitness plan</p> <p>Catching with 2 hands            Gripping/Swinging a bat with 2 hands</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals            SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</p>

<p> <b>Alligator</b>  <b>Throwing form</b>  <b>Throwing for accuracy</b>  <b>Rules of the game</b>  <b>Running bases</b>  <b>Boundaries</b>  <b>Safety</b>  <b>Modified game (bucket ball)</b>  <b>Underhand pitching form</b>  <b>Hitting form</b>  <b>Planting to throw</b>  <b>Crow hop</b>  <b>anticipation</b>  <b>fitness concepts</b>  <b>many different fitness exercises</b> </p>	<p> <b>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</b>  <b>SWBAT apply the components of FITT into their own lifestyle</b> </p> <p> <b>SWBAT demonstrate an understanding of teamwork</b>  <b>SWBAT demonstrate an understanding of leadership skills</b>  <b>SWBAT demonstrate communication skills</b>  <b>SWBAT demonstrate listening skills</b>  <b>SWBAT demonstrate proper exercise technique</b>  <b>SWBAT demonstrate an understanding of the FITT principle</b>  <b>SWBAT demonstrate an understanding of progressive overload</b>  <b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b> </p> <p> <b>SWBAT demonstrate how to catch the ball with two hands</b>  <b>SWBAT demonstrate how to swing the bat with two hands</b>  <b>SWBAT demonstrate proper hitting technique</b>  <b>SWBAT demonstrate proper underhand pitching</b>  <b>SWBAT demonstrate the crow hop</b>  <b>SWBAT demonstrate an understanding of safety</b>  <b>SWBAT demonstrate alligator when fielding a ball</b>  <b>SWBAT demonstrate proper throwing technique</b>  <b>SWBAT demonstrate throwing accuracy</b>  <b>SWBAT demonstrate an understanding of the rules</b> </p>
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**ASSESSMENT OF LEARNING**

<p> <b>Summative Assessment</b>          (Assessment at the end of the learning period)       </p>	<p> <b>Skill assessment</b>  <b>Self-evaluations</b>  <b>Class participation</b>  <b>Preparation</b>  <b>Effort</b>  <b>Sportsmanship</b>  <b>Attitude</b>  <b>Written Tests/Quizzes</b>  <b>Fitness Testing</b> </p>
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<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b> <b>Four Corners</b> <b>Observations</b> <b>Show of Hands</b> <b>Teach a Friend</b> <b>Thumbs Up, Thumbs Down</b> <b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b></p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b></p>
<p><b>RESOURCES</b></p>	
<p><b>Core instructional materials:</b> Textbooks, computer lab, various Physical Education equipment, music</p>	
<p><b>Supplemental materials:</b> <a href="http://openphysed.org">openphysed.org</a> <a href="http://pecentral.org">pecentral.org</a> <a href="http://shapeamerica.org">shapeamerica.org</a></p>	

**Modifications for Learners**

See [appendix](#)



<b>Topic Unit 9 Title</b>	<b>Badminton/Cooperative Games/Wellness and Fitness Days</b>	<b>Approximate Pacing</b>	<b>15</b>
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p>	
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?  Compare and contrast participating in a team and individual sport?  How do the rules and regulations of the game affect team strategy?  What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p> <p><b>Can students work cooperatively to accomplish various tasks?  How is cooperation beneficial during cooperative activities?</b></p>	

How does participation in a variety of activities lead to an active lifestyle?  
 How can you apply cooperative team concepts into social interactions and relationships?

Analyze the components of a successful personal training program  
 How can you improve your current level of physical fitness?  
 What are the benefits of an active lifestyle, and how can you apply them to your life?  
 What are the components of FITT and how can they be applied to a physical fitness program?  
 What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level            The physiological responses to a developmentally appropriate physical fitness plan</p> <p>forehand grip            backhand grip            rules</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals            SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness            SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</p>

<p>boundaries  sportsmanship  ready stance  rhythm and timing  perception  anticipation  serves (low, flick,high)  basic shots (drop, clear, and smash)  teamwork when playing doubles  fitness concepts  many different fitness exercises</p>	<p><b>SWBAT apply the components of FITT into their own lifestyle</b></p> <p><b>SWBAT demonstrate an understanding of teamwork</b>  <b>SWBAT demonstrate an understanding of leadership skills</b>  <b>SWBAT demonstrate communication skills</b>  <b>SWBAT demonstrate listening skills</b>  <b>SWBAT demonstrate proper exercise technique</b>  <b>SWBAT demonstrate an understanding of the FITT principle</b>  <b>SWBAT demonstrate an understanding of progressive overload</b>  <b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b></p> <p><b>SWBAT demonstrate the forehand grip</b>  <b>SWBAT demonstrate the backhand grip</b>  <b>SWBAT demonstrate an understanding of the rules and boundaries</b>  <b>SWBAT demonstrate the serve</b>  <b>SWBAT demonstrate the drop, flick, and high</b></p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b>  <b>Self-evaluations</b>  <b>Class participation</b>  <b>Preparation</b>  <b>Effort</b>  <b>Sportsmanship</b>  <b>Attitude</b>  <b>Written Tests/Quizzes</b>  <b>Fitness Testing</b></p>
<p><b>Formative Assessments</b>  (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b>  <b>Four Corners</b>  <b>Observations</b>  <b>Show of Hands</b>  <b>Teach a Friend</b>  <b>Thumbs Up, Thumbs Down</b></p>

	<b>Turn and Talk</b> <b>Discussions</b> <b>Questions and Answer</b> <b>Student Observation</b> <b>Class Discussion</b> <b>Exit Tickets</b> <b>Skill Testing</b> <b>Written Tests/Quizzes</b> <b>Fitness Statistics</b>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<b>Peer Assessments</b>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<b>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</b>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <b>Textbooks, computer lab, various Physical Education equipment, music</b>	
<b>Supplemental materials:</b> <b>openphysed.org</b> <b>pecentral.org</b> <b>shapeamerica.org</b>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic Unit 10 Title	Recreation Games/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

<p>much vocabulary is taught in PE, words such as ‘accuracy, endurance, resistance’.)</p> <p><b>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</b></p> <p><b>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</b></p>	
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>Can students apply skills, rules and knowledge to game situations?  Compare and contrast participating in a team and individual sport?  How do the rules and regulations of the game affect team strategy?  What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?</b></p>	

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**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i>            Apply the basic skills required to compete in the various team sports            How to apply the rules and procedures of each team sport            Apply the team concepts to improve performance</p> <p>How to utilize cooperation to be successful in team activities            How to include a variety of activities into their lifestyle            How to apply safety rules and procedures into activities</p> <p>How to create and utilize a individualized health fitness plan            How to set realistic personal goals and design a personal fitness plan to reach them            How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level            The physiological responses to a developmentally appropriate physical fitness plan</p> <p>rules</p>	<p><i>Students will be able to:</i>            SWBAT demonstrate various sport skills, rules and game strategy.            SWBAT apply appropriate skills to participate in team sports            SWBAT utilize appropriate drills to improve performance            SWBAT successfully compete in both team and individual setting            SWBAT compare and contrast competing in team and individual settings</p> <p>SWBAT apply problem solving concepts and strategies during activities            SWBAT develop and apply cooperative strategies with teammates during team activities or sports            SWBAT compare and contrast skills from various sports</p> <p>SWBAT pursue realistic physical fitness goals            SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness</p>



<p>boundaries  anticipation  perception  basic movements  teamwork  sportsmanship  rhythm and timing  fitness concepts  many different fitness exercises</p>	<p><b>SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes</b>  <b>SWBAT apply the components of FITT into their own lifestyle</b></p> <p><b>SWBAT demonstrate an understanding of teamwork</b>  <b>SWBAT demonstrate an understanding of leadership skills</b>  <b>SWBAT demonstrate communication skills</b>  <b>SWBAT demonstrate listening skills</b>  <b>SWBAT demonstrate proper exercise technique</b>  <b>SWBAT demonstrate an understanding of the FITT principle</b>  <b>SWBAT demonstrate an understanding of progressive overload</b>  <b>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</b></p> <p><b>SWBAT demonstrate an understanding of the rules</b>  <b>SWBAT demonstrate basic movements</b></p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>  (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b>  <b>Self-evaluations</b>  <b>Class participation</b>  <b>Preparation</b>  <b>Effort</b>  <b>Sportsmanship</b>  <b>Attitude</b>  <b>Written Tests/Quizzes</b>  <b>Fitness Testing</b></p>
<p><b>Formative Assessments</b>  (Ongoing assessments during the learning period to inform instruction)</p>	<p><b>Fist of Five</b>  <b>Four Corners</b>  <b>Observations</b>  <b>Show of Hands</b>  <b>Teach a Friend</b>  <b>Thumbs Up, Thumbs Down</b>  <b>Turn and Talk</b></p>

	<p><b>Discussions</b>  <b>Questions and Answer</b>  <b>Student Observation</b>  <b>Class Discussion</b>  <b>Exit Tickets</b>  <b>Skill Testing</b>  <b>Written Tests/Quizzes</b>  <b>Fitness Statistics</b></p>
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<b>RESOURCES</b>	
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<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	

<b>Topic Unit 11 Title</b>	<b>Review of Team Sports</b>	<b>Approximate Pacing</b>	<b>9</b>
<b>STANDARDS</b>			
<b>NJSLS PE</b>			
<p><b>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).</b></p> <p><b>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</b></p> <p><b>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</b></p> <p><b>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.</b></p> <p><b>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</b></p> <p><b>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</b></p> <p><b>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</b></p> <p><b>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</b></p> <p><b>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.</b></p> <p><b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></p>			
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<p><b>ELA Connection: L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</b></p>		<p><b>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</b></p>	

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<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</b></p> <p><b>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. (Ex. Class discussion on new versions of equipment and their impact on performance)</b></p> <p><b>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product. (Ex. Class discussion about who are the important “team members” that contribute to product design and changes”.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</b></p>
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**STUDENT LEARNING OBJECTIVES**

<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Skill assessment</b></p> <p><b>Self-evaluations</b></p> <p><b>Class participation</b></p> <p><b>Preparation</b></p> <p><b>Effort</b></p> <p><b>Sportsmanship</b></p> <p><b>Attitude</b></p> <p><b>Written Tests/Quizzes</b></p> <p><b>Fitness Testing</b></p>
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