



Physical Education Curriculum

Grade 7, 8

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Effective Date: September 2022

Scope and Sequence

Unit 1: Cooperative Games / Fitness
Unit 2: Volleyball / Football
Unit 3: Team HandBall, TchoukBall
Unit 4: Soccer
Unit 5: Basketball
Unit 6: Lifetime/Backyard Sports (Pickleball, Badminton, Disc Spots)
Unit 7: Dance

Unit 1: Cooperative Games/ Fitness

Summary and Rationale

The goal of the fitness unit is to encourage overall fitness and the important role fitness plays in living a healthier, happier and longer life. Motivation and the interrelationship of physical and health-related skills will be highlighted to promote a healthy lifestyle. The components of fitness and specific activities needed to improve personal fitness will be covered during this unit. Students will be introduced to a variety of fitness related activities to foster an appreciation and value for the importance of maintaining a physically active lifestyle

Cooperative games offer students the opportunity to participate in a variety of games and problem solving activities that build social skills and self-confidence, develop physical fitness and values, and teach personal responsibility.

Recommended Pacing

4 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

fitness activities.	<ul style="list-style-type: none"> • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	<ul style="list-style-type: none"> • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Nutrition (Please see the Health Curriculum)	
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:

- It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to
- deal with life's challenges as well as have energy to enjoy activities.
- The FITT principle helps one to safely apply strategies and exercise to improve physical fitness
- Development of social health concepts and skills to promote a healthy lifestyle.
- Utilization of cooperative skills to promote a healthy social lifestyle.
- Apply problem solving techniques to real life experiences.

- How can I set challenging fitness goals that help me stay committed to wellness?
- How does the FITT principle relate to physical fitness?
- Why must students develop mutual relationship concepts to maintain health throughout their life?
- What cooperative skills and creative principles are necessary to promote active, social relationships?
- How are the necessary concepts and skills applied to enhance all dimensions of a healthy lifestyle?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships

COMPETENCY IV: PROBLEM SOLVING

- Use of Information
- Approach to Solving
- Solutions

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Skill Analysis
 Written Tests

Rubrics (COMPETENCY I: COLLABORATION- Teamwork, Working Cooperatively, Building Relationships)
 (COMPETENCY V: SELF AWARENESS and DIRECTION – Determination)

Objectives (SLO)

Students will know:

- Benefits of participating in fitness activities
- Location and function of major muscles
- FITT Principle
- How to effectively move safely through space while actively participating.
- How to use effective interpersonal skills.
- The value of good sportsmanship
- The importance of using teamwork

Students will be able to:

- Discuss the benefits of participating in fitness activities
- Apply the FITT principle
- Participate in a variety of fitness activities
- Demonstrate good sportsmanship
- Explain the importance of using teamwork
- Apply problem solving skills

Suggested Resources/Technology Tools

Circuit Training
www.pecentral.org
www.teachpe.com
www.aahperd.org
<http://www.fitnessforlife.org/middleSchool>
Hundredth Monkey
Project Adventure Curriculum
Competency Framework
Adventure Pack
www.pecentral.org
www.teachpe.com
www.aahperd.org

Modifications

Grade 7-
Grade 8-

Special Education -
ELL -
Gifted and Talented -
504 -

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

LINKS TO CAREERS:

Unit 2: Volleyball / Football

Summary and Rationale

Through the sport of volleyball, the students will be physically active as they learn the necessary skills to participate in this lifetime game. The unit will teach the importance of teamwork and sportsmanship. Students will learn the skills of passing, setting and serving. In this unit, students will be able to understand the positions of the players on the court, how to rotate and how the game of volleyball is played.

Recommended Pacing

2 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness	
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	<ul style="list-style-type: none"> • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Nutrition (Please see the Health Curriculum)	
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Students will develop an enduring understanding that a physically educated person is aware of the skills necessary 	<ul style="list-style-type: none"> • What role does cooperation play in physical activities/sport? • What skills are necessary to be successful in volleyball?

- to contribute to a group working towards a common goal.
- Understanding how critical aerobic exercise is to the overall health of an individual.
- Volleyball can be a lifelong activity.

- Why are teamwork and communication important in volleyball?
- What fitness components are necessary to be successful in volleyball?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests
 Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives (SLO)

Students will know:

- How to effectively move safely through space while actively participating.
- How to use effective interpersonal skills.
- Appropriate personal and social behavior while participating in individual and team activities
- The basic skills of volleyball including, passing, setting and serving
- The positions on the court and the rotation of players to serve
- The rules of game play
- The value of good sportsmanship
- The importance of using teamwork

Students will be able to:

- Demonstrate the basic skills of volleyball including passing, setting and serving.
- Discuss the positions on the court and the rotation of players to serve
- Discuss the rules of game play
- Demonstrate good sportsmanship
- Explain the importance of using teamwork

Suggested Resources/Technology Tools

Modifications

Grade 7-
 Grade 8-
 Special Education -
 ELL -

Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

LINKS TO CAREERS:

Unit 3: Team HandBall, TchoukBall

Summary and Rationale

Learning the skills and rules to team handball the students will be able to participate in vigorous activity in order to improve there over all well-being. Students will also learn to work with others through cooperation and compromising during the activity. In this unit, students will be able to understand how to apply skills and rules learned to game play. Students will also understand the benefits of exercise while playing team handball.

Recommended Pacing

2 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Nutrition (Please see the Health Curriculum)

Interdisciplinary Connections

Standard x.x

Integration of Technology

Instructional Focus

Enduring Understandings:

- Students will develop an enduring understanding that a physically educated person is aware of the skills necessary to contribute to a group working towards a common goal.
- Understanding how critical aerobic exercise is to the overall health of an individual.
- Playing team handball can be an effective way to increase cardiovascular endurance.

Essential Questions:

- What role does cooperation play in physical activities/sport?
- What components of fitness does team handball encompass?
- How does team handball increase the fitness level of each individual?
- How does working on a team help improve cooperation skills?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests
 Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives (SLO)

Students will know:

- How to effectively move safely through space while actively participating.
- How to use effective interpersonal skills.
- Appropriate personal and social behavior while participating in individual and team activities

Students will be able to:

- Explain the safety rules
- Demonstrate basic skills of dribbling, passing, shooting and defending
- Discuss team strategy for various game scenarios

Suggested Resources/Technology Tools

Modifications

Grade 7-

Grade 8-

Special Education -

ELL -

Gifted and Talented -

504 -

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

LINKS TO CAREERS:

Unit 4: Soccer

Summary and Rationale

Through the sport of soccer, the students will be physically active and engaging in aerobic activity. The unit will teach the importance of teamwork and sportsmanship. Students will learn the skills of passing, trapping, dribbling and shooting. In this unit, students will be able to understand the positions of the players on the field and how the game of soccer is played. Students will also understand the benefits of exercise while playing in a soccer game.

Recommended Pacing

2 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

<p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
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Lifelong Fitness

<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
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Nutrition (Please see the Health Curriculum)

Interdisciplinary Connections

Standard x.x

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Integration of Technology

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Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Students will develop an enduring understanding that a physically educated person is aware of the skills necessary ● to contribute to a group working towards a common goal. 	<ul style="list-style-type: none"> ● What role does cooperation play in physical activities/sport? ● Soccer is the most popular sport in the world. ● Understanding how critical aerobic exercise is to the overall health of an individual.

- Understanding how critical aerobic exercise is to the overall health of an individual.
- Playing soccer can be an effective way to increase cardiovascular endurance.
- Creating space and exploiting its creation is the key to winning soccer.
- Increased scoring opportunities in certain sports result from creating space on offense in order to spread the defense
- and bet players open.

- Playing soccer can be an effective way to increase cardiovascular endurance.

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests
 Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives (SLO)

Students will know:

- How to effectively move safely through space while actively participating.
- How to use effective interpersonal skills.
- Personal and social behavior.
- An understanding and respect for themselves, each other, equipment, and the rules of the game.
- The basic skills of soccer including passing, chipping, trapping, shooting and heading.
- Goalkeeper responsibilities and skills

Students will be able to:

- Discuss the basic rules of play
- Demonstrate proper technique when dribbling a soccer ball.
- Demonstrate proper technique when passing a soccer ball.
- Demonstrate proper technique when chipping a soccer ball
- Demonstrate proper technique when trapping a soccer ball.
- Demonstrate proper technique when shooting a soccer ball.
- Demonstrate proper technique when heading a soccer ball.
- Demonstrate proper technique when catching the ball as a goalkeeper.
- Demonstrate proper technique when punting the ball as a goalkeeper.

Suggested Resources/Technology Tools

Modifications

Grade 7-

Grade 8-

Special Education -

ELL -

Gifted and Talented -

504 -

Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

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LINKS TO CAREERS:

Unit 5: Basketball

Summary and Rationale

Through the sport of basketball, the students will be physically active and engaging in aerobic activity. The unit will teach the importance of teamwork and sportsmanship. Students will learn the skills of dribbling, passing and shooting. In this unit, students will be able to understand the positions of the players on the court and how the game of basketball is played.

Recommended Pacing

2 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
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- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids,

	physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Nutrition (Please see the Health Curriculum)	
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Students will develop an enduring understanding that a physically educated person is aware of the skills necessary ● to contribute to a group working towards a common goal. ● Basketball can be a lifetime activity. ● Playing basketball can be an effective way to increase cardiovascular endurance. 	<ul style="list-style-type: none"> ● What role does cooperation play in physical activities/sport? ● What skills are necessary to be successful in basketball? ● Why are teamwork and communication important in basketball? ● What fitness components are necessary to be successful in basketball?
Evidence of Learning (Assessments)	
Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)	

Written Tests

Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives (SLO)

Students will know:

- Students will know or learn:
- How to participate in team sports
- How to use cognitive skills in all aspects of physical activity
- How to interact socially and cooperatively with their peers during physical activity.
- The importance of regular involvement in physical activity.
- The skill of a chest pass
- The skill of a bounce pass
- The skill of dribbling
- The skill of shooting
- The positions on the court
- The basic rules of play

Students will be able to:

- Perform the skills necessary to take part in team oriented sports.
- Develop cognitive concepts about motor skills and fitness.
- Interact with their peers in group activities.
- Advocate for regular participation in an active lifestyle.
- Perform the skill of a chest pass
- Perform the skill of a bounce pass
- Perform the skill of dribbling
- Perform the skill of shooting
- Discuss the positions on the court
- Discuss the basic rules of play

Suggested Resources/Technology Tools

Modifications

Grade 7-

Grade 8-

Special Education -

ELL -

Gifted and Talented -

504 -

Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them

- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

LINKS TO CAREERS:

Unit 6: Lifetime/Backyard Sports (Pickleball, Badminton, Disc Spots)

Summary and Rationale

The purpose of this unit is to introduce engaging games to create an interest and a level of success in the game so that the students will want to continue to participate for the rest of their lives.

Recommended Pacing

2-3 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

activities).	
Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	<ul style="list-style-type: none"> • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Physical Fitness	
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	<ul style="list-style-type: none"> • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Nutrition (Please see the Health Curriculum)	
Interdisciplinary Connections	
Standard x.x	

Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Playing badminton involves balance, coordination, body awareness, muscular and cardiovascular endurance, and flexibility. • By participating in physical activities you increase your cardiovascular endurance and overall general physical • fitness, contributing to improved heart health. 	<ul style="list-style-type: none"> • How can badminton increase the fitness level of each individual? • What components of fitness does badminton encompass?
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)</p> <p>Written Tests</p> <p>Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> • 	<p>Students will be able to:</p> <ul style="list-style-type: none"> •
Suggested Resources/Technology Tools	
Modifications	

Grade 7-

Grade 8-

Special Education -

ELL -

Gifted and Talented -

504 -

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

LINKS TO CAREERS:

Unit 7: Dance

Summary and Rationale

Dance contributes to health-related components and is an activity that can be enjoyed as a lifetime activity. The goal of this unit is to introduce students to various dance skills focusing on balance, coordination, rhythm, and fitness, as well as, foster an environment in which students can gain an appreciation of the social and fitness benefits of dance. Students will develop their dance skills focusing on dance patterns and tempo.

Recommended Pacing

2 weeks

Standards

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

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

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness	
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Nutrition (Please see the Health Curriculum)	
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • A dancer’s skill includes execution, rhythm, tempo, technique, and body control. • Dance is a tool for fitness throughout your life. 	<ul style="list-style-type: none"> • What are basic dance techniques, terminology, and elements? • What are examples of etiquette in relation to dance? • What are the similarities between the components of fitness and dance?
Evidence of Learning (Assessments)	
Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences) Written Tests Rubrics (COMPETENCY I: COLLABORATION – Teamwork)	

Objectives (SLO)

Students will know:

- History of dance
- Dance vocabulary including tempo, beat and rhythm
- Steps to various dance sequences

Students will be able to:

- Demonstrate proper dance class procedure and etiquette
- Execute dance sequences in dance.
- Define dance vocabulary
- Discuss the fitness components utilized during dance

Suggested Resources/Technology Tools

www.pecentral.org
www.teachpe.com
www.aahperd.org
Zumba
Line Dances
Creative Dance
Cultural Dance

Modifications

Grade 7-
Grade 8-

Special Education -
ELL -
Gifted and Talented -
504 -

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Please select all standards that apply to this unit of study:

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- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
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- Demonstrate creativity and innovation.
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LINKS TO CAREERS: