COURSE TITLE

Physical Education 7 & 8

LENGTH

Three Quarters
Grades 7&8

DEPARTMENT

Health / Physical Education

SCHOOL

Union Middle School

DATE

September 10, 2018

Initial BOE Approval Date (Born on): 8/17/2015

Physical Education 7&8

I.   Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II.   Objectives

Course Outline:

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

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

Student Outcomes:

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014). As a result of participation in each unit, the student will be able to:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.
- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

New Jersey Student Learning Standards

Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development
2.1.8.A.1 - Assess and apply Health Data to enhance each dimension of personal wellness.
2.1.8.A.2 - Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
B. Nutrition
2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.2 - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4 - Analyze the nutritional values of new products and supplements.
C. Diseases and Health Conditions
2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

2.1.8.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3 - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

D. Safety

2.1.8.D.1 - Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.D.2 - Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

2.1.8.D.3 - Analyze the causes and the consequences of noncompliance with the traffic safety system.

2.1.8.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

E. Social and Emotional Health

2.1.8.E.1 - Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.1.8.E.2 - Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.1.8.E.3 - Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

2.2.8.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

B. Decision-Making and Goal Setting

2.2.8.B.1 - Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate.

2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.

C. Character Development

2.2.8.C.1 - Analyze strategies to enhance character development in individual, group, and team activities.

2.2.8.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3 - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

D. Advocacy and Service

2.2.8.D.1 - Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.8.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.

E. Health Services and Information

2.2.8.E.1 - Evaluate various health products, services, and resources from different sources, including the Internet.

2.2.8.E.2 - Compare and contrast situations that require support from trusted adults or health professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

2.3.8.A.1 - Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

2.3.8.A.2 - Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

B. Alcohol, Tobacco, and Other Drugs

2.3.8.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

2.3.8.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 - Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 - Compare and contrast smoking laws in New Jersey with other states and countries.

2.3.8.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

2.3.8.B.6 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.3.8.B.7 - Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

2.3.8.B.8 - Analyze health risks associated with injected drug use.

C. Dependency/Addiction and Treatment

2.3.8.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3.8.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

2.4.8.A.1 - Predict how changes within a family can impact family members.

2.4.8.A.2 - Explain how the family unit impacts character development.

2.4.8.A.3 - Explain when the services of professionals are needed to intervene in   relationships.

2.4.8.A.4 - Differentiate between affection, love, commitment, and sexual attraction.

2.4.8.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

2.4.8.A.6 - Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

B. Sexuality

2.4.8.B.1 - Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

2.4.8.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4.8.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.8.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.8.B.6- Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

C. Pregnancy and Parenting
2.4.8.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
2.4.8.C.2 - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
2.4.8.C.3 - Determine effective strategies and resources to assist with parenting.
2.4.8.C.4 - Predict short- and long-term impacts of teen pregnancy.
2.4.8.C.5 - Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts
2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.3 - Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills.
B. Strategy
2.5.6.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.6.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
C. Sportsmanship, Rules, and Safety
2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity
2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES
CRP1 Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2 Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
CRP 3 Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4 Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5 Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP6 Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP 7 Employ valid and reliable research strategies
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action

quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

2014 New Jersey Core Curriculum Content Standards - Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning.
8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
8.1.8.D.4 Assess the credibility and accuracy of digital content.
8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
F: Critical thinking, problem solving, and decision making:
8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation
8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
8.2.8.A.3 Investigate a malfunction in any part of a system and identify its impacts.
8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
B. Technology and Society
8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.
8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design
8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.2 Explain the need for optimization in a design process.
8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system. 8.2.8.C.5.a Create a technical sketch of a product with materials and measurements labeled.
8.2.8.C.6 Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World
8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook. 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.
8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
8.2.8.E.2 Demonstrate an understanding of the relationship between hardware and software. 8.2.8.E.3 Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
8.2.8.E.4 Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION
STRAND A: CAREER AWARENESS
STRAND B: CAREER EXPLORATION

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

At each grade level (7&8) students will engage in age appropriate s skills and activities that build upon previous knowledge and skills to fulfill requirements for **New Jersey Student Learning Standards.**

IV.   Methods of Assessment

Student Assessment

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

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

Curriculum/Teacher Assessment

The teacher will provide the supervisor with suggestions for change.

V.   Grouping

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

VI.   Articulation/Scope & Sequence/Time Frame

A three-quarter course is required each year (grades 7 & 8) in the middle school health and physical education program.

VII.   Resources/Materials

Resources include but are not limited to:

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

VIII.   Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

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

IX.   Methodologies

The following methodologies of instruction are suggested:

- Differentiation instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing

- Individual presentation
- Technology-aided instruction

X. Interdisciplinary Connections

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

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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

Differentiating in this course includes but is not limited to:

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

Differentiation for Enrichment
- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring

- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Equipment modifications
- Facility accommodations
- Real world problems and scenarios
- Student driven

XII. Professional Development

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

XIII. Curriculum Map/Pacing Guide - Grade 7 & 8 Physical Education

PHYSICAL EDUCATION CURRICULUM GRADES 7 & 8

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Ultimate Frisbee **Components of the unit:** • Throw • Catch • Rules & Regulations • Game Play • Spirit of the Game • Strategy • Safety • Sportsmanship	8 Weeks	• Scaffolding of skills • Re-teaching and review • Larger disc, foam disc. • Court modification (smaller play area.) • Higher level strategy • Higher level skill performance • Peer tutoring • Court modification (larger play area) • Study guide • Videos demonstrating skill technique	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

PHYSICAL EDUCATION 7&8

BASKETBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Basketball **Components of the unit:** • Ball handling • Catching • Passing • Dribbling • Shooting • Pivot • Rebounding • Defense • Offense • Strategy • Safety • Sportsmanship	6 weeks	• Smaller or larger basketballs • Smaller or larger area of play • Lower rims • Two dribbles & pass to promote passing/ teamwork strategies • Study guide • Videos demonstrating skill technique	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

VOLLEYBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Volleyball **Components of the unit:** • Serve • Bump • Set • Spike • Dig	6 weeks	• Smaller or larger basketballs • Smaller or larger area of play • Modified games • Use of student coaches and officiants	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful hits/serves • Peer evaluation • Rating scales

• Defense • Offense • Scoring • Rules and regulations • Strategy • Safety • Sportsmanship		• Study guide • Video demonstrating skill technique	• 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Summative Assessments:* • Skill Assessment • Written Test

NET GAMES

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Net Games **Components of the unit:** • Racket grip • Paddle grip • Serve • Volley • Rules • Boundaries • Scoring • Strategy • Safety • Sportsmanship	10 weeks.	• Larger paddles or rackets • Smaller court • Additional skill practice • Allow to play as doubles or singles • Shorten or lengthen games • Student officials	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful hits/serves • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

SCOOTER GAMES

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Scooter Games **Components of the unit:** • Safety • Agility • Spatial awareness • Body position • Throwing • Catching • Strategy • Speed • Sportsmanship	3 weeks.	• Use of larger scooter • Court modification • Larger or smaller ball • Larger or smaller scoring area/options	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

KICKBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Kickball **Components of the unit:** • Kicking • Field position • Pitching • Base running	3 weeks.	• Use of different size and/or color playground balls • Modify distance between kicker and pitcher • More or unlimited strikes/fouls • Increase number of outs	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2	*Formative Assessments:* • Self-evaluation • Skill checklist • Peer evaluation • Rating scales

		Fielders must play back behind baselines	• 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Summative Assessments:* • Skill Assessment • Written Test
• Rules • Boundaries • Scoring • Strategy • Safety • Sportsmanship				

FOOTBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Football **Components of the unit:** • Throwing • Catching • Offense • Defense • Basic Plays • Strategy • Safety • Sportsmanship	3 weeks.	• Use of different size/color/texture footballs • Modified area of play • Smaller or larger team sizes	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

PHYSICAL EDUCATION 7&8

TCHOUKBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Tchoukball **Components of the unit:** • Throwing • Catching • Shooting • Scoring • Field position • Offense • Defense • Safety • sportsmanship	3 weeks.	• Smaller teams • Larger ball • Modified field of play • Additional or fewer nets • Increase/decrease number of steps allowed •	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3 • 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment • Written Test

BOUNCEBALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Bounceball **Components of the unit:** • Batting • Throwing • Catching • Fielding • Base running • Pitching	3 weeks.	• Use of larger or smaller playground ball • Use of either bat or pickleball • Modify distance from home plate to pitcher • Modify distance of fielders to home plate	• 2.5.8.A.1 • 2.5.8.A.2 • 2.5.8.A.4 • 2.5.8.B.1 • 2.5.8.B.2 • 2.5.8.B.3	*Formative Assessments:* • Self-evaluation • Skill checklist • Percentage of successful throws/catches • Peer evaluation • Rating scales

• Strategy • Rules • Strategy • Safety • Sportsmanship		•	• 2.5.8.C.1 • 2.5.8.C.2 • 2.5.8.C.3	*Summative Assessments:* • Skill Assessment • Written Test

ROCK WALL

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Rock Wall **Components of the unit:** • Proper use of handholds • Proper use of footholds • Spotting technique • Strategy • Safety	3 weeks.	• Use of designated color trails for ease or difficulty (green, yellow, red) • Partner spotters • Partner climbers	• 2.6.8.A.1 • 2.6.8.A.2 • 2.6.8.A.3 • 2.6.8.A.4 • 2.6.8.A.5 • 2.6.8.A.6	*Formative Assessments:* • Self-evaluation • Skill checklist • Distance climbed • Peer evaluation • Rating scales *Summative Assessments:* • Skill Assessment

				• Written Test

FITNESS

Unit Topic	Time Allocated	Differentiating Instruction	Standards	Assessments
Fitness **(Fitness testing: PACER, sit and reach, curl-ups, push-ups)** **Components of the unit:** • Muscular strength • Muscular endurance • Cardiovascular endurance • Body composition • Flexibility	3 weeks.	• Modified tests • Additional opportunities for testing • Use of partners for testing	• 2.6.8.A.1 • 2.6.8.A.2 • 2.6.8.A.3 • 2.6.8.A.4 • 2.6.8.A.5 • 2.6.8.A.6 • CRP3	*Formative Assessments:* • Self-evaluation • Individual scores *Summative Assessments:* • Fitness test scores in relation to previous quarter/year • Ranking in relation to national scores