

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
PHYSICAL EDUCATION**

GRADE LEVEL: 7-8

PREPARED BY: DANIELLE JUDGE

**REVISED AUGUST 2019
DUMONT, NEW JERSEY**

[BORN DATE: AUGUST 20, 2015]
ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 22, 2019

**Course Philosophy
For
7-8 Physical Education**

Course Description: The physical education staff believes the purpose of the elementary physical education program is to provide every student with the knowledge, skills, and dispositions to enable students to participate in “lifelong healthy and physically active life-styles” throughout their lives. To these ends, all students will engage in a wide range of meaningful activities that promote optimum physical, mental, emotional and social development. These activities are designed to support the goals of this curriculum and empower students to use critical thinking and problem-solving skills throughout life. In addition, the students will learn in depth about motor skill development. They will learn the importance of sportsmanship, rules and safety. Fitness is a key component of the curriculum and it teaches our students how to be healthy.

Suggested Course Sequence:

Unit 1: Motor Skill Development (Topics to be Covered) 10 weeks

- A. Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules and Safety

Unit 2: Fitness (Topics to be Covered). 10 weeks

- A. Fitness and Physical Activity

**Health – Grade 7-8– Full Year
Grade Distribution**

Categories - 25% per quarter
100% per year

Marking Period/Final Grades

Full-year Courses	Weighting
Quarter 1	25% of final grade
Quarter 2	25% of final grade
Quarter 3	25% of final grade
Quarter 4	25% of final grade

UNIT 1

UNIT TITLE: 2.5 MOTOR SKILL DEVELOPMENT

CHAPTERS/TOPIC COVERED: Movement Skills and Concepts, Strategy, Sportsmanship, Rules and Safety

UNIT LENGTH: 52 minute Class Period

Performance Indicators (Standards and Objectives)

NJSLS:

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

2.5.A

Movement Skills and Concepts

8-Movement skills performances primarily impacted by the quality of instruction, practice, assessment, feedback, and effect.

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.

2.5.B

Strategy

8-Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels and teamwork.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2

Apply a variety of mental strategies to improve performance.

2.5.8.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.C

Sportsmanship, Rules, and Safety

8-Self initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette,

cooperation, teamwork, ethical behavior, and positive social interaction.

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.

8-Movement activities provide a timeless opportunity to connect with people around the world.

2.5.8.C.3
Analyze the impact of different world cultures on present day games, sports, and dance.

Interdisciplinary Connections Standards:

NJSLS SCI

MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

21st Century Standards

Career Ready Practices:

CRP1-Act as a responsible and contributing citizen and employee.
 CRP2-Apply appropriate academic and technical skills.
 CRP4-Communicate clearly and effectively and with reason.
 CRP5-Consider the environment, social and economic impacts of decisions.
 CRP6-Demonstrate creativity and innovation.
 CRP7-Employ valid and reliable research strategies.
 CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11-Use technology to enhance productivity.
 CRP12-Work productively in teams while using cultural global competence.

Technology:

8.1.8.D.1-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber ethics including appropriate use of social media.
 8.1.8.D.5-Understand appropriate uses for social media and the negative consequences of misuse.
 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.

Essential Questions

- Why is it important to practice an activity in an isolated setting before an applied setting?
- Why is force and motion so important to succeed in different physical activities?
- Why is dance important to create a well-rounded individual?

	<ul style="list-style-type: none"> • How can partner activities help a student refine their movement skills? • Why is understanding the different offensive and defensive strategies important in game play? • What is the importance of strategizing in school and everyday life? • Is visualization important in learning skills? • How do the components of sportsmanship carry over into everyday life? • What are some ways you would enforce safety in physical education? • Why is it important to emphasize other cultures on present day games, sports, and dance?
Activities (Approximate Time Frame)	<p>Suggested Activities: Ex. Flying Frisbee- Skill Practice:</p> <ol style="list-style-type: none"> 1. 3 students with one Frisbee 2. 2 students throw and catch the Frisbee while the 3rd student observes their forehand and backhand throws as well as catching. <p>Applied Setting:</p> <ol style="list-style-type: none"> 1. Add in a lead up game. 2. Play Ultimate Frisbee <p>Suggested Activities: Ex. Baseball</p> <ol style="list-style-type: none"> 1. Weight Transfer-hitting and throwing. 2. Power-hitting the ball. 3. Speed-running home to 1st base. 4. Agility and Range of motion. <p>*All impact performance of a baseball player, as well as soccer, volleyball, football, etc.</p> <p>Lead up games:</p> <ol style="list-style-type: none"> 1. Last inning baseball 2. Kearny Soccer 3. Volley-Baseball <p>Suggested Activities: Dancing over time: Select a dance from a specific time period (1920's, 30's, 40's, etc.) learn the dance and teach it to the class. Variation: learn different games from different time periods.</p> <p>Suggested Activities:</p>

All activities: split students into groups of 2-4 students. While student performs activity, another student analyzes and fills in a rubric to help the performing student excel and succeed at the performance being taught.

Suggested Activities:

Ex. Basketball

1. Passing
2. Dribbling
3. Shooting
4. Stealing

Offense: Scoring

Defense: Defending

Cooperative Strategies:

Lead up Games:

1. Sideline Basketball
2. Dribble Steal
3. Small sided Games

Suggested Activities:

Cooperative Games-

The ability to strategize and work well with others.

Ex.

1. Cross the River
2. Octopus
3. Every person for themselves.
4. Hula Hoop Frenzy

Suggested Activities:

Skills Assessment per unit.

Ex. Football

1. Throwing
2. Catching
3. Lead up Games (ultimate football)

*variations depending on unit.

Looking for a good sport.

*Assignment to attend a High School Sporting event and observe the positive sportsmanship and report their observations to the class for discussion.

*Just Reward

For every activity designate a "Prize Patrol" to observe the activity and select 1 or more players as good sports, who in

	<p>return will receive a prize. *Variations-culminating rewards at the end of the school year</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Scavenger Hunt- Create teams of 5-7 students. Provide list of equipment, rules and safety to each group and give a time limit to return with all items. 2. Coaches Choice- Invite coaches, athletes, officials from the High School to discuss and speak about sportsmanship and following the rules. Ex. Frisbee Touch <ol style="list-style-type: none"> 1. Frisbee for every child. 2. Play music from different cultures as the students move around and touch the Frisbees before eliminated.
<p>Strategies/ Methods/ Vocabulary</p>	<p>Vocabulary:</p> <p>Isolated Setting Applied Setting Transition Force, Motion, Power, Speed, Agility, and Range of Motion Rhythm and Tempo Analyze and Detect Offense Defense Cooperation Cooperative Games Intrinsic Extrinsic Motivation Visualization Sportsmanship Procedures Ground Rules Cultures</p> <p>Strategies and Methods:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Self-Assessment ● Written Test ● Skills Testing

	<ul style="list-style-type: none"> ● Class Discussions ● Guided Discovery ● Skills Demonstrations ● Developmental Drills ● Lead-Up Games ● Games ● Tournaments ● Introductory Videos ● Demonstration Video Clips ● Google Classroom ● Skills Checklists ● Sport Ed.-Team Rosters, score sheets, etc. ● Review Sheets ● Unit Quiz ● Student Learning Packets ● Writing Prompts
Resources (Including Digital Tools)	<p> www.pecentral.org www.gonoodle.com www.nea.org www.sparkpe.org www.teacher.org www.state.nj.us/education.com www.lessonplanet.com www.thepeshed.com www.blairstownelem.net www.greenville.k12.sc.us </p> <p>New Jersey Legislative Statutes Summary:</p> <ul style="list-style-type: none"> ● Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.
Differentiation/ Accommodations/ Modifications	<p>Suggested Activities (differentiation/ modifications):</p> <p>Overall: Practice Grouping, Tiered Instruction, focusing on diverse needs, etc. in the classroom setting.</p>

Gifted and Talented:

- Teachers differentiate learning for high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented services.
- During the development process, appropriate standards are referenced from the Common Core, and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.
- Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.

English Language Learners:

- Use of a bilingual dictionary.
- Extended time for all assessments.
- word banks for physical education tests and quizzes.
- access to teacher created notes.
- simplification of requirements (ex. accepting a 2 page paper rather than a 5 page paper, accept PowerPoint versus a paper)
- Students are expected to perform the five ELL proficiency levels-entering, beginning, developing, expanding, and bridging - with appropriate graphic, auditory and visual support set forth by WIDA.

Students with Disabilities:

(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

- Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word prediction to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.
- In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school

district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by specialists certified in their respective fields.

- For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program’s, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

Students at Risk of School Failure:

- At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil’s problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.
- When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments.
- After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

UNIT 2

UNIT TITLE: 2.6 Fitness

CHAPTERS/TOPIC COVERED: Fitness and Physical Activity

UNIT LENGTH: 52 minute Class Period

Performance Indicators (Standards and Objectives)

NJSLS:

2.6 Fitness

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

2.6.A

Fitness and Physical Activity

8-Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

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 inactivity.

Interdisciplinary Connections Standards:

NJSLS SCI

MS-LS1-6 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

	<p>21st Century Standards</p> <p>Career Ready Practices: CRP1-Act as a responsible and contributing citizen and employee. CRP2-Apply appropriate academic and technical skills. CRP3-Attend to personal health and financial well-being. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP11-Use technology to enhance productivity.</p> <p>Technology: 8.1.8.D.1-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber ethics including appropriate use of social media. 8.1.8.D.5-Understand appropriate uses for social media and the negative consequences of misuse. 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.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How can you include physical fitness in your life? • Which components of health related fitness are most important and why? • How can individuals who do not meet ideal standards for body weight fit? • Why are fitness plans not “one size fits all?” • Why is physical fitness important? • What are the consequences of using anabolic steroids as well as other drugs to help enhance your physical activity?
<p>Activities (Approximate Time Frame)</p>	<p>Suggested Activities: 1. Fitness Tracking: Word Web- small groups Fitness is the start word and have students brainstorm on related words. Come together at the end of class and discuss related words. Do you see negative or positive concepts to fitness? How does fitness relate to and benefit physical, emotional, and social well-being?</p> <p>Suggested Activities: 1. Fitness Inventory: Write down a list of activities and have the students evaluate themselves on what they do on a regular basis and what activities they can increase to improve on their physical fitness. Ex. 1. Does student walk to school? 2. Does a student ride a bike, skateboard, etc.?</p>

Suggested Activities:

Ex. Target Heart Rate:

1. Take resting heart rate.
2. Warm-up
3. 1 minute aerobic activity. (repeat 5 x's)
4. Record Pulse
5. 1 minute rest.
6. Discuss at the end of class heart rate and why it increases and decreases and why there are variations amongst students.
7. Discuss how using your heart rate at rest or while active can help determine your fitness level as an individual.

Suggested Activities:

Ex. Train for Gain:

STATIONS:

1. Jumping Jacks (1 min.)
 2. Pushups (1 min.)
 3. Sit ups (1 min.)
 4. Jump Rope (1 min.)
- (1-4, 1 min. with target heart rate)
5. Nutrition Puzzle
 6. Word Web:

-Physiological effects resulting from daily exercise and healthy eating.

Suggested Activities:

Frequency-2-3 times a week.

Intensity-Target heart rate.

Type-Respiratory or Resistant Training

Time-20-30 minutes.

Ex.

1. Warm up
2. Stretch
3. Muscle Strength and Endurance
4. Cardiorespiratory Endurance
5. Cool Down
6. Restretch
7. Hydrate

Ex. Small groups: assign each group a component of FITT. Groups use the computer to analyze fitness and nutrition data and complete a written report or discuss in class.

	<p>Suggested Activities: Minimizing Injury- Divide the class into 4 groups. Discuss anabolic steroids and its definition. (see what the students already know.) *Group 1-Physical Consequences *Group 2-Legal Consequences *Group 3-Behavioral Consequences *Group 4-Ethical Consequences Return back into a large group and discuss as a class.</p>
<p>Strategies/ Methods/ Vocabulary</p>	<p>Vocabulary: Social Emotional Physical Fitness Plan Heart Rate Aerobic Target Heart Rate Physiological FITT Fitness Intensity Type Time Physical Legal Behavioral Ethical Consequences Anabolic Steroids</p> <p>Strategies and Methods:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Self-Assessment ● Written Test ● Skills Testing ● Class Discussions ● Guided Discovery

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