

# Physical Education

## 8th Grade

Prepared by:

Matt Jimenez

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on Date August 22, 2022

## Grade 8

# PHYSICAL EDUCATION

### Course Description:

Eighth grade physical education instruction focuses on standards-based content that has been categorized into three measurement topics: Outdoor team sports; Indoor Team Sports; and physical fitness. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Eighth grade students participate in learning tasks that are organized into personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games activities include the following outdoor team sports: flag football; softball; soccer; ultimate Frisbee. Tactical games activities include the following indoor team sports: volleyball; team handball; and basketball. badminton; pickleball; tennis; and speedball. Fitness activities include weight training and fitness training and assessment.

### Course Sequence:

Unit	Topic	Duration
1	Outdoor Team Sports	8 Weeks
2	Indoor Team Sports	7 Weeks
3	Physical Fitness	5 Weeks

**Prerequisite: 7<sup>th</sup> Grade Physical Education**

**Unit 1****Overview****Content Area: Physical Education****Unit Title: Outdoor Team Sports****Grade Level: 8****Core Ideas:** Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.**Unit #1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

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).

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

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

**Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

**Computer Science and Design Thinking**

8.1.8.CS.1:	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.1:	Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
8.1.8.AP.9:	Document programs in order to make them easier to follow, test, and debug.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. Promote various Asian American athletes when introducing sports to physical education classes. (Tiger Woods, Apolo Ohno, Kristi Yamaguchi, Sunisa Lee, Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the physical education curriculum in order to provide an accurate, complete and inclusive history(Jackie Robinson,Muhamad Ali)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Sheryl Swoopes, Megan Rapinoe, and Billie Jean King)
<b>Companion Standards</b>	
RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

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RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
<b>Interdisciplinary Connection</b>	
6.3.8.Civic sH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.Econ ET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

**Unit Essential Question(s):**

- Why do team sports allow for collaboration among the students?
- How does sports allow for leadership roles to be defined?
- How does teamwork allow for overall success in life?
- What is the difference between offensive and defensive positions?
- How does active participation affect one’s well being? ● Why is strategy important in sports and activities?

**Unit Enduring Understandings:**

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit form games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- By understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the most effective amount of effort.

**Evidence of Learning**

**Formative Assessments:**

- Teacher observation - skill and modified game play
- Class Discussion
- Written Quiz : True/False Team Sports
- Debriefing
- Show of Hands: Skill and strategies
- Modified Game Play

**Summative/Benchmark Assessment(s):**

- Final Activity Grade : According to MPHS Physical Education Department Grading

**Rubric Alternative Assessments:**

- Checklist self-Assessment : Skill Development

**Resources/Materials:**

<https://msu.edu/~bakers12/Softball%20Unit%20Plan.html>

**Key Vocabulary:**

- Team Building
- Wellness

<https://www.soccerxpert.com/soccer-drills.aspx>

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12053>

<https://www.discstore.com/protips/10-most-important-ultimate-frisbee-skills/>

- Health
- Team Management

### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1.	<ul style="list-style-type: none"><li>● Improve their level of fitness</li><li>● Demonstrate basic skills of flag football</li><li>● Apply the rules of flag football in modified game play</li></ul>	Flag Football	2 weeks
2.	<ul style="list-style-type: none"><li>● Improve their level of fitness</li><li>● Demonstrate basic skills of softball</li><li>● Apply the rules of softball in modified game play</li></ul>	Softball	2 weeks
3.	<ul style="list-style-type: none"><li>● Improve their level of fitness</li><li>● Demonstrate basic skills of soccer</li><li>● Apply the rules of soccer in modified game play</li></ul>	Soccer	2 weeks
4.	<ul style="list-style-type: none"><li>● Improve their level of fitness</li><li>● Demonstrate basic skills of ultimate frisbee</li><li>● Apply the rules of ultimate frisbee in modified game play</li></ul>	Ultimate Frisbee	1 weeks
5.	<ul style="list-style-type: none"><li>● Improve their level of fitness</li><li>● Apply the rules of in modified game play</li></ul>	Group Games	1 weeks

**Teacher Notes:**

**Additional Resources:**

### Differentiation/Modification Strategies

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
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<ul style="list-style-type: none"> <li>● Allow Errors</li> <li>● Rephrase directions</li> <li>● Allow extended time for activities</li> <li>● Provide one on-one assistance</li> <li>● Consult with case managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one on-one assistance</li> </ul>
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	<p>to answer questions</p> <ul style="list-style-type: none"> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<p>tasks at their level of engagement</p>	<p>teacher(s) for specific behavior interventions</p> <ul style="list-style-type: none"> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>
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<b>Unit 2</b>
<b>Overview</b>
<b>Content Area: Physical Education</b>
<b>Unit Title: Indoor Team Sports</b>
<b>Grade Level: 8</b>

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

### **Unit #2 - Standards**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
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#### **Performance Expectations (NJSLs)**

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#### **Career Readiness, Life Literacies, and Key Skills**

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AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. Promote various Asian American athletes when introducing sports to physical education classes. (Tiger Woods, Apolo Ohno, Kristi Yamaguchi, Sunisa Lee, Chloe Kim)
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- Sports psychology techniques prepare athletes to compete at the optimum level.
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- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the most effective amount of effort.

**Evidence of Learning**

**Formative Assessments:**

- Teacher observation - skill and modified game play
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- Debriefing
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**Resources/Materials:**

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<https://www.discstore.com/protips/10-most-important-ultimate-frisbee-skills/>

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1.	<ul style="list-style-type: none"> <li>● Improve their level of fitness</li> <li>● Demonstrate basic skills of volleyball</li> <li>● Apply the rules of volleyball in modified game play</li> </ul>	Volleyball	2 weeks
2.	<ul style="list-style-type: none"> <li>● Improve their level of fitness</li> <li>● Demonstrate basic skills of team handball                             <ul style="list-style-type: none"> <li>● Apply the rules of team handball in modified game play</li> </ul> </li> </ul>	Team Handball	2 weeks
3.	<ul style="list-style-type: none"> <li>● Improve their level of fitness</li> <li>● Demonstrate basic skills of basketball</li> <li>● Apply the rules of basketball in modified game play</li> </ul>	Basketball	2 weeks
4.	<ul style="list-style-type: none"> <li>● Improve their level of fitness</li> <li>● Demonstrate basic skills of speedball</li> <li>● Apply the rules of speedball in modified game play</li> </ul>	Speedball	2 weeks

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
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<ul style="list-style-type: none"> <li>● Allow Errors</li> <li>● Rephrase directions</li> <li>● Allow extended time for activities</li> <li>● Provide one on-one assistance</li> <li>● Consult with case managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/d</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case</li> </ul>
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	<p>directions in writing and orally, as needed</p> <ul style="list-style-type: none"> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>		<ul style="list-style-type: none"> <li>● Provide rewards as necessary</li> </ul>	<p>Managers and follow IEP accommodations/modifications</p>
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<b>Unit 3</b>
<b>Overview</b>
<b>Content Area: Physical Education</b>
<b>Unit Title: Fitness</b>
<b>Grade Level: 8</b>

**Core Ideas:** Fitness education is a major component of the physical education program, focusing on helping students acquire knowledge and higher-order understanding of health-related physical fitness, as well as habits of physical activity and other healthy lifestyles that lead to good health-related physical fitness, health and wellness.

### **Unit #3 - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

#### **Performance Expectations (NJSLs)**

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.

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.

2.2.8.LF.6:

Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7

Evaluate personal attributes as they relate to career options in physical activity and health professions.

#### **Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.1:

Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2:

Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
<b>Computer Science and Design Thinking</b>	
8.1.8.CS.1:	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.1:	Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
8.1.8.AP.9:	Document programs in order to make them easier to follow, test, and debug.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	

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<b>Interdisciplinary Connection</b>	
6.3.8.Civic sH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.Econ ET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

**Unit Essential Question(s):**

- Why is fitness important?
  - What does FITT stand for?
  - What is the importance of a proper warm-up and stretching routine?
  - Why should you stretch after intense exercise? ●
- How does physical fitness increase cardiovascular fitness?
- How does physical fitness increase muscular endurance?
  - How does physical fitness increase one's agility? ● Why is important to have positive mental health?

**Unit Enduring Understandings:**

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
  - By understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the most effective amount of effort.
  - Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

**Evidence of Learning****Formative Assessments:**

- Teacher observation - skill and modified game play
- Class Discussion
- Written Quiz : True/False Team Sports
- Debriefing
- Show of Hands: Skill and strategies
- Modified Game Play

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**Summative/Benchmark Assessment(s):**

- Final Activity Grade : According to MPHS Physical Education Department Grading

**Rubric Alternative Assessments:**

- Checklist self Assessment : Skill Development

**Resources/Materials:**

<https://thephysicaleducator.com/2017/01/24/fitness-components-resources/>

<https://www.shapeamerica.org/upload/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf>

<https://stretchcoach.com/articles/fitt-principle/>

<https://www.shape.com/fitness/tips/how-guarantee-your-workout-always-working>

<https://www.livestrong.com/article/421773-four-phases-of-exercise/>

**Key Vocabulary:**

- FITT
- Personal Fitness
- Lifelong Fitness

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1.	<ul style="list-style-type: none"> <li>● Assess personal level of fitness</li> </ul>	Fitness Testing	2 Days
2.	<ul style="list-style-type: none"> <li>● Demonstrate a variety of warm ups, workout, and cool down options and explain how they can reduce injury</li> </ul>	Phase of Exercise	2 Days
3.	<ul style="list-style-type: none"> <li>● Discuss the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.</li> </ul>	Components of Fitness	1 Day
4.	<ul style="list-style-type: none"> <li>● Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type)</li> </ul>	FITT	2 Days
5.	<ul style="list-style-type: none"> <li>● Select proper equipment and apply all appropriate safety procedures; identify risks</li> </ul>	Safety issues with fitness	1 Day
6.	<ul style="list-style-type: none"> <li>● Analyze characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling;</li> </ul>	Endurance Games	7 Days

	differentiate between intrinsic		
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	and extrinsic reasons for participating.		
7.	<ul style="list-style-type: none"> <li>Understand fitness concepts and skills and integrate them into everyday routine supporting wellness</li> </ul>	Strength and Cardiovascular Training	10 Days

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
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<ul style="list-style-type: none"> <li>● Allow Errors</li> <li>● Rephrase directions</li> <li>● Allow extended time for activities</li> <li>● Provide one on-one assistance</li> <li>● Consult with case managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Give instructions/directions in writing and orally, as needed</li> <li>● Use of translation dictionaries to locate words in native language</li> <li>● Modified assessments/assignments, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>
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