

Mullica Township School District



Physical Education Grades 7-8

Board approval: 11/28/2018

Mullica Township School District
PE Year Long Plan
Grade: 7 & 8
(32 Weeks)

<u>Unit 1</u> Weeks: 8 (8-16 days)	<u>Unit 2</u> Weeks: 12-18 (4-6 days per lesson)	<u>Unit 3</u> Weeks: 3-4 (3-8 days)	<u>Unit 4</u> Weeks: 3-4 (3-8 days)
Title: Fitness Fall Pre-Testing, Spring Post-Testing, Fitness Stations, Zumba or Fitness dance	Title: Team Sports (4-6 sports per year) Soccer, flag football/ rugby, volleyball, basketball, hockey, softball, track/field, cricket, ultimate Frisbee, etc.	Title: Cooperative Games & Activities Adventure Ed., Parachutes games	Title: Individual and Dual, & Recreational Activities (2-3 sports per year) Badminton, pickle-ball, Bowling, table tennis, juggling/balancing, cup stacking, etc.
Movement Skills & Concepts 2.5.8.A.2*(spring) 2.5.8.A.3*(fitness dance) Strategy 2.5.8.B.2 2.5.8.B.3 Sportsmanship, Rules, & Safety 2.5.8.C.2 Fitness Physical Activity 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	Movement Skills & Concepts 2.5.8.A.1* 2.5.8.A.4* (partial) Strategy 2.5.8.B.1* (partial) Sportsmanship, Rules & Safety; 2.5.8.C.1* 2.5.8.C.2* 2.5.8.C.3*	Strategy 2.5.8.B.2* (partial) 2.5.8.B.3* (partial)	Movement Skills & Concepts 2.5.8.A.4 (partial) Strategy 2.5.B.1* (partial) 2.5.8.B.2* (partial) 2.5.8.B.3* (partial) Sportsmanship, Rules, & Safety 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3
	Supporting 2.5.8.A.2 2.5.8.B.2 2.5.8.B.3	Supporting 2.5.8.A3 2.5.8.B.1 2.5.8.C.1 2.5.8.C.2	Supporting 2.5.8.A.2

Note: * means CPI appears in more than one unit and will be assessed in unit with *.

**Mullica Township School District
Physical Education Curriculum
Unit Plan #1**

Title: Fitness

Grade Level Cluster: 7-8

Length of Time: 8 weeks (8-16 days)

Unit Summary: During the fitness unit students will be (pre/post) assessed on their fitness skills to measure personal growth over the school year. Students will also participate in fitness activities such as Zumba and/or fitness dance to discover fun alternatives to improve their fitness goals.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
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).	

Strand: B. Strategy

2.5.8.B.2	Apply a variety of mental strategies to improve performance.	Teamwork consists of effective communication and other interactions between team members.
2.5.8.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	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.

Strand: C. Sportsmanship, Rules, & Safety

2.5.8.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
-----------	---------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Strand: 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.	Knowing and applying a variety of effective training principles over time
-----------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	enhances personal fitness level, performance, and health status.
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.	

Interdisciplinary Connections

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.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

Apply scientific ideas to construct an explanation for real world phenomena, examples, or events.
(MS-LS4-2)

21st Century Life and Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSLS 8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Unit Essential Questions:

- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

Unit Enduring Understandings:

- Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost selfconfidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

Unit Objectives (unpacking CPIs where needed):

- The students will understand the lifetime benefits of fitness.
- The students will understand the difference between a set and a repetition.
- The students will understand the difference between aerobic and anaerobic exercise.
- The students will maintain equipment and properly use machines.
- The students will display good sportsmanship during play in victory or defeat.
- The students will utilize the concept of teamwork during play.
- The students will demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.
- The students will be sensitive to the differences in physical ability levels of other students.

Evidence of Learning**Formative Assessments:**

Exit slips

Observation

Discussion, question & answer

Immediate feedback

Summative Assessments:

- Common Assessment #1 2.5.8.A.2 (Concepts of force and motion related to performance)
- Common Assessment #2 2.5.8.A.3 (Fitness dance)
- Common Assessment #3 2.6.8.A.1 (Summarize the fitness benefits)
- Common Assessment #4 2.6.8.A.2 (Utilize health data)
- Common Assessment #5 2.6.8.A.3 (Analyzing personal fitness through technology)
- Common Assessment #6 2.6.8.A.4 (Achieving healthy lifestyle)
- Common Assessment #7 2.6.8.A.5 (Utilizing FITT to achieve fitness)
- Skills assessed via rubric
- Participation
- Project Fit

Alternative Assessment:

- Choice of activity
- Choice boards
- Access and present information digitally

Benchmark Assessment:

Fall / Spring fitness testing, SGO

Modifications**IEP:**

Assist students one-on-one when necessary.

Pair student with another who is capable of assisting

Allow extra time to complete

Questions read aloud on paper/pencil assessments

504:

Extended time for completing tasks

Accommodations to physical requirements

Allow for movement and use multiple modalities while teaching

At-risk:

Extended time for completing tasks

Pair student with another who is capable of assisting

Questions read aloud on paper/pencil assessments

ELL:

Pair verbal with visual
 Allow / encourage use of Google Translator
 Word Wall

Gifted & Talented:

Allow for research and presentation
 Allow choice whenever possible
 Encourage use of a fitness log

Lesson Plans (8 Lesson plans per year)	
Lessons	Timeframe
Lesson #1: Fall Fitness Pre-Testing	2-4 days
Lesson #2: Spring Post-Testing	2-4 days
Lesson #3: Fitness Stations	2-4 days
Lesson #4: Zumba/Fitness dance	2-4 days

Resources
Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com Newsela articles (leveled) Readworks.org articles (leveled) http://www.pecentral.org/assessment/assessmenttips.html President's Challenge Fitness Gram Project Fit

Mullica Township School District Physical Education Curriculum Unit Plan # 2		
Title: Team Sports		
Grade Level Cluster: 7-8	Length of Time: 12-18 weeks (12-36 days)	
Unit Summary: During this unit, students will participated in various team sports to develop their individual motor skills, team work, offensive and defensive strategies. Students will also learn to incorporate rules and safety.		
Learning Targets / Content Standards		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skills and Concepts		
CPI# (s):	CPI(s):	Content Statement:
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).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.	
Strand: B. Strategy		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	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.
Strand: C. Sportsmanship, Rules, & Safety		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	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.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	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.3	Analyze the impact of different world cultures on present-day games, sports, and dance.	Movement activities provide a timeless opportunity to connect with people around the world.
Supporting		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skills and Concepts		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Strand: B. Strategy		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	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.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	
Interdisciplinary Connections		
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.		

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

Apply scientific ideas to construct an explanation for real world phenomena, examples, or events.
(MS-LS4-2)

21st Century Life and Skills

CRP1. Act as a responsible and contributing citizen and employee.
CRP3. Attend to personal health and financial well-being.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSLs 8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Unit Essential Questions:

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- To what extent does strategy influence performance and competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

Unit Enduring Understandings:

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

Unit Objectives (unpacking CPIs where needed):

- *Students will develop cognitive skills such as offensive, defensive, and cooperative strategies.*
- *Students will develop psychomotor skills such as passing, catching, trapping, dribbling, shooting, tackling, serving, etc.*
- *Students will develop affective skills such as sportsmanship, teamwork, safe behavior, and sensitivity to levels of abilities.*

Evidence of Learning

Formative Assessments:

Exit slips
Observation
Discussion, question & answer
Immediate feedback

Summative Assessments:

- Common Assessment #1 2.5.8.A.1 (Explain/demonstrate movement skills as applied to various activities)
- Common Assessment #2 2.5.8.A.4 (Detect and correct movement errors)
- Common Assessment #3 2.5.8.B.1 (Compare and contrast cooperative strategies)
- Common Assessment #3 2.5.8.C.1 (Assess sportsmanship)
- Common Assessment #4 2.5.8.C.2 (Safety)
- Common Assessment #5 2.5.8.C.3 (Impact of world cultures on present day games)
- Skills assessed via rubric
- Participation
- Project Fit

Alternative Assessment:

- Choice of activity
- Choice boards
- Access and present information digitally

Benchmark Assessment:

Fall / Spring fitness testing, SGO

Modifications

IEP:

Assist students one-on-one when necessary.
 Pair student with another who is capable of assisting
 Allow extra time to complete
 Questions read aloud on paper/pencil assessments

504:

Extended time for completing tasks
 Accommodations to physical requirements
 Allow for movement and use multiple modalities while teaching

At-risk:

Extended time for completing tasks
 Pair student with another who is capable of assisting
 Questions read aloud on paper/pencil assessments

ELL:

Pair verbal with visual
 Allow / encourage use of Google Translator
 Word Wall

Gifted & Talented:

Allow for research and presentation
 Allow choice whenever possible
 Encourage use of a fitness log

Lesson Plans

Lessons	Timeframe
Lesson #1 Title: Soccer	3-6 days
Lesson #2 Title: Flag Football/Rugby	3-6 days
Lesson #3 Title: Volleyball	3-6 days
Lesson #4 Title: Basketball	3-6 days
Lesson #5 Title Hockey*	3-6 days

Lesson #6 Title: Softball*	3-6 days
*Replacement options: Track/Field, Ultimate Frisbee, Lacrosse, etc.	3-6 days

Resources
Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com Newsela articles (leveled) Readworks.org articles (leveled) http://www.pecentral.org/assessment/assessmenttips.html President's Challenge Fitness Gram Project Fit

Mullica Township School District Physical Education Curriculum Unit Plan # 3		
Title: Cooperative Games and Activities		
Grade Level Cluster: 7-8		Length of Time: 3-4 weeks (3-9 days)
Unit Summary: This unit is designed to promote and exercise group participation and team work while providing physical challenges that increase fitness levels through cooperative games these cooperative games are designed to increase self-esteem, feelings of acceptance by the group, and a sense of trust while encouraging team work, leadership and creative thinking.		
Learning Targets		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skills & Concepts		
CPI# (s):	CPI(s):	Content Statement:
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).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Strand: B. Strategy		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	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.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	
Supporting		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: B. Strategy		

2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	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.
-----------	------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strand: C. Sportsmanship, Rules, & Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	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.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	

Interdisciplinary Connections

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.
 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
 Apply scientific ideas to construct an explanation for real world phenomena, examples, or events.
 (MS-LS4-2)

21st Century Life and Skills

CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSLS 8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Unit Essential Questions:

- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

Unit Enduring Understandings:

- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

Unit Objectives (unpacking CPIs where needed):

- Students will work together to accomplish a common goal per activity.
- Students will demonstrate trust, team work, communication, and leadership skills.

Evidence of Learning

Formative Assessments:

Exit slips
 Observation
 Discussion, question & answer
 Immediate feedback

Summative Assessments:

- Common Assessment #1 2.5.8.B.2 (Assess mental strategies to improve performance)
- Common Assessment #2 2.5.8.B.3 (Analyze individual and team effectiveness)
- Skills assessed via rubric
- Participation
- Project Fit

Alternative Assessment:

- Choice of activity
- Choice boards
- Access and present information digitally

Benchmark Assessment:

Fall / Spring fitness testing, SGO

Modifications

IEP:

Assist students one-on-one when necessary.
 Pair student with another who is capable of assisting
 Allow extra time to complete
 Questions read aloud on paper/pencil assessments

504:

Extended time for completing tasks
 Accommodations to physical requirements
 Allow for movement and use multiple modalities while teaching

At-risk:

Extended time for completing tasks
 Pair student with another who is capable of assisting
 Questions read aloud on paper/pencil assessments

ELL:

Pair verbal with visual
 Allow / encourage use of Google Translator
 Word Wall

Gifted & Talented:

Allow for research and presentation
 Allow choice whenever possible
 Encourage use of a fitness log

Lesson Plans	
---------------------	--

Lessons	Timeframe
Lesson #1 Adventure Education:	1-3 days
Lesson #2 Cooperative Games	1-3 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com

Newsela articles (leveled)

Readworks.org articles (leveled)

<http://www.pecentral.org/assessment/assessmenttips.html>

President's Challenge

Fitness Gram

Project Fit

**Mullica Township School District
Physical Education Curriculum Unit Plan # 4**

Title: Individual, Dual, & Recreational Activities

Grade Level Cluster: 7-8

Length of Time: 3-4 weeks (3-8 days)

Unit Summary: This unit is designed to promote participation and encourage enjoyment of life-long activities to remain physically active yearlong as well as throughout their lifetime.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

Strand: B. Strategy

2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	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.2	Assess the effectiveness of specific mental strategies applied to improve performance.	
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	

Strand: C. Sportsmanship, Rules and Safety

2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	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.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.	Movement activities provide a timeless opportunity to connect with people around the world.

Supporting

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

Strand: A. Movement Skills and Concepts

2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
-----------	-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

Interdisciplinary Connections

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.
 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
 Apply scientific ideas to construct an explanation for real world phenomena, examples, or events.
 (MS-LS4-2)

21st Century Life and Skills

CRP1. Act as a responsible and contributing citizen and employee.
 CRP3. Attend to personal health and financial well-being.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP12. Work productively in teams while using cultural global competence.

Technology Integration NJSLS 8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Unit Essential Questions:

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

Unit Enduring Understandings:

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate.

Unit Objectives (unpacking CPIs where needed):

- The students will understand the correct serving and scoring rules for doubles and singles.
- The students will properly demonstrate the following skills: forehand, backhand, overhead clear, drop shot, smash, short serve and deep serve.
- The students will demonstrate the correct serving for doubles and singles.
- The students will implement the front/back strategy.
- The students will display good sportsmanship during play in victory or defeat.
- The students will utilize the concept of teamwork during play.
- The students will perform the two basic groundstrokes in tennis; forehand and backhand.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- The students will use movement concepts and principles in the development of motor skills

Evidence of Learning

Common Formative Assessments:

Exit slips
 Observation
 Discussion, question & answer
 Immediate feedback

Common Summative Assessments:

- Common Summative #1 2.5.8.A.4 (Individual and dual activities)
- Common Summative #2 2.5.8.B.1, 2.5.8.B.2,2.5.8.B.3 (Recreational Activities)
- Skills assessed via rubric
- Participation
- Project Fit

Alternative Assessment:

- Choice of activity
- Choice boards
- Access and present information digitally

Benchmark Assessment:

Fall / Spring fitness testing, SGO

Modifications

IEP:

Assist students one-on-one when necessary.
 Pair student with another who is capable of assisting
 Allow extra time to complete
 Questions read aloud on paper/pencil assessments

504:

Extended time for completing tasks
 Accommodations to physical requirements
 Allow for movement and use multiple modalities while teaching

At-risk:

Extended time for completing tasks
 Pair student with another who is capable of assisting
 Questions read aloud on paper/pencil assessments

ELL:

Pair verbal with visual
 Allow / encourage use of Google Translator
 Word Wall

Gifted & Talented:

Allow for research and presentation
 Allow choice whenever possible
 Encourage use of a fitness log

Lesson Plans

Lessons	Timeframe
Lesson #1: Individual and Dual Activities	2-4 days
Lesson #2: Recreational Activities	2-4 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com

Newsela articles (leveled)

Readworks.org articles (leveled)

· <http://www.pecentral.org/assessment/assessmenttips.html>

President's Challenge

Fitness Gram