

**East Newark Public School**

**Physical Education Curriculum  
Grade 7-8**



# Physical Education Grade 7-8

EAST NEWARK PUBLIC SCHOOL

---

## Course Description

Providing children and youth with physical activity opportunities in school is critical. Helping them develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should also be a place where students value physical activity. It is the unique role of quality physical education programs to help all students develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet students' developmental needs, which in turn help improve their mental alertness, academic performance, and readiness and enthusiasm for learning. A quality physical education program includes the following: opportunity to learn, meaningful content, and appropriate instruction.

## Course Resources

1. Basketballs and Hoops
2. Whiffle ball Equipment
3. Soccer Equipment
4. Volleyball Equipment
5. Flag Football Equipment
6. Jump Ropes
7. Mats
8. Smart Board
9. Chromebooks/iPADS

## Pacing Guide

Unit #	Unit Title	NJ Standards	Resources
1	Spatial Awareness/ Movement Concepts	2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.C.1-3	Locomotor games Equipment: Mats, speaker system Dance-Line
2	Team Sports and Fitness Strategies	2.5.8.A.1 2.5.8.A.2 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1-2 2.6.8.A.1-6	Volleyball, Flag football, Soccer, Basketball, Whiffle ball
3	Cardiovascular Health	2.5.8.B.1 2.5.8.B.2 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	Exercise, Chromebooks/IPADs, Jump-ropes
4	Individual & Lifelong Sports	2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.C.1 2.5.8.C.2	Tennis Cup Stacking Juggling
5	Cooperative Games	2.5.8.A.1 2.5.8.A.2 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	Parachutes, Kickball, Team Building Games

## Unit 1 - Motor Development

<b>Timeframe</b>	September-October
<b>Overview</b>	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Locomotor games</li> <li>● Equipment</li> <li>● Mats</li> <li>● Speaker system</li> <li>● Dance-Line</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the basic movement structures of dance?</li> <li>● How do musical measures make up fundamental dance routines?</li> <li>● How agility, balance, coordination, flexibility, and body control are related to dance?</li> <li>● What are conditioning exercises with an obvious knowledge of movement related to dance?</li> <li>● What are the basic dance steps and combinations used in square dancing?</li> <li>● What are the special skills involved with different ethnic dance?</li> <li>● How are specific social dance routines identified and performed?</li> <li>● What good social traits are demonstrated by participating with different partners and groups on a daily basis?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of the dance.</li> <li>● Students will be able to demonstrate the ability to execute the basic fundamental movements of dance.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual movements in a group dance.</li> <li>● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each event.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual movements in a group dance.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>● 8.1.5.A.5 Create and use a database to answer basic questions.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>● 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).</li> <li>● 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> <li>● 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>● 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.</li> <li>● 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare.</li> <li>● Device used for translation purposes</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended</li> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation.</li> <li>● Think, Pair, Share activities after the anticipatory set.</li> <li>● Pre and Post assessments.</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 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.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.</li> </ul>

## Unit 2 - Team Sports and Fitness Strategy

<b>Timeframe</b>	November-January
<b>Overview</b>	This unit enables students to understand the components of health related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Volleyball</li> <li>● Flag football</li> <li>● Soccer</li> <li>● Basketball</li> <li>● Whiffle ball</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the rules of the game?</li> <li>● What are the basic skills of the game?</li> <li>● What are the terminologies of the game?</li> <li>● What concepts of teamwork and sportsmanship are involved in the game?</li> <li>● What are the rules, regulations and safety procedure fitness equipment?</li> <li>● How is training program a key part of progressing physically?</li> <li>● What are the proper warm up pre-workout stretching techniques?</li> <li>● What is the importance of maintaining workout records?</li> <li>● How are basic physical fitness skills for life obtained?</li> <li>● What areas of the body are developed through physical fitness?</li> <li>● How is body mass index learned and obtained?</li> <li>● What are the proper techniques used in each exercises to develop each area of the body?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to demonstrate knowledge of the rules, terminology, and safety precautions of the game.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual skills in a game situation.</li> <li>● Students will understand that 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.</li> <li>● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> </ul>



	<ul style="list-style-type: none"> <li>• Students will know that physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>• 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>• 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</li> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>• 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>• 8.1.5.A.5 Create and use a database to answer basic questions.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</li> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 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.</li> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>• 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>• 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</li> <li>• 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</li> <li>• 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare.</li> <li>• Device used for translation purposes</li> </ul> </li> <li>• <b>504 Students</b> <ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student led research</li> </ul> </li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>• The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended</li> <li>• The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>• The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation.</li> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>• 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.</li> </ul>


	<ul style="list-style-type: none"> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.</li> </ul>

### Unit 3 -Cardiovascular Health

<b>Timeframe</b>	February-March
<b>Overview</b>	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Exercise</li> <li>● Chromebooks/IPADs</li> <li>● Jump-ropes</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How are basic physical fitness skills for life obtained?</li> <li>● What areas of the body are developed through physical fitness?</li> <li>● How is body mass index learned and obtained?</li> <li>● What are the proper techniques used in each exercise to develop each area of the body?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each fitness exercise.</li> <li>● Students will be able to demonstrate the ability to execute the basic fundamental skills of each fitness exercise during skills.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual fitness exercise during a group fitness workout.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>● 8.1.5.A.5 Create and use a database to answer basic questions.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>● 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>● 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>• 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>• 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</li> <li>• 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</li> <li>• 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</li> <li>• 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</li> </ul>
<p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare.</li> <li>• Device used for translation purposes</li> </ul> </li> <li>• <b>504 Students</b> <ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>• The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended</li> <li>• The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> </ul>

	<ul style="list-style-type: none"> <li>• The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation.</li> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>• 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.</li> <li>• 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>• 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7: Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>• The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students</li> </ul>



are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.

## Unit 4 - Individual and Lifelong Sports

<b>Timeframe</b>	April
<b>Overview</b>	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Tennis</li> <li>● Cup Stacking</li> <li>● Juggling</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Are the students able to demonstrate and identify the skills necessary to tennis to enhance their participation in a variety of lead-up games?</li> <li>● Are the students able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to tennis skills and expectations?</li> <li>● Will cup stacking help your eye-hand coordination?</li> <li>● What parts of the body is used when doing cup stacking?</li> <li>● Do we use teamwork in cup stacking and if so why?</li> <li>● What role does proper warm up activities have in juggling?</li> <li>● How are balance, coordination, agility, flexibility, and strength through basic skill work connected to the ability to juggle?</li> <li>● What are the basic safety and spotting procedures used in juggling exercises?</li> <li>● What concepts of skill progression are used in the different aspects of juggling?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt.</li> <li>● Students will understand that if you are healthy you will do better in your sports activities.</li> <li>● Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals.</li> <li>● Students will be able to gain eye-hand coordination.</li> <li>● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each event.</li> <li>● Students will be able to demonstrate the ability to execute the basic fundamental skills of each event.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual skills while performing each event.</li> </ul>



<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>● 8.1.5.A.5 Create and use a database to answer basic questions.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>● 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).</li> <li>● 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> <li>● 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>● 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>● 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>● 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.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare.</li> <li>● Device used for translation purposes</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended</li> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation.</li> <li>● Think, Pair, Share activities after the anticipatory set.</li> <li>● Pre and Post assessments.</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 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.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.</li> </ul>

## Unit 5 - Cooperative Games

<b>Timeframe</b>	May-June
<b>Overview</b>	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Locomotor games</li> <li>• Equipment</li> <li>• Speaker system</li> <li>• Parachutes</li> <li>• Kickball</li> <li>• Team building games</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the rules of the game?</li> <li>• What are the basic skills of the game?</li> <li>• What are the terminologies of the game?</li> <li>• What concepts of teamwork and sportsmanship are involved in the game?</li> <li>• How does being healthy contribute to safe and improved performance?</li> <li>• How does mental attitude influence physical performance?</li> <li>• Do the students demonstrate kicking using proper technique?</li> <li>• What are effective strategies for cooperative games?</li> <li>• What techniques are used in working with groups?</li> <li>• How is individual ability levels improved throughout the unit?</li> <li>• What concepts of fair play and sportsmanship are used in cooperative games?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate knowledge of the rules, terminology, and safety precautions of the game.</li> <li>• Students will be able to demonstrate the ability to apply the basic individual skills in a game situation.</li> <li>• Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt.</li> <li>• Students will understand that if you are healthy you will do better in your sports activities.</li> <li>• Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be able to gain eye-hand coordination.</li> </ul>
<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>• 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>• 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</li> <li>• 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>• 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>• 8.1.5.A.5 Create and use a database to answer basic questions.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</li> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 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.</li> <li>• 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare.</li> <li>• Device used for translation purposes</li> </ul> </li> <li>• <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended</li> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation.</li> <li>● Think, Pair, Share activities after the anticipatory set.</li> <li>● Pre and Post assessments.</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 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.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.</li> </ul>