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| Pacing Guide  |
| Content Area: Physical Education |
| Grade Level: Eighth |
|  |  |  |  |  |
|  | Unit Title: Invasion Games/ Basketball |  | Three Weeks |  |
|  | Unit Title: Field Games/ Football/ Flag Football |  | Three Weeks |  |
|  | Unit Title: Field Games/ Floor Hockey |  | Three Weeks |  |
|  | Unit Title: Field Games/ Lacrosse |  | Three Weeks |  |
|  | Unit Title: Physical Fitness |  | Three Weeks |  |
|  | Unit Title: Net Games/ Volleyball |  | Three Weeks |  |
|  | Unit Title: Mass Games |  | Two Weeks |  |
|  | Unit Title: Target Games/ Archery |  | Two Weeks |  |
|  | Unit Title: Ultimate Frisbee |  | Two Weeks |  |
|  | Unit Title: Golf |  | Two Weeks |  |
|  | Unit Title: Softball |  | Two Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**:  **Invasion Games: Basketball** |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| *Unit Title:* **Invasion Games: Basketball** | Time Frame: 3 weeks |
| *Standard(s):* **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.** Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
* 2.6.8.A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Basketball can be a lifetime activity.
* Playing basketball can be an effective way to

Increase cardiovascular endurance. | Essential Questions: * What skills are necessary to be successful in

Basketball?* Why are teamwork and communication important in Basketball?
* What fitness components are necessary to be

Successful in basketball? |
| Knowledge and Skills:* What skills are necessary to be successful in

Basketball?* Why are teamwork and communication important in

Basketball?* What fitness components are necessary to be

Successful in basketball? | *Demonstration of Learning:** *Summative Assessment*
* *Self-assessment*
* *Teacher assessment- visual*
* *Teacher assessment- written*
* *Teacher observation of participation*
* *Peer assessment*
 |
| *Suggested Tasks and Activities:* * *Varied Basketball game play (1vs1); (3vs3),(5vs5)*
* *Relay drills involving ball passing, dribbling, shooting*
* *Games: around the world, horse*
 | *Tech Integration (Some examples):* * *Smart Board, Online Videos/Tutorials, iPad Apps.*
 |
| *Resources: NJ Dept. of Education; PE CENTRAL;*  |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**:  **VIOLENCE PREVENTION- INTENTIONAL INJURIES verses UNINTENTIONAL INJURIES** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: * CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: Football/ Flag Football | Time Frame: 3 weeks |
| Standard(s): **2.5 Motor Skill Development** **All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle** Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status.
* 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Body awareness and coordination are necessary
* Components for a well-grounded individual.
* Teamwork and communication are essential to ensure
* The best possible results during game play.
* Comprehension of how critical aerobic training is to the total well-being of an individual.
 | Essential Questions: * What components of fitness does flag football contain?
* How does teamwork and communication effect game play in flag-football?
* How does flag-football increase the fitness level of each person?
 |
| Knowledge and Skills:* Dynamic warm-up/flexibility exercises.
* Proper throwing/ catching technique.
* Concepts on route running (how-to).
* Basic rules and strategies of the game of football.
* Learn offensive/defensive principles.
* Learn and perform passing/catching drills.
* Learn and perform evasion techniques.
* Learn and perform flag pulling techniques.
* Learn and perform different games (2 v2, 3v3, etc.).
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Defensive skills / Offensive skills
* Flag pulling,
* Evasion tactics,
* Small game plays (2vs2, 3vs3)
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth**  |
| **Unit Title**:  **Invasion Games Floor Hockey** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: * CCSS.ELA-LITERACY.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.
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* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: **Invasion Games Floor Hockey** | Time Frame: 2 weeks |
| Standard(s): Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level,
* 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Body awareness and coordination are necessary
* Components for a well-grounded individual.
* Teamwork and communication are essential to ensure
* The best possible results during game play.
 | Essential Questions: * What components of fitness does floor hockey contain?
* How does teamwork and communication effect game play in floor hockey?
* How does floor hockey increase the fitness level of each person?
 |
| Knowledge and Skills:* Dynamic warm-up/flexibility exercises.
* Proper passing/ shooting technique.
* Basic rules and strategies of the game of floor hockey.
* Learn offensive/defensive principles.
* Learn and perform passing/receiving drills.
* Learn and perform different games (2 v2, 3v3, etc.).
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Lead passes: Passes in front of teammate.
* Collects with control: Stops the ball first, gains control and then makes passes or dribbles.
* Moves with control: Moves the ball using alternate sides of the floor hockey stick.
* Good shooting technique: Stick back and never above the knees, swing, and follow-through.
* Partner passing (10-15 feet apart)
* Game play
 | Tech Integration (Some examples):* Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth**  |
| **Unit Title**:  **Invasion Games**  Lacrosse |
| **Interdisciplinary Connections:** **English Language Arts Connections**: * CCSS.ELA-LITERACY.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.
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* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: Lacrosse  | Time Frame: 3 weeks |
| Standard(s): **Cumulative Progress Indicators:** * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
* 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
* 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness.
* 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
* 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
 |
| Enduring Understanding:* Body awareness, flexibility and coordination are Necessary components for a well-grounded individual.
* The movement aspects of running, catching and throwing are skills provided for in this activity which increase heart rate, muscle tone, improve coordination and flexibility, allowing for overall health improvement and growth.
* To continue in activities that provide for fitness and exercise throughout childhood and continuing throughout adulthood. This is a key component

for the individual’s continued success in fitness levels and health. | Essential Questions: * What components of fitness does lacrosse encompass?
* How does engaging in this activity increase the fitness level of the individuals?
* Why are lifetime skills/activities important?
 |
| Knowledge and Skills:* Dynamic warm-up/flexibility exercises.
* Proper passing/ shooting technique.
* Learn offensive/defensive principles.
* Learn and perform passing/receiving drills.
* Learn and perform evasion techniques.
* Learn and perform different games (2 v2, 3v3, etc.).
* Learn and perform tournament game play.
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Lead passes: Passes in front of teammate.
* Collects with control: Stops the ball first, gains control and then makes passes or dribbles.
* Moves with control: Partner passing (10-15 feet apart)
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth**  |
| **Unit Title**:  Physical Fitness |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
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* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: Physical Fitness  | Time Frame: 3 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 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**Cumulative Progress Indicators:** * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
* 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
* 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness.
* 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
* 2.6.8.A.5- Use the primary principles of training ([FITT](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_fitt.html)) for the purposes of modifying personal levels of fitness.
 |
| Enduring Understanding:* Body awareness, flexibility and coordination are necessary components for a well-grounded individual.
* The growth components of muscular strength, endurance, flexibility,
* Exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual’s continued success in fitness levels and health.
 | Essential Questions: * What are the components of fitness?
* How does engaging fitness increase ones energy level?
* Why is fitness an important long lifetime skill?
 |
| Knowledge and Skills:* Demonstrate an understanding of the components of cardiovascular fitness.
* Demonstrate an understanding of the components of muscular strength.
* Demonstrate an understanding of the components of muscular endurance.
* Demonstrate an understanding of the components of flexibility.
* Demonstrate an understanding of the components of core body strength.
* Demonstrate an understanding of how proper nutrition, proper health habits affect overall
* Demonstrate an understanding of proper safety measures associated with fitness training.
* Demonstrate an understanding of proper warm up and cool down techniques and procedures.
 | Demonstration of Learning:* Student Rubric
* Self-Evaluation
* Pulse Rate Monitors
* Teacher Observation
* Written tests
* Performance Charts
* Performance tests
* Skill test
 |
| Suggested Tasks and Activities: **CARDIOVASCULAR FITNESS ACTIVITIES:*** Lecture and Demonstration
* Warm up
* Circuit Training
* Jump Rope Training
* Interval Training
* Cross Country Running
* Walking for fitness
* Heart Rate training with pulse monitors
* Target Heart Rates as they apply to warm up, basic aerobic, threshold training, Max VO2, Lactic Acid tolerance, and power and speed.
* Commercial aerobic activities (Tae-Bo, Power 90, etc.)
* Weight Training
* Plyometric
* Speed and agility training
* Fitness games
* Dance

MUSCULAR STRENTH ACTIVITIES* Warm up and cool down
* Stretching
* Weight Lifting
* Stretch cords
* Kettle bells
* Physio balls
* Balance pads
* Core body activities
* Body weight activities
* Circuit training

FLEXIBILITY ACTIVITES * Partner stretching
* Medicine Balls
* Balance Pads
* Dance
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**:  VOLLYBALL |
| **Interdisciplinary Connections:** **English Language Arts Connections**: * CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: VOLLYBALL  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Volleyball can be a lifelong activity.
* Volleyball is becoming very popular on a global Basis.
* 800 million people play volleyball at least once a week.
 | Essential Questions: * What skills are necessary to be successful in Volleyball?
* Why are teamwork and communication important in volleyball?
* What fitness components are necessary to be Successful in volleyball?
 |
| Knowledge and Skills:* Develop the skill of passing a volleyball
* Develop the skill of setting a volleyball
* Develop the skill of serving a volleyball
* Learn the positions on the court and the rotation of players to serve
* Demonstrate good sportsmanship
* Understand the importance of using teamwork
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Grading rubric
 |
| Suggested Tasks and Activities: * Cardio Warm up and Flexibility
* Teacher lecture and demonstration of the serve
* Teacher lecture and demonstrates
* Serving, Passing, Setting
* Rules, positions, and rotations
* Games and tournament play
 | Tech Integration (Some examples):* Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**: MASS GAMES  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: * CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: MASS GAMES  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html).
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status.
* 2.6.8. A.1.Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Provide leadership in the expansion of adventure games.
* Importance of Reading and following directions to accomplish a task.
 | Essential Questions: * What skills are necessary to be successful in

Ping* Why is being focused and patience important while working in group sessions?
* What components and skills are needed to accomplish a goal with teammate or group?
 |
| Knowledge and Skills:* Physically challenge them-selves in a safe environment.
* Apply their own strengths and weaknesses appropriately.
* Respect others strengths and weaknesses.
* Rely on the group to support positive risk taking.
* Identify how fatigue can lead to injury.
* Apply correct technique to create a cooperative and safe environment.
* Work cooperatively and productively in a group to accomplish common goal.
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Cardio Warm-up and Flexibility
* Teacher lecture and demonstration of skills and rules
* Teacher lecture and demonstration of rules
* Tournament play
 | Tech Integration (Some examples):* Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**: Archery |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
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* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: Archery  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status.
* 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Balance and coordination are key components to any

physical activity and allow the body’s senses to work* Together towards a common goal.
* Fine motor skills are just as important as gross motor

Skills and allow us to do many daily activities. Finemotor skill development can unlock a great deal of the* Body’s overall fitness potential.
* Archery can be considered a lifelong activity that people of any fitness level can be successful at with practice.
 | Essential Questions: * How do balance and coordination affect the

Shooter’s accuracy?* How will improving my fine motor skills improve my fitness level?
* Why is archery important?
 |
| Knowledge and Skills:* Learn proper safety precautions when using archery equipment
* Learn proper archery terminology (bow, arrow, fletching, knock)
* Learn and practice proper lower and upper body position
* Learn and practice proper knocking technique
* Learn and practice proper firing technique
* Learn and practice proper scoring guidelines
* Learn and practice making shot adjustments
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Participating in accuracy competition
* Participating in tournament competition
* Evidence of small group game play, large group and tournament play
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**: Ultimate Frisbee |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: ULTIMATE FRISBEE  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Frisbee can be played individually or with a group.
* Frisbee can be a lifetime activity.
* Playing Frisbee can be an effective way to improve
* physical fitness, as well as, cognitive and social

Development. | Essential Questions: * Visual: Demonstrate proper grip when holding the Frisbee.
* Visual: Demonstrate proper stance.
* How can you dictate the distance on how far the Frisbee
* Travels based on your throw?
* What safety rules are involved in this unit?
 |
| Knowledge and Skills:* Proper etiquette and safety rules.
* Learn the differences in throws and how they are used during the game.
* Display proper gripping for Frisbee when called upon by the teacher.
* Display understanding of all the terminology, rules, regulations, and etiquette used during the unit.
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
 |
| Suggested Tasks and Activities: * Participating in accuracy competition
* Participating in tournament competition
* Evidence of small group game play
* Large group game play
* Tournament play
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**: Golf |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
 | * + **ICT Literacy**

**Apply Technology Effectively*** **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

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| Unit Title: Golf  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills.
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Golf can be played individually or with a group.
* Golf can be a lifetime activity.
* Playing golf can be an effective way to improve
* physical fitness, as well as, cognitive and social development
 | Essential Questions: * Visual: Demonstrate proper grip when holding the golf club.
* Visual: Demonstrate proper stance pre-shot.
* How can you dictate the distance on how far the ball travels based on your swing?
* What safety rules are involved in this unit?
 |
| Knowledge and Skills:* Proper etiquette and safety rules.
* Learn the differences in irons and how they are used during the game of golf.
* Display proper gripping for each shot type when called upon by the teacher.
* Display understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf.
 | Demonstration of Learning:**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
 |
| Suggested Tasks and Activities: * small group game play
* Large group game play
* Tournament play
* Properly use the correct swinging techniques for all shot types shown during the golf unit.
* Perform all the iron shots successfully by hitting the ball at targets between 50 – 120 yards away.
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |

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| **Content Area: Physical Education** | **Grade Level : Eighth** |
| **Unit Title**: Softball |
| **Interdisciplinary Connections:** **English Language Arts Connections**:* CCSS.ELA-LITERACY.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.
* CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
* CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
* CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
* CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 |
| **21st Century Themes:** * Global Awareness
* Health Literacy

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, Gifted and Talented**: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use |

|  |  |
| --- | --- |
| Unit Title: Softball  | Time Frame: 2 weeks |
| Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1Cumulative Progress Indicators: * 2.5.8.A.1- Explain and demonstrate the transition of [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
* 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html).
* 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
* 2.5.8.B.2- 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.
* 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
* 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
* 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance.
* 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status.
* 2.6.8. A.1**.** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
 |
| Enduring Understanding:* Body awareness and coordination are necessary
* Components for a well-grounded individual.
* Teamwork and communication are essential to ensure the best possible results during game play.
 | Essential Questions: * What’s the difference between softball and baseball
* What hand should a player wear his/her glove on if he or she writes with their right hand? What's the difference between a glove and a mitt?
* Why is the catcher’s mitt bigger than the player’s mitt?
* In what way do a pitcher and catcher communicate?
 |
| Knowledge and Skills:* Proper etiquette and safety rules.
* Students will be able to identify the safety rules of the unit.
* Students will be able to explain how hand-eye coordination, communication skills, team
* Strategy and spatial awareness are developmental components used in team handball.
* Students will be able to demonstrate proper technique when performing specific unit
* Skills: Throwing, Catching, Hitting.
* Students will be able to self-assess their progress through game play.
* Demonstrate an understanding of movement concepts and the use of motor skills.
 | Demonstration of Learning:Diagram a softball field and include all dimensions.**Summative Assessment*** Self-assessment
* Teacher assessment- visual
* Teacher assessment- written
* Teacher observation of participation
* Peer assessment
* Grading rubric
 |
| Suggested Tasks and Activities: * Throwing and Catching
* Offensive and defensive positioning during game play
* Games, tournament
 | Tech Integration (Some examples): * Smart Board, Online Videos/Tutorials, iPad Apps.
 |
| Resources: NJ Dept. of Education; PE CENTRAL; NASPE |