



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Physical Education

Grade 7 & Grade 8

Prepared by:
Lisa McNerney & Maureen Fister

Superintendent of Schools:
Marie C. Cirasella, Ed.D.
Director of Curriculum, Instruction, & Assessment:
June Chang

Approved by the Midland Park Board of Education on
June 17, 2014

**GRADE 7 and 8
PHYSICAL EDUCATION**

COURSE DESCRIPTION:

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

SUGGESTION COURSE SEQUENCE:

Unit 1: Team Sports: 8 weeks

Unit 2: Lifetime and Individual Activities: 7 weeks

Unit 3: Physical Fitness: 5 weeks

Unit Overview**Content Area:** Physical Education**Unit Title:** Team Sports**Target Course/Grade Level:** Grade 7 & 8**Unit Summary:**

Students will understand the basic fundamentals and rules of team sports so they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration

Learning Targets**Standards****2.5 Motor Skill Development**

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

| CPI# | Cumulative Progress Indicator (CPI) |
|-------------|--|
| 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. |

Unit Essential Questions

- What is physical education and why is it important in our schools?
- How can I make movement more interesting, fun and enjoyable?
- How does my movement influence that of others?

Unit Enduring Understandings

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Physical activity will enhance your overall health and wellness.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Unit Learning Targets*Students will...*

- Explain and demonstrate movements that combine mechanically correct movement sequences
- Compare and contrast how various movements skills are affected by a change in force and motion.
- Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution
- Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports and dance)
- Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).

Evidence of Learning**Summative Assessment (1 day per unit)**

Written quiz

Equipment Needed: Balls, Frisbees, Field/Floor marker, Whistles**Teacher Resources:** Textbooks, Online resources**Formative Assessments**

- Officiate game
- Warm up routine
- Game play
- Department grading / procedures

Lesson Plans

| Lesson # | Lesson Name | Time frame (hours/days) |
|----------|------------------|-------------------------|
| 1 | Flag Football | 2 weeks |
| 2 | Softball | 2 weeks |
| 3 | Soccer/Speedball | 2 weeks |
| 4 | Ultimate Frisbee | 2 weeks |
| 5 | Volleyball | 2 weeks |
| 6 | Team Handball | 2 weeks |
| 7 | Basketball | 2 weeks |

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://blog.wsd.net/mirussell/files/2013/08/Football-term-and-rules.pdf><http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11016#.UyZQgaNOV1s><http://pe.central.vt.edu/assessment.html><http://spartan.ac.brocku.ca/~jmandigo/gameliteracy/speedball.pdf>www.pecentral.org[www Jersey Department of Education \(2009\) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)<http://www.letsmove.gov/><http://www.usultimate.org/resources/officiating/rules/default.aspx><http://www.wfdf.org/>

<http://www.teamusa.org/USA-Volleyball/Education>

<http://users.manchester.edu/student/bdsmailey/profweb/Volleyball%20Unit%20Plan.pdf>

<http://www.belleville.k12.wi.us/bhs/physed/studyg/teamhandball.html>

<http://en.wikipedia.org/wiki/Handball>

<http://www.fsd1.org/schools/sneed/varnold/Pages/BasketballUnitLessonPlans.aspx>

<http://collinvw.weebly.com/uploads/1/3/9/5/13950178/unitplan.pdf>

Unit Overview

Content Area: Physical Education

Unit Title: Lifetime or Individual Activities

Target Course/Grade Level: Grade 7 & 8

Unit Summary:

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

21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration

Learning Targets

Standards

2.5 Motor Skill Development

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

| CPI# | Cumulative Progress Indicator (CPI) |
|-----------|--|
| 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.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. |
| 2.6.8.A.2 | Use health data to develop and implement a personal fitness plan and evaluate its effectiveness |

Unit Essential Questions

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun and enjoyable?
- What course of action will you take to maintain mental, physical, and social health in your future?

Unit Enduring Understandings

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Physical activity will enhance your overall health and wellness.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future.
- The students will understand that they will be able to

stay active in other ways than team sports.

Unit Learning Targets

Students will...

- Comprehend the history of each activity
- Describe proper equipment necessary to participate safely
- Apply proper terminology associated with the activity during class discussions
- Identify and demonstrate all the fundamentals, proper techniques, and skills necessary for each activity
- Identify and demonstrate the rules and strategies of each activity
- Compare and contrast the impact of offensive and defensive strategies that could affect performance in dual activities
- Demonstrate proper sportsmanship
- Comprehend and demonstrate safety factors for each activity
- Compare and contrast fitness and conditioning benefits of each activity
- Demonstrate how to officiate and manage the activities, be able to justify their calls

Evidence of Learning

Summative Assessment (1 day per unit)

Written Quiz, Skills tests, PE Grading/Policies

Equipment Needed: Balls, Shuttlecocks, rackets/paddles, resistance tubing, , resistance bands, stop watch

Teacher Resources: Textbooks, online resources

Formative Assessments

- Officiate a game
- Warm up routines
- Game play
- Department grading / procedures

Lesson Plans

| Lesson # | Lesson Name | Time frame (hours/days) |
|----------|-------------------------|-------------------------|
| 1 | Badminton | 2 weeks |
| 2 | Pickleball | 2 weeks |
| 3 | Tennis | 2 weeks |
| 4 | Weight Training/Fitness | 2 weeks |

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.teamusa.org/USA-Badminton>

<http://pickleball.com/pages/rules-how-to-play-the-game>

<http://www.lwsd.org/school/lwhs/SiteCollectionDocuments/About-Us/Moe/Pickleball-Study-Guide.pdf>

<http://assets.usta.com/assets/1/15/2010%20Parents%20Guide.pdf>

<http://www.usta.com/>

Unit Overview

Content Area: Physical Education

Unit Title: Physical Fitness – Unit 1

Target Course/Grade Level: Grade 7 & 8

Unit Summary:

After completing the Physical Fitness Test, students will set personal goals related to personal health and wellness, take steps to achieve these goals, and monitor their progress in achieving them.

21st century themes: Problem solving, critical thinking, creativity

Learning Targets

Standards

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

A. Fitness and Physical Activity: Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

| CPI# | Cumulative Progress Indicator (CPI) |
|-----------|---|
| 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.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. |

Unit Essential Questions

- How do personal health choices impact our health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- How does this commitment reduce ones' risk for diseases and injuries that may impact the quality or duration of one's life?

Unit Enduring Understandings

- Health choices and behaviors have a profound impact on personal, family, community and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.

Unit Learning Targets

Students will...

- Identify the personal, social, and environmental factors that impact fitness and personal health
- Identify the short and long term benefits of regular physical activity.
- Develop a personal physical activity program, by using the data of the physical fitness assessment
- Describe and apply the FITT principle to improve personal fitness (Frequency, Intensity, Time, Type)
- Analyze and reflect on personal health data to create and implement a comprehensive health and fitness program applying the FITT principles

Evidence of Learning

Summative Assessment (1 day per unit)

• Fitness Tests

Equipment Needed: Stop watches, gym mats, resistance bands, weight room, projector, lap top computer, p90x DVD set

Teacher Resources: Textbooks, online resources

Formative Assessments

- **Fitness Assessment**
Personal Fitness Plan

Lesson Plans

| Lesson # | Lesson Name | Time frame (hours/days) |
|----------|--------------------|-------------------------|
| 1 | Fitness Assessment | 1 Week |
| 2 | Fitness / Training | 2 Weeks |

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>

<http://www.pecentral.org/lessonideas/searchresults.asp?category=53>

<http://www.aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm>

http://kidshealth.org/teen/food_fitness/

<http://www.cdc.gov/physicalactivity/>

<http://www.letsmove.gov/>