

Bay Head School

Content Area: Physical Education
Course Title: Physical Education

Grade Level: Sixth-Eighth Grades

Unit Plan 1
Wellness

50 days
ongoing

Unit Plan 2
Movement/Rhythm

50 days
ongoing

Unit Plan 3
Cooperative Activities

15 days

Unit Plan 4
Individual Activities

15 days

Unit Plan 5
Team Activities

15 days

Updated: August 2018 by Sharon Carroll
Aligned to New Jersey Student Learning
Standards

Board Approved:

Bay Head School
PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: Physical Education

Unit Title: Wellness

Summary: The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Eating patterns are influenced by a variety of factors.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Number	Standard for Mastery
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
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.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you determine the social, emotional and intellectual benefits of regular exercise? • Can you determine what factors contribute to personal fitness? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Developing competence and confidence in fitness goals provides for a healthy lifestyle.
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<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Develop competence and confidence in developing fitness related goals. • Participate in age-appropriate activities that address fitness related skills.
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**Bay Head School
PHYSICAL EDUCATION CURRICULUM
Unit Overview**

Content Area: Physical Education

Unit Title: Movement Education/Rhythm

Summary: The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education

skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities
- Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Movement activities provide a timeless opportunity to connect with people around the world.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Number Standard for Mastery

2.5.6.A.1

Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
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.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).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you explain and apply movement skills in applied settings? • Can you demonstrate appropriate and safe behaviors while participating in all activities? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Develop competence and confidence in movement skills while participating in team activities. • Develop and demonstrate control when moving in relation to others in personal and general space.
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Bay Head School
PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: Physical Education

Unit Title: Cooperative Activities

Summary: The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
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.
2.2.6.B.1	Use effective decision-making strategies.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • Can students work cooperatively to accomplish various tasks? • Can students demonstrate teamwork, follow procedures and display good sportsmanship throughout the unit? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Cooperation and teamwork leads to success.
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<p>Unit Learning Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Develop good sportsmanship during game play. • Demonstrate cooperative strategies when trying to obtain a common goal. • Distinguish between offense and defense of players during play.

**Bay Head School
PHYSICAL EDUCATION CURRICULUM
Unit Overview**

Content Area: Physical Education

Unit Title: Individual Activities

Summary: The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that

prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
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.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
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.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students work cooperatively to accomplish various tasks? • Can students demonstrate teamwork, follow procedures and display good sportsmanship throughout the unit? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Cooperation and teamwork leads to success.
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<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Develop good sportsmanship during game play. • Demonstrate cooperative strategies when trying to obtain a common goal. • Distinguish between offense and defense of players during play.
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Bay Head School
PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: Physical Education

Unit Title: Team Activities

Summary: The grades 6-8 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units progress from wellness education (fitness concepts and activities) to developing and applying movement education skills in isolated and applied situations in various activities such as individual skill development, team activities and strategies and cooperative activities.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
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.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
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.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students work cooperatively to accomplish various tasks? • Can students demonstrate teamwork, follow procedures and display good sportsmanship throughout the unit? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Cooperation and teamwork leads to success.
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<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Develop good sportsmanship during game play. • Demonstrate cooperative strategies when trying to obtain a common goal. • Distinguish between offense and defense of players during play.
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Evidence of Learning

Formative Assessments

- Teacher observation
- Rubric
- Student participation
- Verbal question and answer
- Checklist

Summative/Benchmarks Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Students at Risk for Failure, Gifted and Talented)

ELL

- Use visuals
- Provide peer assistant or “buddy (does not necessarily have to speak the primary language)

Special Ed, Students at Risk for Failure:

- Follow all IEP modifications/504 plan
- Allow extra time
- Work in small groups
- Provide visual clues or diagrams
- Use VCR
- Give verbal or written directions
- FM System
- Task cards
- Modifying levels of difficulty
- Using demonstrations when possible
- See ELL modifications

Gifted and Talented

- Create an enhanced set of introductory activities
- Peer Teaching
- Tiered Assignments
- Organize or offer flexible small group activities

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy
Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker
Elementary Teacher’s Handbook of Indoor and Outdoor Games Kamiya

