| ***Physical Education Grade 8 Unit 3: Individual Sports***  ***3 Weeks*** | | | | | |
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| **Targeted Standards**  2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).  2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.  2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).  2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.  2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.  2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.  2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.  2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.  2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.  2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).  2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.  2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.  2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.  2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.  2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.  2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.  2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities  2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.  2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. | | | | | |
| **Rationale and Transfer Goals:**  An understanding of good health and fitness concepts and practices is essential for students. Poor health can hinder students from succeeding in the classroom and beyond. Teaching our student’s good health and safety principles can lead to a life of healthy practices, resulting in more productive, active, and successful lives. Teaching students sports skills and concepts can help build confidence, esteem, as well as fitness levels. | | | | | |
| **Enduring Understandings:**  Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).  Feedback from others and self-assessment impacts performance of movement skills and concepts.  Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.  A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).  Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.  Community resources can provide participation in physical activity for self and family members. | | | | | |
| **Essential Questions**:  What are the benefits of becoming physically fit?  What are some of the characteristics of a great teammate?  How can sports enhance your life?  What are some everyday skills used to play a sport?  Why is it important to have team and individual goals when playing a sport?  How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?  Are professional rules in sports always the same as physical education rules? Why?  Why are rules and regulations important in sports?  How does cooperation with others affect our individual performance?  How does participation in individual sports improve skill-related fitness versus health-related fitness? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  **What students will know** | **Skills**  **What students will be able to do** | | **Activities/Strategies**  **How we teach content and skills** | | **Evidence (Assessments)**  **How we know students have learned** |
| * Proper mechanics used for sports, such as tennis, track and field. * Rules for sport/game being taught * Great sportsmanship is an important characteristic for any sport * How to counteract a move from opposing player * recognition of different moves and penalties: * Vocabulary contingent to sport | * pacing during different running events * handing off a baton during a relay race * throwing objects for different field events * working with teammates to achieve a common goal * Use different starting position depending on event being run * identifying and following the rules of track and field * Make contact with ball with racket * Perform different swings with the racket * Keep score * Demonstrate proper warm up and cool down * Recognize all skills used for game, perform 2 at a basic level   + Throwing   + Swinging   + Passing   + Agility   + Jumping   + Ready Stance   + Follow through   + 4pt, 3pt, standing start | | Stations used to teach skills such as:   * Jumping * Throwing * Backhand * Starts * Forehand * Serve * Agility   Lead up games to practice skills and rules for game   * Individual activities * Partner activities * Group activities | | * Observations of students 2-3 times a week * Student observations * \*fitness log * Teacher observations * Asking of the essential questions * Students may grade each other on execution of skills * Practice, Practice, Practice * Reflection * Improvement of skill level |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Students will use skill related fitness in activities   + Agility   + Balance   + Coordination   + Power   + Reaction   + Speed * The student will know how to perform and properly demonstrate a test for each of the five components of health related fitness.   + Cardiorespiratory endurance.   + Muscular strength.   + Muscular endurance.   + Body composition.   + Flexibility * Research the rules of individual sport (track and field, tennis, * Apply rules of individual sports in cooperative play * Incorporate communication into effective play | | * Components of Fitness * Locomotive skills * Nonlocomotive skills (bending, twisting) * Manipulative movements (throwing, kicking, striking..) | | Marker Relay  4x1  Mile Run  50 meter run  100 meter run  400 meter run  Standing broad jump  Long jump  Hula hoop throw  Football throw  Miss the Middle Back 2 Base Cautious Approach Double Cover Sequencing Anything Goes 4's Up Step In Consistency Walking In | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  Critical thinking about personal fitness baseline, development of personal fitness goals, and step-planning to reach goals  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of 21st century technology in collecting and analyzing fitness data  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  <http://www.teachpe.com/tennis/drills/sequencing.php>  <http://www.quickstartcentral.org/pages/vaquickstartcentral/pdfs/15605_Curriculum-Abridged.pdf>  <http://www.pecentral.com>   * **Other resources in teacher files** | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  [**RST.6-8.3**](http://www.corestandards.org/ELA-Literacy/RST/6-8/3/)**.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  [**RST.6-8.7**](http://www.corestandards.org/ELA-Literacy/RST/6-8/7/)**.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  [**RST.6-8.8**](http://www.corestandards.org/ELA-Literacy/RST/6-8/8/). Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  **Science**  MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations   * effect of health and exercise on physical and biological states   **Math**  Statistics and Probability 8.SP  A. Investigate patterns of association in bivariate data.   * students work with data and statistics related to team sports and games | | | | | |