| ***Physical Education Grade 8 Unit 4: 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 activities2.2.8.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** :The rationale of the Team Sports Unit is to provide students with team building skills while promoting cardiovascular fitness. Constant movement helps to increase cardiovascular fitness while engaging positively with others. A team aspect can help students build confidence and self esteem while promoting all aspects of wellness. It helps students form bounds socially as well as physically. It teaches students safety, effective communication, goal setting, and consequence for rules not followed. These are all aspects that could be carried to other areas of life. |
| **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?Why are rules and regulations important in sports? 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?  |
| **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** |
| * the rules and regulations of a game
* basic concept of the game
* recognition of different moves and penalties:
* Roles of offensive and defensive players
* they have to shoot or pass when they stop dribbling the ball
* safety rules involving the activity being taught
* Vocabulary contingent to the sport
 | * Recognize at least three key positions of the sport
* Work together for a common goal
* Demonstrate proper warm-up and cool down procedures
* Respect classmates and equipment that is given
* Perform basic movement skills needed for sport
* Recognize that physical fitness is an important factor within a healthy lifestyle
* Recognize all skills used for game, perform 2 at a basic level
	+ Throwing
	+ Catching
	+ Dribbling
	+ Passing
	+ Agility
	+ Jumping
	+ Blocking
	+ Follow through
 | Stations used to teach skills such as:* Throwing
* Catching
* Dribbling
* Passing
* Agility
* Jumping
* Blocking
* Follow through

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
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| **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
* Define “team” and knows the responsibility of members
* Apply teamwork for attainment of individual and team goals.
* Research the rules of team sports (e.g., football, soccer, basketball, volleyball, handball)
* Apply rules of team sports in cooperative play
* Incorporate communication into effective team play
 | * Components of Fitness
* Locomotive skills
* Nonlocomotive skills (bending, twisting)
* Manipulative movements (throwing, kicking, striking..)
* Skill related Fitness
 | Soccer by NumbersSharks and MinnowsCops and RobbersKnockoutCircle Shot½ Field GameFives PassTap AwayDribble TagSideline games4 corner basketballUltimate FootballKnockoutSteal the BaconHorsepassing relaysshooting relaysmarker handballcross court handballultimate handballWinners CourtHot potatoWammie BallGame Play |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?**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”)?[www.pecentral.com](http://www.pecentral.com)<http://www.sparkpe.org/><http://www.lessonplanet.com/teachers/5678-line-dance?page=1>* **Other resources in teacher files**
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| **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.SPA. Investigate patterns of association in bivariate data.* students work with data and statistics related to team sports and games
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