



Township Public Schools

Wayne, New Jersey

**Physical Education Department
6-8 Grade Physical Education Curriculum Guide
February 2022
Revised**

**Dr. Mark Toback, Superintendent
Mrs. Donna Reichman, Assistant Superintendent
Committee Members:
Samantha Levine
Brian Petersen
Matthew Mignanelli**

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on

WAYNE TOWNSHIP PUBLIC SCHOOLS PHYSICAL EDUCATION CURRICULUM

GRADE 6



GW



AW



SC

TABLE OF CONTENTS

Modifications

6th Grade

Cooperative Game Skills:

- Orientation Skills
- Cardio-Tag Game Skills
- Cooperative/Challenge Activities
- Trust
- Activities Skills
- Fitness Skills

Lifetime Fitness Concepts:

- Activities Skills
- Fitness Skills

Sports Concepts:

- Indoor sport skills:
 - Badminton
 - Floor Hockey
 - Team Handball
- Outdoor Sport Skills:
 - Diamond Sports
 - Ultimate Frisbee
 - Football
 - Track & Field
- Basketball
- Soccer
- Volleyball

7th & 8th Grade

Fitness & Dance:

7th Grade:

- Fitness II
- Dance

8th Grade:

- Fitness III
- Aerobics
- Outdoor Fitness

Team Sports:

7th Grade:

- Floor Hockey
- Football
- Softball/Baseball/Diamond Sports
- Team Handball

8th Grade:

- Basketball
- Field Hockey
- Lacrosse
- Speedball
- Tchouckball
- Frisbee Skills
- Volleyball

Individual & Dual Sports:

7th Grade:

- Badminton
- Track & Field

8th Grade:

- Pickleball

Cooperative Games:

7th Grade:

- Indoor/Outdoor Sport Skills

7th & 8th Grade:

- Small/Big Gym Games



GW



AW



SC

MODIFICATIONS

General Modifications/Adaptations: instruction, rules, equipment, environment]

- **Time:** vary the tempo, slow the activity pace, lengthen the time, shorten the time, provide frequent rest periods
- **Boundary/Playing Field:** decrease distance, simplify patterns, adapt playing area (smaller, obstacles removed)
- **Rules Prompts, Cues:** demonstrate/model activity, partner assisted, disregard time limits, oral prompt, more space between students

Table 7.4 Equipment Characteristics

Weight	Lighter	←————→	Heavier
Size	Smaller	←————→	Larger
Shape	Regular	←————→	Irregular
Height	Lower	←————→	Higher
Speed	Slower	←————→	Faster
Distance	Closer	←————→	Farther
Sound	Soft	←————→	Noisy
Color	Pale	←————→	Bright
Trajectory	Medium level	←————→	High or low level
Direction	Forward	←————→	Backward and sideways (right and left)
Surface contact	Increased	←————→	Decreased
Surface or texture	Level or smooth	←————→	Rough or uneven
Length	Shorter	←————→	Longer
Resiliency	Less	←————→	More

<https://us.humankinetics.com/blogs/excerpt/modification-strategies-for-physical-guidance>

Modifications can be made for certain deficiencies, for specific motor and fitness skills. The following are examples of each of these areas:

For a student with limited <u>strength</u>:	For a student with limited <u>balance</u>:
<ul style="list-style-type: none"> ● Shorten distance to move or propel object ● Use lighter equipment ● Use shorter and lighter striking implements ● Allow students to sit or lie down while playing ● Allow students to monitor their own fatigue ● Use deflated balls or suspended balls ● Change movement requirements 	<ul style="list-style-type: none"> ● Provide chair, bar or buddy for support ● Teach balance techniques (widen base, use arms) ● Increase width of surfaces to be walked ● Use carpeted areas rather than slick surfaces ● Teach student how to fall ● Place student near wall for support ● Lower center of gravity
For a student with limited <u>endurance</u>:	For a student with limited <u>speed</u>:
<ul style="list-style-type: none"> ● Shorten distance and playing area ● Allow more rest periods ● Change movement requirements to reduce activity time ● Allow student to sit while playing ● Decrease activity time for students 	<ul style="list-style-type: none"> ● Shorten distance or change distances for different students ● Change locomotor pattern ● Equalize competition among teams ● Make safe areas in tag games
For a student with limited <u>coordination</u> and <u>accuracy</u>:	
<ul style="list-style-type: none"> ● Use stationary objects for kicking/striking ● Decrease distance for throwing, kicking, and striking ● Make targets and goals larger ● Use scarves, balloons, bubbles to enhance visual tracking skills ● Increase surface of striking implements ● Use larger balls for kicking and striking ● Use softer, slower balls for striking and catching ● Use lighter, less stable pins in bowling-type games 	

Specific Game and Sport Adaptations

Badminton	Basketball	Floor Hockey	Volleyball
<ul style="list-style-type: none"> ● use oversized racquets ● use larger birdies ● use a lower net ● allow students to sit ● eliminate the net ● use a balloon instead of a birdie 	<ul style="list-style-type: none"> ● use smaller, lighter ball ● use a different type of ball (e.g., playground ball) ● use a lower goal ● use a goal with a larger circumference ● modify rules ● use smaller playing area 	<ul style="list-style-type: none"> ● use oversized sticks ● use lighter sticks ● use larger ball or puck ● increase size of the goal ● use smaller playing area ● modify rules ● do not use goalies 	<ul style="list-style-type: none"> ● use a beach ball or balloon ● use lower net ● use no net at all ● use smaller playing court ● allow ball to bounce once before hitting ● allow unlimited number of hits ● allow more than one try when serving
Kickball	Soccer	Softball	
<ul style="list-style-type: none"> ● use a lighter, larger ball ● allow students to use a hockey stick to contact ball (wheelchairs) ● decrease distance to base ● use one base ● allow student to kick ball when stationary 	<ul style="list-style-type: none"> ● use lighter, larger ball ● allow students to use a hockey stick instead of kicking the ball ● use smaller playing area ● allow students to play with a buddy ● allow student to walk to ball or roll wheelchair to ball ● use larger goal 	<ul style="list-style-type: none"> ● use a lighter, larger ball ● use a lighter bat ● use shorter distance around bases ● use one base ● allow more than three strikes ● use batting tee ● allow more time to get to bases 	

Modifications For Group Games and Sports

Vary Purpose or Goal of Game

- Some students play to learn complex strategies while others play to work on simple motor skills

Vary Number of Players

- Use smaller size teams to increase participation and isolate students in certain groups, if needed

Vary Movement Requirements

- Some students can walk while others run
- Some students can hit off a tee while others hit balls that are tossed

Vary Field of Play

- Use shorter distances
- Set up safety zones for those with mobility difficulties
- Make field narrower and wider

Vary Objects Used

- Use lighter balls, bats
- Use larger or smaller balls
- Lower net or basket

Vary the Rules/Expectations

- Vary number of turns each student receives
- Evaluate what positions students with disabilities will find success
- Use “luck” as means of de-emphasizing skill

COOPERATIVE GAME SKILLS - GRADE 6

Content Area/Grade Level:	Physical Education/6th Grade
Unit Plan Title:	Cooperative Game Skills
Time Frame:	3-6 Weeks

Anchor Standards/Domain:

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
- **B. Physical Fitness**
- **C. Lifelong Fitness**

Unit Summary:

This unit is designed to teach students how to work cooperatively with one another, problem solve in small and large groups and increase the level of agility through collaborative learning games.

Standard Numbers:

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
 - **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 environment
 - **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.
- **B. Physical Fitness**
 - **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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

- **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

- **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular Standards:

English Language Arts

- **Integration of Knowledge and Ideas**

- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **Comprehension and Collaboration**

- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions:

- Why is cooperation important in everyday life?
- Why is it important that you can communicate in both small and large groups effectively?
- How can I set realistic goals for myself and why is it important?
- What is wellness?
- Why is displaying good character important?
- How does culture/environment affect wellness?
- How are skill concepts transferred between each different activity? How can progression help achieve a better fitness level?
- How does developing motor skills improve physical self?
- What makes a good leader?

Enduring Understandings:

- Working with others collaboratively and cooperatively makes attaining goals easier.
- Problem-solving, perseverance, brainstorming, and critical thinking skills can be applied to many facets in life.

Student Learning Targets/Objectives:

Students will know:

- How to set individual and group goals
- How to create / implement different strategies to achieve a common goal
- How to write reflective journals about their performance in a variety of different activities
- How to transfer what they learned from sport fitness
- Demonstrate positive work behaviors and characteristics in a sportsmanship like manner
- How to encourage peers to work collaboratively to accomplish a common goal

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Assessments:

- **Benchmark:** “Silent Birthday Line-up”
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Teaching and Learning Activities:

Students will participate in the following activities:

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Orientation Skills: Learning classmates names, likes and interests <ul style="list-style-type: none"> ○ <i>silent line-up (birthday, last name , height, # of siblings etc.), find your match (categories), quick-toss and share, have you ever (use poly spots)?</i> ● Cardio-Tag Game Skills: Learn how to follow safety instructions, work with a partner, and improve cardio-respiratory endurance <ul style="list-style-type: none"> ○ <i>Flag tag, ball tag, cardio-card run, octopus tag, blob tag, everybody's it tag, slide tag, steal the beanbag</i> ● Cooperative/Challenge Activities: Teamwork, strategy building, problem solving, communication (appropriate and productive), over <ul style="list-style-type: none"> ○ <i>trolley walk, pass the marble, triangle tag, around the world (hula hoop relay), marco/polo (peanut butter/jelly), island volleyball, group juggle, hula hut knockdown, perimeter pass</i> ● Trust: Open safe environment, physical and emotional, group interdependence <ul style="list-style-type: none"> ○ <i>trust falls, circle sit, trust walk/minfield, telephone</i> ● Activities Skills: Utilize previously taught skills for game play, Explore strategies to participate in each activity, Work effectively in large and small groups <ul style="list-style-type: none"> ○ <i>sink the ship, shipwreck, chicken baseball, matball</i> ● Fitness Skills: Correlate game play to fitness, develop cardio-respiratory endurance, understand the applications of speed, power, and reaction time <ul style="list-style-type: none"> ○ <i>cooperative rope jumping, tug of war</i>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 504
<p>Resources:</p>	
<p>Sports equipment, chromebooks, videos, study guide, music, etc.</p>	
<p>Teacher Lesson Plan Resource Links Below:</p> <ul style="list-style-type: none"> ● Open Physical Education Network ● SPARK Physical Education ● P.E. Central ● SHAPE (Society of Health and Physical Educators) America - Teacher's Toolbox ● The Physical Educator ● Support Real Teachers ● Sharemylesson 	

LIFETIME FITNESS ACTIVITIES - GRADE 6

Content Area/ Grade Level/ Course:	Physical Education / Grade 6
Unit Plan Title:	Lifetime Fitness Activities
Time Frame:	3-6 weeks
Anchor Standards/Domain:	
2.2 Physical Wellness <ul style="list-style-type: none"> ● A. Movement Skills and Concepts ● B. Physical Fitness ● C. Lifelong Fitness 	
Unit Summary:	
<p>This unit is designed to teach students to learn how to monitor, assess and improve their fitness level through a variety of different fitness exercises, rhythmic moving/dance activities and lifetime fitness activities.</p>	
Standard Numbers:	
2.2 Physical Wellness <ul style="list-style-type: none"> ● A. Movement Skills and Concepts <ul style="list-style-type: none"> ○ 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 environment ○ 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. ● B. Physical Fitness <ul style="list-style-type: none"> ○ 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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

- **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

- **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross Curricular Standards:

Mathematics:

- **Expressions and Equations**

- **6.EE.C.9:** Represent and analyze quantitative relationships between dependent and independent variables.

- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
 - Example: comparing resting heart rate vs. working heart rate

Essential Questions:

- How do you calculate target heart rate?
- What is the correct and safe way to exercise in order to prevent injury?
- What activities address health-related and skill-related fitness?
- What are the major muscles and muscle groups that are essential to movement and activity?
- What does it mean to be physically fit?
- Why is it important to identify your personal fitness level?
- How does your fitness level affect your quality of life?
- How can I improve my level of physical fitness?
- Why is it important to set personal fitness goals?
- What is F.I.T.T and how can it help you become more effective in reaching your fitness goals?
- How does gender, age, and heredity affect physical performance?
- How do marketing strategies and technology promote fitness products and help enhance your levels of fitness?

Enduring Understandings:

- There is a correct and safe way to exercise in order to prevent injury.
- Fitness activities can be health-related, skill-related, or both.
- There are major muscles and muscle groups that are essential to movement and activity.
- Being physically fit enhances quality of life.
- Fitness assessments allow an individual to identify their fitness level.
- Fitness assessments allow an individual to set personal fitness goals and create a plan for improvement.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration

Student Learning Targets/Objectives:

- The student will calculate the target heart rate.
- The student will define and apply fitness terminology and how it relates to exercise.
- The student will identify activities that develop health-related and skill-related fitness.
- The student will recognize major muscles and major muscle groups.
- The student will achieve proficiency in health-related fitness assessments.
- The student will interpret personal fitness assessment results and set individual goals for future fitness assessments.
- The student will determine individual strengths and weaknesses in health related fitness to achieve proficiency in health related fitness assessments.

Assessments:

- **Benchmark:** Fitness Testing (ex: pacer test)
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Teaching and Learning Activities:

<i>Activities</i>	<p>Activities Skills: Utilize music beats, tempos, intensity, rhythmic patterns, repetitions, body/spatial awareness, loco-motor v. non-loco-motor movements for suggested activities</p> <p>Fitness Skills: Correlate dance & rhythm to fitness, develop cardio-respiratory endurance, understand the applications of movement</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 504

Resources:

- Fitness equipment: Jump ropes, agility ladders, weights, aerobic steps, stability disc/balls, cones, hoops, study guide, and other equipment available by school
- Technology: chromebooks, projector, videos, music, Just Dance, heart rate monitors, pedometers, stop watch

Teacher Lesson Plan Resource Links Below:

- [Open Physical Education Network](#)
- [SPARK Physical Education](#)
- [P.E. Central](#)
- [SHAPE \(Society of Health and Physical Educators\) America - Teacher's Toolbox](#)
- [The Physical Educator](#)
- [Support Real Teachers](#)
- [Sharemylesson](#)

SPORTS CONCEPTS - GRADE 6

Content Area/ Grade Level/ Course:	Physical Education Grade 6
Unit Plan Title:	Sport Concepts
Time Frame:	15 Weeks

Anchor Standards/Domain:

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
- **B. Physical Fitness**
- **C. Lifelong Fitness**

Unit Summary:

Students will learn a variety of team and individual sport skills that will help them learn how to live an active lifestyle, follow safety rules and guidelines while participating in an activity, and work cooperatively as part of a team to achieve a common goal.

Standard Number(s):

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
 - **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 environment
 - **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.
- **B. Physical Fitness**
 - **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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

- **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

- **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular:

Science

- **MS-PS3.B: Conservation of Energy and Energy Transfer**

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5)

- **MS-PS3.C: Relationship Between Energy and Forces**

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)

Essential Question(s)

- What are the rules associated with a lifetime/recreational activity?
- In what ways does participation in lifetime/recreational activities improve my personal level of fitness?
- What are the specific skills that allow for successful participation in a team sport?
- What are the rules associated with a team sport?

Enduring Understandings:

- Rules are an essential element in ensuring safety, fairness, and enjoyment of lifetime/recreational activities.
- Participating in lifetime/recreational activities can improve my personal level of fitness.
- Team sports have specific skills that allow you to be successful in participation in that sport.
- Rules are an essential element in ensuring safety, fairness and enjoyment of team sports.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives:

- The student will apply terminology, rules, and safety principles appropriate for lifetime/recreational activities.
- The student will describe the benefits of lifetime/recreational activities and how they relate to their individual fitness.
- The student will demonstrate the ability to apply correct skills in a game situation.
- The student will apply terminology, list rules, and safety principles appropriate for various team sports.

Basketball:

- Students will learn dribbling, passing, lay up, shooting and basic offense/defense strategies.

Indoor Sports:

- Students will learn a variety of sport specific skills related to floor hockey, badminton, and team handball.

Outdoor Sports:

- Students will learn a variety of sport skills related to diamond sports, football, golf and track and field.

Soccer:

- Students will learn how to perform foot dribbling skills, short and long passes, control, juggling, throw ins, shooting skills and goal keeping skills.

Volleyball:

- Students will be able to perform a basic bump, set, and underhand serve as well as learn a variety of different rotations.

Assessments:

- **Benchmarks:**
 - **Basketball:** free throws made out of 10
 - **ISS:** solo consecutive volleys (racket)
 - **OSS:** throwing peer assessment checklist
 - **Soccer:** foot taps in 1 minutes
 - **Volleyball:** number of successful self bumps/sets in a row.
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Teaching and Learning Activities:

Activities

Indoor sport skills:

- **Badminton:** solo volley, partner volley, forehand/backhand swing, serve
- **Floor Hockey:** stick handling, passing, spacing, shooting
- **Team Handball:** throwing/catching, spacing

Outdoor Sport Skills:

- **Diamond Sports:** throwing/catching, base running, kicking
- **Ultimate Frisbee:** throwing/catching, spacing, pivoting
- **Football:** throwing/catching, kicking, punting, snapping
- **Track & Field:** running form, jumping, hurdles, baton passing, discus, shot put, turbo javelins

Basketball:

- **Dribbling:** Stationary, moving, dribble tag, sharks and minnows, relay races, zig-zag cone dribbles
- **Lay Ups:** lay up lines, X-lay ups, full court layups
- **Shooting:** Hot spots, team 21, partner shooting, around the world, around the world knockout
- **Offense/Defense Strategies:** v-cut, give and go, flash cut, backdoor cut, man to man defense and zone defense
- **Games:** 1 v 1, 3 v 3, 5v5, neverending basketball

Soccer:

- **Dribbling:** zig zag, in space, juggling, dribble tag, knock out, relay races, trapping

	<ul style="list-style-type: none"> ➤ <i>Kicking</i>: Passing (short, long, through balls, cross), corners, goal kick, punting, shooting ➤ <i>Throw-ins</i> ➤ Goal Keeping skills ➤ <i>Strategy</i>: spacing, rules, terminology ➤ <i>Games</i>: small-sided, full field, world-cup, steal the bacon, thieves, keep away, 4 goal soccer, sideline <p><u>Volleyball:</u></p> <ul style="list-style-type: none"> ➤ <i>Serving</i>: underhand serve, serve and return, wall-serving, partner-serve ➤ <i>Passing Skills</i>: bump, set (self-bump), partner progression (bump, bump, set etc.), circle bump/set ➤ <i>Strategy & Rotation</i>: spacing, communication drills, rotation (circle/Z), offensive strategies (bump, set, spike), defensive strategies (blocking, covering)
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 50
<p>Resources:</p>	
<p>Sports equipment, chromebooks, videos, study guide, music</p>	
<p>Teacher Lesson Plan Resource Links Below:</p> <ul style="list-style-type: none"> ● Open Physical Education Network ● SPARK Physical Education ● P.E. Central ● SHAPE (Society of Health and Physical Educators) America - Teacher's Toolbox ● The Physical Educator ● Support Real Teachers ● Sharemylesson 	

FITNESS/DANCE - GRADES 7 & 8

Content Area/Grade Level:	Physical Education/7th-8th Grade
Unit Plan Title:	Fitness/Dance
Time Frame:	3-6 Weeks
Anchor Standards/Domain:	
2.2 Physical Wellness	
<ul style="list-style-type: none">● A. Movement Skills and Concepts● B. Physical Fitness● C. Lifelong Fitness	
Unit Summary:	
Students will learn a variety of different lifetime fitness activities to improve and maintain their physical and mental health. Students will be able to move in rhythmic patterns and appreciate different cultural dances. Students will be able to create individualized personal fitness plans according to their physical needs.	
Standard Numbers:	
2.2 Physical Wellness	
<ul style="list-style-type: none">● A. Movement Skills and Concepts<ul style="list-style-type: none">○ 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 environment○ 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.● B. Physical Fitness<ul style="list-style-type: none">○ 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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

- **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

- **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular:

Visual and Performing Arts

- **1.1.8.Cr3a:** Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

- **1.1.8.Pr5b:** Examine how kinesthetic principles and various body systems (eg cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

Essential Question(s):

7th & 8th Grade:

- What does it mean to be physically fit?
- Why is it important to identify your personal fitness level?
- How does your fitness level affect your quality of life?
- How can I improve my level of physical fitness?
- Why is it important to set personal fitness goals?
- What needs to be considered when you develop your fitness plan? (F.I.T.T.)
- What are the benefits of alternating patterns and rhythms in movement?
- What are the correct and safe techniques in an exercise program?
- What activities address health-related and skill-related fitness?
- What are different ways to strengthen your muscles?
- How do motor skills and movement patterns enhance physical fitness?
- How does participation in weight training and cardiovascular endurance improve physical fitness?
- How do you calculate target heart rate?
- How has the digital and entertainment world impacted fitness?

Enduring Understandings:

- Being physically fit enhances quality of life.
- Fitness assessments allow an individual to identify their current fitness level.
- Fitness assessments allow an individual to set personal fitness goals and create a plan for improvement.
- There is a correct and safe way to exercise in order to prevent injury.
- Fitness activities can be health-related, skill-related, or both.

Student Learning Targets/Objectives:

- The student will achieve proficiency in health related fitness assessments
- The student will determine individual strengths and weaknesses in health-related fitness to achieve proficiency in health-related fitness assessments.
- The student will interpret personal fitness assessments results and set individual goals for future fitness assessments.
- The student will calculate the target heart rate.
- The student will define and apply fitness terminology and how it relates to exercise.
- The student will analyze fitness activities to determine whether they promote health-related fitness, skill-related fitness, or both.
- The student will recognize major muscles and major muscle groups related to specific physical human movement.
- Students will be able to discover how technology can help assess, plan, maintain and enhance physical activity
- Students will be able to participate in fitness activities to help achieve personal fitness goals.

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.
21st Century Themes

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.
21st Century Skills

E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Assessments:

- **Benchmark:**
 - Fitness: Fitness Testing (teacher’s discretion ie. sit-up, curl-ups, flexed arm hang, pull-ups, shuttle run, v-sit|sit & reach)
 - Dance: Line dance (teacher’s discretion ie. cotton-eyed joe, cha cha slide, cupid shuffle, macarena)
 - Aerobics: Bench-step test
 - Outdoor Fitness: Mile|½ Mile Run
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Teaching and Learning Activities:

<i>Activities</i>	<p>Students will participate in the following activities:</p> <p>7th Grade:</p> <ul style="list-style-type: none"> ● Fitness II: circuit training (alphabet fitness - dice dictate reps/sets cross-curricular, step aerobics, yoga, jump rope (solo/tandem/group), agility ladders) <p>Fitness testing:</p> <ul style="list-style-type: none"> ● Pull-Ups – Muscular Strength ● Flexed Arm Hang – Muscular Endurance/Strength ● Curl-Ups - Abdominal Strength/Endurance ● Sit & Reach – Flexibility of the lower back and hamstrings ● Shuttle Run - Speed and Agility ● Bench Steps - Cardiovascular/Muscular Endurance ● Jump Rope - Cardiovascular/Muscular, Agility, Coordination ● ½ Mile Run – Cardiovascular/Muscular Endurance ● Mile Run - Cardiovascular/Muscular Endurance ● Pacer Challenge - Cardiovascular/Muscular Endurance <p>Fitness Games: buy a bone (cross-curricular math/science), ball tag, penny tag, math fitness, relay races obstacle course fitness, connect 4 fitness, cup stacking shuttle run, cardio bago, gaga, meet me in the middle, follow the leader fitness, 6 cone/dice/bean bag game, race of the suits (cards)</p>
-------------------	---

	<p>Partner Challenges: high five challenge, bean bag slide ball roll challenge, sit-up challenge, cardio hot potato with ball, heads or tails tag, line to line ball toss/sprint challenge</p> <ul style="list-style-type: none"> ● Dance: Just Dance, line dancing, square dancing, tinikling, rhythmic fitness (drum fitness) <p>8th Grade:</p> <ul style="list-style-type: none"> ● Fitness III: circuit training, weight training, yoga, interval training, high-intensity training, ropes, jump rope (solo/tandem/group), developing a fitness plan Fitness testing: <ul style="list-style-type: none"> ● Pull-Ups – Muscular Strength ● Flexed Arm Hang – Muscular Endurance/Strength ● Curl-Ups - Abdominal Strength/Endurance ● Sit & Reach – Flexibility of the lower back and hamstrings ● Shuttle Run - Speed and Agility ● Bench Steps - Cardiovascular/Muscular Endurance ● Jump Rope - Cardiovascular/Muscular, Agility, Coordination ● ½ Mile Run – Cardiovascular/Muscular Endurance ● Mile Run - Cardiovascular/Muscular Endurance ● Pacer Challenge - Cardiovascular/Muscular Endurance ● Aerobics: step aerobics (teacher/peer led), geo-motion dance,rhythmic fitness ● Outdoor Fitness: cardiovascular endurance, walking, jogging, outdoor fitness equipment (Project Fit),
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 504
<p>Resources:</p>	
<p>Sports equipment, chromebooks, videos, study guide, music</p>	
<p>Teacher Lesson Plan Resource Links Below:</p>	
<ul style="list-style-type: none"> ● Open Physical Education Network ● SPARK Physical Education ● P.E. Central ● SHAPE (Society of Health and Physical Educators) America - Teacher's Toolbox ● The Physical Educator ● Support Real Teachers ● Sharemylesson 	

TEAM SPORTS - GRADES 7 & 8

Content Area/Grade Level:	Physical Education/7th-8th Grade
Unit Plan Title:	Team Sports
Time Frame:	9-12 Weeks

Anchor Standards/Domain:

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
- **B. Physical Fitness**
- **C. Lifelong Fitness**

Unit Summary:

Players need to work together to find solutions to group/individual challenges. Cooperation games put an emphasis on team building, communication and trust. Tactical problems relating to cooperation games include communication, cooperation, teamwork, trust, and problem-solving.

The ability to work together towards a common goal is an essential part of team sports, as well as an important life skill. Participation in team sports allows kids to make lasting friendships, develop communication skills, feel a sense of community, and learn to respect their peers and teachers. Additionally, being part of a team teaches children the importance of being a responsible and reliable team member. The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of team sports through practical participation while working with others to achieve a common goal. This unit will develop learners' knowledge and understanding of various team sports as well as develop the different skills associated with them. Learners will be given the opportunity to participate in different capacities such as performers and officials. Students will be able to investigate and experience different team tactics and formations, and review their own performance in these areas and the performance of other individuals. The rules and regulations of team sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. Throughout the unit, learners will be made aware of safe practice relating to all those participating in the sport.

Standard Numbers:

2.2 Physical Wellness

- **A. Movement Skills and Concepts**
 - **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 environment
 - **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.
- **B. Physical Fitness**
 - **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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

● **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

● **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- **Global and Cultural Awareness**
 - **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular:

English Language Arts

● **Speaking and Listening Comprehension and Collaboration**

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Question(s):

7th & 8th Grade:

- What are the specific skills that allow for successful participation in a team sport?
- What are the rules associated with a team sport?
- Why is it important to master the rules of each team sport?
- How will team sports offer students the opportunity to develop personal fitness?
- Why is teamwork a necessary life skill?

Enduring Understandings:

- Team sports have specific skills that allow you to be successful in participation in that sport.
- Rules are an essential element in ensuring safety, fairness, and enjoyment of team sports.

Student Learning Targets/Objectives:

- The student will demonstrate the ability to apply correct skills in a game situation.
- The student will apply terminology, list rules, and safety principles appropriate for various team sports
- Students will demonstrate a positive attitude while encouraging good sportsmanship with their peers.
- Students will be able to demonstrate the skills and knowledge necessary to participate in a variety of physical activities.
- Students will be able to develop interpersonal skills and exhibit positive character traits during physical activity.
- Students will be able to recognize and understand specialized movement skills for each particular sport.
- The student will demonstrate the ability to apply correct skills in a game situation.
- The student will apply terminology, list rules, and safety principles appropriate for various team sports.

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.
21st Century Themes

*Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.*

21st Century Skills

Global Awareness

Creativity and Innovation

E	Environmental Literacy
T	Health Literacy
E	Civic Literacy
	Financial, Economic, Business, and Entrepreneurial Literacy

A	Critical Thinking and Problem Solving
T	Communication
A	Collaboration

Assessments:

- **Benchmark:**
 - 7th grade:
 - Floor hockey: timed cone dribble
 - Football: target throwing out of 10
 - Softball: hitting for distance
 - Team Handball: consecutive passes
 - 8th grade
 - Basketball: foul shooting out of 10
 - Field Hockey: stick juggles in a row
 - Lacrosse: cradling around cones timed
 - speedball: Conversions: frog hop, flip up, flicking to teammate
 - Tchoukball: throwing off rebounder into an area
 - Frisbee: backhand throwing peer assessment
 - Volleyball: Partner bump/sets consecutively
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Example Assessment Items:

- *Given a team sport, the students will demonstrate correct application of the various skills associated with that sport in a game situation.*
- *Given a game situation, the student will correctly apply terminology and rules for that sport.*
- *Given a team sport, the student will explain the terminology and rules associated with that team sport.*

Teaching and Learning Activities:

<i>Activities</i>	<p>Students will participate in the following activities:</p> <p>7th Grade:</p> <ul style="list-style-type: none"> ● Floor Hockey: <ul style="list-style-type: none"> ○ Stick Handling: puckhandle progression, zig-zag, partner steal, everybody’s it, puck thieves ○ Passing/shooting: Types: wrist shot, forehand/backhand Activities: partner pass, target shooting (with/without goalie), bowling, pin knockdown, Horse, ○ Offense/Defense: keep away, one timers, give and go, wrap around, zone vs. man to man, faceoffs
-------------------	--

- Goalie Skills: stick, kick, equipment (leg pads, chest pad, helmet, goalie stick)
- Football:
 - Throwing/Catching: pitches (ref toss, option, dead toss, spin toss), Overhand (proper technique to throw a spiral). Partner catch, moving target, cross the field
 - Route Running/Handoffs: In, out, slant, fade, hitch
 - Flag Pulling: flag tag, capture the flag,
 - Kicking/Punting: Kick off Tee and Punt in groups
 - Offense/Defensive Strategy: Man to Man, zone,
- Softball/Baseball/Diamond Sports
 - Throwing and Catching: partner, long toss, (catching: self toss), modified fast pitch
 - Base Running: running through bag, rounding base, tagging up, force vs. unforced base running situation, pickle (throwing/catching), infield fly rule
 - Fielding: grounders: partner roll, fielding hits, pepper. Pop Ups: partner, fungo bat,
 - Hitting: tee hitting, bunting, soft toss, modified fast pitch (softball)
 - Games: over the line ball,
- Team Handball
 - Passing/shooting/catching: partner, group, underhand/overhand/sidearm throws,
 - Goal keeping: .
 - Offense/Defense: keep away, man to man, zone, give and go, moving without the ball, spacing

8th Grade:

- Basketball
 - Dribbling: Progression, relay races, dribble tag, crossover (basic, behind the back, between legs and spin), finger tap drills, spider dribble, two basketball dribble
 - shooting/lay-ups/foul shooting: 5 step shooting form, no basket shooting, rebounding position off shots, poly spot, make it take it, hot spots, around the world, 3 point contest, knockout (neverending)
 - Passing: (chest, bounce, skip, baseball) partner, group, keep away, ultimate (similar to frisbee but with basketball), lay up line different types of passes and cuts

- Offense/Defense: Defense: man, zone (2-3/3-2/1-3-1), trapping, press (full/half)
Offense: weave, cuts (back door, v-cut, l-cut, flash cut), give and go
- Field Hockey
 - Stickhandling: straight dribble, loose dribble, indian, pull back, zig zag, relay, thieves,
 - Passing: push and drove: partner, shuttle lines,
 - Defensive Skills: proper tackling technique (stealing)
 - <http://assets.ngin.com/attachments/document/0026/8834/fieldhockeypracticeplans.pdf>
- Lacrosse
 - Cradling: Types: shoulder cradle, hip cradle, 1 hand. Drills/Games: shuttle lines, tag games (everyone's it, partner tag)
 - Scooping: solo, partner, shuttle, thieves
 - Throwing/shooting/catching: partner, shuttle, long vs short passes, lacrosse baseball.
 - Strategies: weave, give and go, v/l cuts, around the goal, backdoor cuts
- Speedball
 - Soccer skills (refer to grade 6 soccer unit):
 - trapping, passing, dribbling, shooting, goal keeping
 - Football skills:
 - punting, throwing and catching,
 - Basketball skills:
 - dribbling, chest/skip passes
 - Conversion skills:
 - frog hop, 1 foot roll back to self, partner flick
 - Lead Up Games:
 - soccer, aerial soccer, ultimate football (with kickball),
- Tchouckball
 - Throwing/Catching: (see team handball grade 7)
 - Rebounder Skills: Jump throws, catching off net, positioning
 - Strategy: offensive/defensive strategies in regards to rebounding net, spatial awareness
- Frisbee Skills
 - Throws: Forehand/backhand, hammer, huck, etc.)
 - Catching: 1 hand, 2 hand, gator
 - Gameplay: spacing, pivoting, moving w/out frisbee,

- lead up games: Kan Jam, Frisbee Golf, keep away,
- Volleyball
 - Passing/Hitting Skills: bump, set, spike, tip, underhand/overhand serve, dig, blocking/double blocking, 2 vs 2 games
 - Strategy: covering, communicating

Differentiation Strategies

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources:

Sports equipment, pinnies, chromebooks, videos, study guide, music

Teacher Lesson Plan Resources:

- **Open Physical Education Network:** <https://openphysed.org/>
- **SPARK Physical Education:** <https://sparkpe.org/>
- **P.E. Central:** <http://www.pecentral.org/index.html>
- **SHAPE (Society of Health and Physical Educators) America - Teacher's Toolbox:** <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>
- **The Physical Educator:** <https://thephysicaleducator.com/resources/>
- **Support Real Teachers:** <https://www.supportrealteachers.org/resources-for-physical-education-lessons.html>
- **Sharemylesson:** <https://sharemylesson.com/lessons/middle-school/physical-education>

INDIVIDUAL/DUAL SPORTS - GRADES 7 & 8

Content Area/Grade Level:	Physical Education/7th-8th Grade
Unit Plan Title:	Individual/Dual Sports
Time Frame:	9-12 Weeks
Anchor Standards/Domain:	
2.2 Physical Wellness	
<ul style="list-style-type: none">● A. Movement Skills and Concepts● B. Physical Fitness● C. Lifelong Fitness	
Unit Summary:	
<p>The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of individual/dual sports through active participation. Students will be given the opportunity to focus on the specific skills, techniques and tactics of each sport or activity. Learners will have the opportunity to practice and refine their individual skills. This will be achieved by various drills and modified games. The rules of the individual sports will be explained so the students can have a better understanding of the sport as a participant or spectator. The students will realize many individual sports and fitness programs are lifetime activities that can be enjoyable and beneficial for the rest of their lives.</p>	
Standard Numbers:	
2.2 Physical Wellness	
<ul style="list-style-type: none">● A. Movement Skills and Concepts<ul style="list-style-type: none">○ 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 environment○ 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.● B. Physical Fitness<ul style="list-style-type: none">○ 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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** 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.

Technology Standards:

8.1 Computer Science

- **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

- **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

- **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular:

English Language Arts

Speaking and Listening

- 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.

Production and Distribution of Writing

- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Question(s):

7th & 8th Grade:

- What are specific skills that allow for successful participation in an individual/dual sport?
- What are the rules associated with an individual/dual sport?
- Why is cooperation an important life skill?
- How will working together improve learning?
- What cooperative skills and creative principles are necessary to promote active, social relationships?

Enduring Understandings:

- Cooperation is an important life skill.
- Individual/Dual sports have specific skills that allow you to be successful in participation in that sport.
- Rules are an essential element in ensuring safety, fairness, and enjoyment of individual/dual sports.

Student Learning Targets/Objectives:

- The student will demonstrate the ability to apply correct elements of movement in a game situation.
- The student will apply terminology, rules, and safety principles appropriate for individual/dual sports

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Assessments:

- **Benchmark:**
 - Badminton: serving the shuttlecock diagonally 10 times
 - Track & Field: measuring initial distance of shot put or discus throw

- Pickleball: self volley consecutively
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Examples of Assessments:

- Given an individual/dual sport, the students will demonstrate proficiency in the various skills associated with the sport.
- Given an individual/dual sport, the students will demonstrate correct application of the various skills associated with that sport in a game situation.
- Given a game situation, the student will correctly apply terminology and rules for that sport.
- Given an individual/dual sport, the student will explain the terminology and rules associated with that sport.

Teaching and Learning Activities:

<i>Activities</i>	<p>Students will participate in the following activities:</p> <p>7th Grade:</p> <ul style="list-style-type: none"> ● Badminton: <ul style="list-style-type: none"> ○ Volleying: underhand, forehand, backhand ○ Strategy: clears, drops, smash, drives, lob ● Track & Field: <ul style="list-style-type: none"> ○ Track Events: <ul style="list-style-type: none"> ■ Sprints: 100, 200, 400 ■ Long Distance Running: 800, 1500 ■ Hurdles ■ Baton Relays: 4 by 100, 4 by 200, 4 by 400 ○ Field Events: <ul style="list-style-type: none"> ■ Long Jump ■ Triple Jump ■ Shot Put ■ Discus ■ Javelin <p>8th Grade:</p> <ul style="list-style-type: none"> ● Pickleball: <ul style="list-style-type: none"> ○ Serve: bounce vs. no bounce, diagonal ○ Volleying Skills: Forehand, backhand, overhand: drop shot, lob shot, smash and spike. ○ Lead Up Games: self volley, partner volley (no net/with net), 4 square, serve → drop/lob shot → stop, target hula hoop games
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 504

Resources:

Sports equipment, chromebooks, videos, study guide, music

COOPERATIVE GAMES - GRADES 7 & 8

Content Area/Grade Level:	Physical Education/7th-8th Grade
Unit Plan Title:	Cooperative Games
Time Frame:	3-6 Weeks
Anchor Standards/Domain:	
2.2 Physical Wellness	
<ul style="list-style-type: none"> ● A. Movement Skills and Concepts ● B. Physical Fitness ● C. Lifelong Fitness 	
Unit Summary:	
This unit is designed for students to learn how to work collaboratively with their peers in order to problem solve and use critical thinking skills to achieve a common goal.	
Standard Numbers:	
2.2 Physical Wellness	
<ul style="list-style-type: none"> ● A. Movement Skills and Concepts <ul style="list-style-type: none"> ○ 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 environment ○ 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. ● B. Physical Fitness <ul style="list-style-type: none"> ○ 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 principles 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.
- **C. Lifelong Fitness**
 - **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.
 - **2.8.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
 - **2.2.8.LF.7:** of physical activities (e.g., aerobic-fitness, strengthening, 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.

Technology Standards:

8.1 Computer Science

● **Algorithms & Programming**

- **8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.

21st Century Skills:

9.4 Life Literacies and Key Skills

● **Creativity and Innovation**

- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

● **Global and Cultural Awareness**

- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Cross-Curricular:

English Language Arts

● **Speaking and Listening Comprehension and Collaboration**

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions:

7th & 8th Grade:

- In what ways does participation in lifetime/recreational activities improve my personal level of fitness?

Enduring Understandings:

- Rules are an essential element in ensuring safety, fairness, and enjoyment of lifetime/recreational activities.
- Participating in lifetime/recreational activities can improve my personal level of fitness.
- Game strategies enable team members to achieve goals.
- Good sportsmanship involves cooperation, communication and positive interactions with teammates and opponents.

Student Learning Targets/Objectives:

- The student will demonstrate the ability to apply correct elements of movement in a game situation.
- The student will apply terminology, rules, and safety principles appropriate for lifetime/recreational activities.
- The student will describe the benefits of lifetime/recreational activities and how they relate to their individual fitness

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Assessments:

- **Benchmark:**
 - Indoor/Outdoor Team Activities: consecutive racket volleys
 - Big/Small Gym Games: Scooter basketball - shots made from scooter out of 10
- **Formative:** Teacher Monitoring Activities, Self-Assessment, Peer-Assessment
- **Summative:** Skills Test, Written Assessment
- **Alternative:** Oral/Video Assessment

Teaching and Learning Activities:

<p><i>Activities</i></p>	<p>Students will participate in the following activities:</p> <p>7th Grade:</p> <ul style="list-style-type: none"> ● Indoor/Outdoor Sport Skills: <ul style="list-style-type: none"> ○ Frisbee: <ul style="list-style-type: none"> ■ grips, throws, catching ○ Lacrosse: <ul style="list-style-type: none"> ■ scooping, cradling, throwing and catching ○ Field Hockey: <ul style="list-style-type: none"> ■ stick juggle, passing, dribbling, shooting, controlling ○ Basketball: <ul style="list-style-type: none"> ■ lay ups, passing, dribbling, shooting, ○ Volleyball: <ul style="list-style-type: none"> ■ bump, set, serve, spike ○ Pickleball: <ul style="list-style-type: none"> ■ serve, partner volley, forehand, self volley <p>7th & 8th Grade Big/Small Gym Games:</p> <ul style="list-style-type: none"> ● Small Gym Games: <ul style="list-style-type: none"> ○ hungry hungry hippo, poison ball, corner ball, freedom ball, gaga, bean bag skim, scooter basketball, scooter handball, scooter hockey, just dance, space balls, gotta catch em all, ultimate volleyball, ball tag ● Big Gym Games: <ul style="list-style-type: none"> ○ Tchoukball, Swampball, Indoor Soccer, Capture the pin, Wiffle Ball, Kickball
--------------------------	--

<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> - Differentiation Strategies for Special Education Students - Differentiation Strategies for Gifted and Talented Students - Differentiation Strategies for ELL Students - Differentiation Strategies for At Risk Students - Differentiation Strategies for Students with a 504
--	--

Resources:

- Sports equipment, chromebooks, videos, study guide, music
- Teacher Lesson Plan Resources:**
- **Open Physical Education Network:** <https://openphysed.org/>
 - **SPARK Physical Education:** <https://sparkpe.org/>
 - **P.E. Central:** <http://www.pecentral.org/index.html>
 - **SHAPE (Society of Health and Physical Educators) America - Teacher's Toolbox:** <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendarars.aspx>
 - **The Physical Educator:** <https://thephysicaleducator.com/resources/>
 - **Support Real Teachers:** <https://www.supportrealteachers.org/resources-for-physical-education-lessons.html>
 - **Sharemylesson:** <https://sharemylesson.com/lessons/middle-school/physical-education>

References:

Texas Association for Health, Physical Education, Recreation, and Dance (2008). *Adapted Physical Education of Best Practices* (2nd ed.). Denton, TX: Texas Women's University.

Retrieved from <https://us.humankinetics.com/blogs/excerpt/modific>