

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown William Allen Middle School
Health and Physical Education**

**Physical Education
*Grade 8***

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Prepared by: *Tara Warner*

Supervisor: Shawn Counard

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Course Description and Fundamental Concepts

The William Allen Middle School Curriculum emphasis is on individual and team sports, team building and fitness activities. Appropriate body mechanics, form, skills and strategies utilized in a wide range of sports and activities are stressed. Students are exposed to a variety of activities that prepare them to actively and effectively achieve and promote lifelong wellness.

Fundamental Concepts include instruction which focus on a variety of developmentally appropriate and sequentially progressive activities as they relate to invasion games, striking games, net games, and fitness. The 8th grade curriculum is designed to take the skills and concepts learned in previous years, and put it together into game-like activities and tournament play.

Other important aspects of the curriculum focuses on improved physical fitness as it relates to cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition. Our program will stress the importance of recognizing the benefits of choosing a physically active lifestyle.

Additionally, the program emphasizes appropriate interpersonal relationships and working collaboratively using learned skills to solve problems. In this respect, Physical Education reinforces knowledge learned across the curriculum, serving as a laboratory for the application of content in social studies, math and science.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

[2020 Comprehensive Health and PE Standards](#)

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
1-3, 6-9, 12-15	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).
1-3, 6-9, 12-15	2.2.8.MSC.2:	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
5	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).
1-3, 6-9, 12-15	2.2.8.MSC.4:	Analyze, and correct movements and apply to refine movement skills.
3, 4, 6, 7, 8, 9, 10, 12-15	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, 3, 6, 7, 10, 12, 14, 15	2.2.8.MSC.6:	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
1-4, 6-10, 12-15	2.2.8.MSC.7:	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
5, 11	2.2.8.PF.1:	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
1-15	2.2.8.PF.2:	Recognize and involve others of all ability levels into a physical activity.
2, 3, 5, 6, 7, 11, 12, 14	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).
5, 11	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.

5, 11	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.
5, 11	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.
5	2.2.8.LF.2:	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
10	2.2.8.LF.3:	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
5	2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
5	2.2.8.LF.5:	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
5, 10, 11	2.2.8.LF.6:	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
5	2.2.8.LF.7:	Evaluate personal attributes as they relate to career options in physical activity and health professions.

English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
5	RI.7.4.	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</i>
5, 11	NJSLSA.W6.	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
5	NJSLSA.W7.	<i>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</i>

5	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 4, 8, 9	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.
5	SL.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
5	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Unit Addressed	Strand Letter	Standard Description
5	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
4, 5	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
4, 5	Strand C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
5	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
5	Strand F	Critical thinking, problem-solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Career Ready Practices (Standard 9)*List appropriate units below for which CRPs will be addressed*

Unit Addressed	Standard #	Standard Description
1-12	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
1-12	CRP3	<i>Attend to personal health and financial well-being.</i>
1-12	CRP4	<i>Communicate clearly and effectively and with reason.</i>
1-12	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
4	CRP6	<i>Demonstrate creativity and innovation.</i>
4	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
5	CRP11	<i>Use technology to enhance productivity.</i>
6, 7, 10, 14, 15	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections*List any other content standards addressed as well as appropriate units***Visual & Performing Arts Integration (Standard 1)***List appropriate units below for which standards (1.1 through 1.4) may be addressed*

Unit Addressed	Standard #	Standard Description
5	Standard 1.1	The Creative Process: <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
5	Standard 1.3	Performing/Presenting/Producing: <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>

Other Interdisciplinary Content Standards*List appropriate units below for any other content/standards that may be addressed*

Unit Addressed	Content / Standard #	Standard Description
1, 2, 9, 13, 15	<i>MS-PS2-2.</i>	<i>Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</i>
3, 6, 7, 10, 12	(MS-LS1-3)	<i>Systems may interact with other systems; they may have subsystems and be a part of larger complex systems.</i>
8, 11, 14	<i>(MS-LS1-6)</i>	<i>Within a natural system, the transfer of energy drives the motion and/or cycling of matter.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Cooperative Games/Problem Solving, Fitness Evaluation, Invasion Games (soccer, flag football), Racket Game (Pickleball)	September (~19 days)
Continue units from September (Invasion Games/Racquet Sports)	October (~19 days)
Fitness, Striking Game (gaga, scooter hockey), Invasion Game (team handball)	November (~16 days)
Continue units from November	December (~15 days)
Fitness, Net Games (Volleyball)	January (~18 days)
Fitness, Striking Games (base running games), Net Game (badminton)	February (~18 days)

<p style="text-align: center;">Continue units from February</p>	<p style="text-align: center;">March (~15-20 days)</p>
<p style="text-align: center;">Fitness, Net Games (table tennis), Invasion Games (floor hockey)</p>	<p style="text-align: center;">April (~15-20 days)</p>
<p style="text-align: center;">Continue units from April, Fitness Evaluations, Running/track, Frisbee, Striking games (softball), Invasion Games (basketball)</p>	<p style="text-align: center;">May (~18 days)</p>
<p style="text-align: center;">Continue units from May</p>	<p style="text-align: center;">June (~15 days)</p>

Units Scope and Sequence

Unit Name: Badminton

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLSA.SL1

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

NJSLS - Interdisciplinary Standards

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Badminton
- Rules – Understand and appropriately apply Badminton rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games

- Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Strikes with a mature overhand pattern in a modified badminton game
- Demonstrates the mature form of fore-hand and backhand strokes with power and accuracy
- Transfers weight with correct timing using low to high striking pattern on the forehand and backhand sides.
- Demonstrate forehand- and backhand-volleys with a mature form and control during modified game play.
- Create open space varying force or direction, or by moving opponent from side to side and/or forward and back during a badminton game
- Vary placement, force and timing of return to prevent anticipation by opponent.
- Reduces open spaces on the court by working with teammates to maximize coverage.

Unit Name: Base-Running Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

NJSLS - Interdisciplinary Standards

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic bat & ball/base-running sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Rules – Understand and appropriately apply bat & ball/base-running rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates
- Strategy – Be aware of and utilize concepts of offensive & defensive strategy while participating in games
- Perform consistently (70% or more of the time) a mature throwing pattern, with accuracy and control.
- Strike a pitched ball with an implement for power to open space in a variety of small-sided games.
- Catch, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
- Identify sacrifice situations and attempt to advance a teammate.
- Reduce open spaces in the field by working with teammates to maximize coverage.

Unit Name: Basketball

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

NJSLS - Interdisciplinary Standards

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Various Basketball Passes:
 - Chest pass
 - Bounce pass
- Dribbling skills
- Shooting skills
 - Layups
 - Jump Shot
- Positions on the court
- Proper defense and movement around the court
- Basic Rules of play
- History of basketball
- Teamwork
- Good sportsmanship
- Safety

Objectives

Students will be able to...

- Develop the skill of dribbling
- Demonstrate and know the difference between a chest pass and a bounce pass

- Learn the positions on the court
- Demonstrate good sportsmanship
- Understand the importance of using teamwork
- Effectively move safely through space while actively participating in games
- Demonstrate the ability to use effective interpersonal skills
- Recognize the importance of aerobic exercise in basketball
- Demonstrate an understanding and respect for themselves, each other, the equipment and the rules of the game
- Recall the history of basketball
- Work together and use their teammates to succeed
- Showcase proper skills while shooting a basketball
- Throw a lead pass to a moving partner off a dribble or pass.
- Execute at least 2 of the following to create an open space during modified game play: pivots, fakes, jab steps, screens.
- Execute the following offensive skills during small-sided game play; pivot, give and go, and fakes.
- Dribble with dominant and nondominant hands using a change of speed and direction in small-sided game play.
- Drop-step in the direction of the pass during player-to-player defense.
- Open and close space during small-sided game play by combining locomotore movements with movement concepts.
- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.
- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- Reduces open space on defense by staying on the basketl side of the offensive player and reducing the distance to him/ her (third-party perspective).
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammate and capitalizing on an advantage.

Unit Name: Cooperative Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLSA.SL1

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

CRP6

CRP9

NJSLS - Interdisciplinary Standards

Strand B

Strand C

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Working together to achieve various goals
- Actively communicating as a class
- Recognizing the importance of teamwork in their everyday lives
- Challenge by Choice
- How success in cooperative activities differs from success in individualized activities.
- Provides encouragement and feedback to peers without prompting from the teacher.
- Cooperates with multiple classmates on problem-solving initiatives

Objectives

Students will be able to...

- Demonstrate cooperative learning techniques
- Showcase appropriate behavior towards peers and equipment
- Follow various instructions of the different activities.
- Work cooperatively and positively assist each other while participating in the activities.
- Work cooperatively and provide each other with the help they need to complete the task.

Unit Name: Fitness

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.3

2.2.8.PF.1

2.2.8.PF.2

2.2.8.PF.3

2.2.8.PF.4

2.2.8.PF.5

2.2.8.LF.1

2.2.8.LF.2

2.2.8.LF.4

2.2.8.LF.5

2.2.8.LF.6

2.2.8.LF.7

NJSLS - Technology Integration Standards

RI.7.4.

NJSLSA.W6

NJSLSA.W7

NJSLSA.W8

SL.7.5

SL.7.6

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

CRP11

21st-Century Skills and Technology Integration (Standard 8)

Strand A

Strand B

Strand C

Strand D

Strand F

NJSLS - Interdisciplinary Standards

Standard 1.1

Standard 1.3

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and Body composition.
- Developing an individualized fitness plan
- Importance of warm up/cool down
- Importance of flexibility and range of motion
- Body composition
- Safety related to exercise performance
- Fitness Level
- Weight Management
- Target heart rate, maximum heart rate, minimum heart rate.

Objectives

Students will be able to...

- Fitness/Skills – Develop Cardiovascular & Muscular strength and endurance.
- Participate in conditioning activities related to the skill set
- Safety – Perform thorough warm up, cool down and event - related stretching routine
- Know how to safely use various exercises that help develop the five components of health related fitness.
- Explain and demonstrate appropriate and safe training techniques related to cardiovascular and muscular strength and endurance
- Strategy – Apply FITT principles to an individualized fitness plan
- Explain and demonstrate the importance of sanitizing equipment as related to communicable disease and personal safety
- Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training.
- Know and understand the five components of health related physical fitness.
- Know how to measure their own Heart Rate and utilize a heart rate monitor.
- Use proper etiquette in the cardiovascular/fitness room and respect fellow students while participating in various fitness activities.
- Describe the role of flexibility in injury prevention
- Design and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment
- Participates in moderate to vigorous aerobic and/or muscle- and bone strengthening physical activity for at least 60 minutes per day at least 5 times a week

Unit Name: Flag Football

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

CRP12

NJSLS - Interdisciplinary Standards

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Safety Procedures
- History and Origin of Football
- Proper Passing and Catching Techniques.
- Rules and strategies in the game of football
- Offensive/Defensive Strategy
- Concepts on route running/Cutting for the ball
- Teamwork
- Learn and perform various different football style games

Objectives

Students will be able to...

- Demonstrate a proper throw/catch of a football
- Identify the history and the cultural impact of football
- Demonstrate in game play the correct rules and regulations of the game
- Showcase defensive and offensive skills in flag football

Unit Name: Floor Hockey

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

CRP12

NJSLS - Interdisciplinary Standards

MS-LS1-3

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic stick & ball skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, equipment & goals
- Rules – Understand and appropriately apply Floor Hockey rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to play both offensive & Defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games
- Shoot on goal with a hockey stick for power and accuracy in a modified floor hockey game.
- Passes and receives with a hockey stick in combination with locomotor patterns of running, change of direction, speed, and/or level with competency in floor hockey games.

Unit Name: Frisbee

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLSA.SL1

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

NJSLS - Interdisciplinary Standards

MS-LS1-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic Frisbee throwing and catching skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents & equipment
- Rules – Understand and appropriately apply Ultimate Frisbee rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to play both offensive & defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games

- Pass accurately using short and long passes with a backhand technique
- Catch a frisbee using a mature pattern with one hand and/or two hands.
- Guard an opposing player in open play to make it difficult for that player to find space to receive a pass.

Unit Name: Pickleball

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLSA.SL1

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

NJSLS - Interdisciplinary Standards

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Pickleball
- Rules – Understand and appropriately apply Pickleball rules
- Cooperative/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Execute consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Strike with a mature overhand pattern in a modified pickleball game
- Demonstrate the mature form of fore-hand and backhand strokes with power and accuracy in a pickleball games

- Transfer weight with correct timing using low to high striking pattern on the forehand and backhand sides.
- Forehand- and backhand-volley with a mature form and control during modified game play.
- Create open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.
- Vary placement, force and timing of return to prevent anticipation by opponent
- Reduce open spaces in the field by working with teammates to maximize coverage.

Unit Name: Recreational Activities

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.LF.3

2.2.8.LF.6

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

CRP3

CRP4

CRP5

CRP12

NJSLS - Interdisciplinary Standards

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Invasion Concepts/Defensive Concepts
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic group game skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, & boundaries
- Rules – Understand and appropriately apply rules of the game.
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to apply both Offensive & Defensive concepts
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games

Unit Name: Running/Track and Field

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.PF.1

2.2.8.PF.2

2.2.8.PF.3

2.2.8.PF.4

2.2.8.PF.5

2.2.8.LF.1

2.2.8.LF.6

NJSLS - Technology Integration Standards

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NJSLS - Interdisciplinary Standards

MS-LS1-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Muscular & Cardiovascular Endurance vs. Strength
- Importance of Warm up/Cool down
- Stretching; pre & post event
- Pacing
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop Cardiovascular & Muscular endurance. Participate in conditioning activities related to the skill set
- Safety – Perform thorough warm up, cool down and event - related stretching routine
- Explain and demonstrate the importance of pacing.
- Strategy – Apply event- appropriate pacing strategies
- Design and implement a warm-up and cool-down regimen for a self-selected physical activity.
- Design and implement a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment

Unit Name: Soccer

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

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NJSLS - Interdisciplinary Standards

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Passing
- Trapping
- Dribbling
- Shooting
- Positions on a soccer field
- History of soccer
- Benefits of exercise while playing soccer

Objectives

Students will be able to...

- Effectively move safely through space while actively participating in games
- Demonstrate the ability to use effective interpersonal skills
- Recognize the importance of aerobic exercise when playing soccer.
- Demonstrate an understanding and respect for themselves, each other, the equipment and the rules of the game
- Recall the history of soccer
- Work together and use their teammates to succeed
- Showcase proper skills while passing, trapping, and dribbling a soccer ball

- Dribbles with control, changing speed and direction during small-sided game play
- Accurately aim and shoot a soccer ball onto a goal
- Demonstrate proper technique while punting the soccer ball
- Demonstrate proper technique while participating as a goalie
- Open and close space during small-sided game play by combining locomotor movements with movement concepts.
- Execute at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.
- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).
- Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.
- Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- Reduce open spaces in the field by working with teammates to maximize coverage.
- Use corners to create scoring opportunities
- Demonstrate a correct throw-in
- Use one touch to control and set up for the next move.

Unit Name: Table Tennis

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

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NJSLS - Interdisciplinary Standards

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Table Tennis
- Rules – Understand and appropriately apply Table Tennis rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Execute consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Strike with a mature overhand pattern in a modified table tennis game
- Demonstrate the mature form of fore-hand and backhand strokes with power and accuracy in a table tennis games

- Transfer weight with correct timing using low to high striking pattern on the forehand and backhand sides.
- Forehand- and backhand-volley with a mature form and control during modified game play.
- Create open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.
- Vary placement, force and timing of return to prevent anticipation by opponent
- Reduce open spaces in the field by working with teammates to maximize coverage.

Unit Name: Team Handball

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

CRP1

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NJSLS - Interdisciplinary Standards

MS- LSI-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic stick & ball skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, boundaries & crease
- Rules – Understand and appropriately apply Team Handball rules. Explain the combination of other team sport concepts that apply to Team Handball

- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates.
Demonstrate ability to play both Offensive & Defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games
- Open and close space during small-sided game play by combining locomotor movements with movement concepts.
- Execute at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.
- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).
- Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.
- Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- Reduce open spaces in the field by working with teammates to maximize coverage.
- Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play
- Throws a lead pass to a moving partner off a pass.
- Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
- Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.

Unit Name: Volleyball

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards

NJSLS - College and Career Ready Practices

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NJSLS - Interdisciplinary Standards

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Students will learn and demonstrate the skills of: passing, bumping, setting, and serving.
- Safety Procedures
- History and Origin of Volleyball
- Effective underhand serve
- The skill of bumping
- Proper passing and setting techniques
- Rules of the game
- Proper rotation on a court
- Teamwork

Objectives

Students will be able to...

- Understand the positions of the players on the court.
- Demonstrate the proper way to rotate on the court
- Demonstrate an effective underhand serve and bump
- Work together and showcase proper teamwork.
- Execute a high pass in the middle of the court.

- Execute a forearm pass in the middle of the court.
- Execute a down ball or spike
- Execute an overhead pass from a playable forearm pass.
- Successfully transition from passer to the hitter.
- Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Varies placement, force and timing of return to prevent anticipation by opponent
- Reduces open spaces on the court by working with teammates to maximize coverage.

Please contact content supervisor for any questions.