

Englewood Public School District

Physical Education

Grade 8

Unit 1: Fitness and Cooperative Games

Overview: Eight graders will improve their motor skills and physical fitness as they engage in cooperative games. Team work will be emphasized as students learn to communicate and cooperate with their peers. Physical fitness skills will be assessed and students will track their own progress, in order to develop lifelong fitness habits.

Time Frame: One Marking Period

Enduring Understandings:

Fitness can be used as a lifelong recreational activity.

Students can incorporate their understandings into everyday routines.

Understanding fitness is vital to keeping people healthy and physically fit throughout their lifespan.

Students can learn how to apply group work outcomes from activities and concepts to real life situations.

Essential Questions:

How does the unit of fitness increase the fitness level of each individual?

How does working on a team improve fitness?

What components of fitness do cooperative games encompass?

How do cooperative games increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|---|---|---|---|---|
| <p><u>Comprehensive Health and Physical Education</u></p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> | <p style="text-align: center;">Topics</p> <p>Lifetime Fitness</p> <p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the components of cardiovascular fitness | <p>Students will watch a video about how to find the maximum heart rate for someone based on their age. Then they will be able to calculate for various types of workouts. (8.F.3)</p> <p>Middle School Fitness Education Unit Plan, Delta State University, Healthy</p> | <p>Equipment:</p> <ul style="list-style-type: none"> • Hurdles • Agility Ladder • Floor hoops • Medicine Balls • Push-up mats • Mats • Running Man • Exercise Dice • FITT worksheets <p>Maximum Rate Heart:</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Pulse rate monitors • Teacher observation of skills performance • Performance charts <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance tests • Skill tests |

2.5.8.A.2
Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4
Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.2
Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.C.2
Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.6.8.A.1
Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2
Use health data to develop and implement a

- Demonstrate an understanding of the components of muscular strength
- Demonstrate an understanding of the components of muscular endurance
- Demonstrate an understanding of the components of flexibility
- Demonstrate an understanding of the components of core body strength
- Demonstrate an understanding of how proper nutrition, proper health habits affect overall fitness levels
- Demonstrate an understanding of proper safety measures associated with fitness training
- Demonstrate an understanding of proper warm up and cool down techniques and procedures.

- Campus/Community Initiative:
- Card Walk/Poker Walk
 - Exercise Cards
 - Exercise Stations
 - Walk and Talk
 - Jump Rope Stations
 - Clothes Pin Tag
 - Warm Up Task Card
 - Basketball Drills

Flip It Fitness, PE Central

Snack Attack, PE Central

Eggercise, PE Central

Get Your Move On, PE Central

Scavenger Hunt, PE Central

Physical Activity Log, PE Central

Cardiovascular Fitness Activities:

- Lecture and Demonstration
- Warm Up
- Circuit Training
- Jump rope Training
- Interval Training
- Walking for fitness
- Heart Rate Training with Pulse Monitors

<https://www.youtube.com/watch?v=rMtCqJx9iGQ>

Maximum heart rate;
<http://www.mathalicious.com/lessons/in-the-zone>

Middle School Fitness Education Unit Plan, Delta State University, Healthy Campus/Community Initiative,
<https://www.deltastate.edu/.../lesson%20plans/BCBS%20Fitness%20Unit%20Plan.pdf>

Flip It Fitness, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=133232#.WjFfYktG1Bw>

Snack Attack, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=9278#.WjFfkkG1Bw>

Eggercise, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=11782#.WjFjLEtG1Bw>

Get Your Move On, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=11106#.WjFjYEtG1Bw>

Scavenger Hunt, PE Central,
<http://www.pecentral.org/less>

Omaha Public School District, Fitness Rubrics and Assessments,
www.district.ops.org/portals/0/currandlearn/.../20132014hscurriculumguide.pdf

Fitness Assessment Tools, Physical Education for Body, Mind and Spirit,
<http://www.pe4bodyminds.pirit.santacruz.k12.ca.us/coursePlans/cagi.html>

- Lesson 15: Cardiorespiratory Health: Learning about Heart Rate Zones
- Lesson 16: Flexibility and Muscular Strength
- Lesson 17: Sports Medicine and First Aid for Active People
- Lesson 18: Exercise Prescription

Benchmark Assessment:
 Common Formative Assessment

Alternative Assessments:

- Student self-evaluation of fitness goals and progress
- Teacher observation of participation
- Online Fitness Questionnaire,

personal fitness plan and evaluate its effectiveness.

2.6.8.A.3

Analyze how medical and technological advances impact personal fitness.

2.6.8.A.4

Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.5

Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

- Commercial aerobic activities (Tac-Bo, Power 90, etc.)
- Weight Training
- Speed and Agility Training
- Fitness Games
- Dance

Muscular Strength Activities:

- Warm up and Cool down
- Stretching
- Weight Lifting
- Stretch Cords
- Balance Pads
- Core body activities
- Body weight activities
- Circuit training
- Speed and agility training
- Isometric

Muscular Endurance Activities:

- Stretching
- Calisthenics
- Lecture and Demonstration
- Warm up
- Circuit Training
- Jump Rope Training
- Interval Training
- Walking for fitness

[onideas/ViewLesson.asp?ID=10099#.WjFjkUtG1Bw](http://www.pecentral.org/lessons/ViewLesson.asp?ID=10099#.WjFjkUtG1Bw)

Physical Activity Log, PE Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=8770#.WjFju0tG1Bw>

Lifetime Fitness, Ridley School District, PA,
https://www.ridleysd.k12.pa.us/cms/lib/PA01001042/.../Gr7_PE_HRF_1-10.pdf

Instructors' Resources:

Teaching a Lifetime of Fitness and Wellness, Dr. James McCall, New Jersey School Boards Association,
<https://www.njsba.org/news-publications/school-leader/julyaugust-2015-volume-46-1/teaching-a-lifetime-of-fitness-and-wellness-2/>

Health and Physical Education, State of Washington,
<http://www.k12.wa.us/HealthFitness/Resources.aspx>

The P.E. Shift, Scholastic,
<http://www.scholastic.com/browse/article.jsp?id=3757966>

Physical Education Toolkit, Florida Department of

Lifetime Training,
<https://www.core3training.com/resources/>

- Commercial Aerobic Activities (ie. Tae-Bo, Power 90, etc.)
- Speed and Agility Training
- Fitness Games
- Dance
- Medicine Ball Activities
- Balance Pads
- Stretch Cords

Education,
www.fldoe.org/core/fileparse.php/12083/urlt/PhysicalEducationToolkit.pdf

Interactive Reaction Time Activity:
https://authoring.concord.org/activities/1058/single_page/1f741e53-72d1-4e46-aedf-74c6872e2731

Flexibility Activities:

- Warm up and Cool down
- Lecture and Demonstration
- Stretching
- Static Stretching
- Partner Stretching
- Medicine Balls
- Balance Pads
- Dance

Core Body Strength Activities:

- Warm up and Cool down
- Lecture and Demonstration
- Stretching
- Physio Balls
- Medicine Balls

Nutrition, Health Habits:

- Lecture and Demonstration
- Nutrition and strength gains

- Nutrition and endurance
- Nutrition and sport performance
- Nutrition and recovery
- Effect of negative health habits on general fitness and athletic performance

Safety:

- Lecture and Demonstration
- Proper use of equipment
- Proper cleaning of equipment after use
- Use of safety equipment
- Understanding mechanics, capabilities and training thresholds for personal safety

Warm Up and Cool

Down:

- Lecture and Demonstration
- Stretching
- Jogging
- Calisthenics
- Jump Rope
- Breathing Activities
- Game Activity
- Walking

In small groups students will brainstorm how reaction time affects an athlete.(NJSL SL 1)

Students will gather and analyze data while completing an interactive reaction time experiment. (MS-LS1-8)

Comprehensive Health and Physical Education

2.2.8.A.1
Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.B.1
Predict social situations that may require the use of decision-making skills.

2.2.8.B.2
Justify when individual or collaborative decision-making is appropriate.

2.5.8.A.1
Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games,

| Topics | Project Adventure Activities: | Equipment: | Formative Assessments: |
|---|--|---|---|
| Cooperation | | <ul style="list-style-type: none"> Planks Platforms | <ul style="list-style-type: none"> Checklist of each student's safe use of equipment |
| Healthy Competition | In small groups, students will create a cooperative game, establishing rules and directions for peers to follow. (NJSLs SL 8.1) | <ul style="list-style-type: none"> Yarn balls Blindfolds | <ul style="list-style-type: none"> Feedback on proper form |
| Collaboration | (NJSLs W 8.10) | <ul style="list-style-type: none"> Ropes/string Rope swings | |
| Objectives | | <ul style="list-style-type: none"> Hula hoops Balance beams | Summative Assessments: |
| Students will know and be able to: | Each group of students will present their game to the class and the class will formally vote (cast a ballot) on which to play. (NJSLs SL8.6) (6.3.8.D.1) | <ul style="list-style-type: none"> Mini-stuffed animals Deck rings | <ul style="list-style-type: none"> Evaluation of eye-hand coordination |
| <ul style="list-style-type: none"> Explain the safety rules of each activity | | <ul style="list-style-type: none"> Buckets Number cards | <ul style="list-style-type: none"> Comprehension of the rules |
| <ul style="list-style-type: none"> Effectively move safely through space while actively participating. This will benefit their development of spatial awareness. | <ul style="list-style-type: none"> Creating Community <ul style="list-style-type: none"> Captain's Calling Twizzle Evolution Whampum | <ul style="list-style-type: none"> Spectrum cards Other essential project adventure equipment | Alternative Assessments: |
| <ul style="list-style-type: none"> Demonstrate an understanding of movement concepts and the use of motor skills. | | <p>The Line Game, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6850#.WjFkK0tG1Bw</p> | <ul style="list-style-type: none"> Essay regarding the identification of skills that promote success |
| <ul style="list-style-type: none"> Demonstrate the ability to use effective interpersonal skills | <ul style="list-style-type: none"> Establishing Full Value Norms <ul style="list-style-type: none"> Full Value Speed Rabbit Dolphin Golf Circle Hands Stargate | <p>Mystery Puzzle Race, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2720#.WjFkiUtG1Bw</p> | <ul style="list-style-type: none"> Self and team evaluation of problem solving abilities |
| <ul style="list-style-type: none"> Demonstrate the ability to use decision making skills of appropriate goal | | <p>ET Phone Home, PE Central, http://www.pecentral.org/lessonideas/ViewLe</p> | <ul style="list-style-type: none"> Checklist of each student's safe use of equipment |
| <ul style="list-style-type: none"> Demonstrate the ability to use decision making skills of appropriate goal | | | <ul style="list-style-type: none"> Self-Evaluation of cooperative skills |
| <ul style="list-style-type: none"> Demonstrate the ability to use decision making skills of appropriate goal | | | <ul style="list-style-type: none"> Cooperation Assessment, PE Central, http://www.pecentral.org/lessonideas/ViewLe |

sports, dance, and recreational activities).

2.5.8.B.2

Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3

Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- setting, risk taking, and problem solving
- Responsibly demonstrate personal and social behavior
- Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important life enhancing experiences that are found in creative activities.
- Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
- Play safe, play fair and have fun!

- Problem Solving
 - Pigs in a Blanket
 - Twirlie Bull's Eye
 - Mass Pass
 - Key Punch
 - Pipeline

- Building Trust
 - Hog Call
 - Ready Aim

Icebreakers and Activities:

- Gotcha
- Partner Handshakes
- Tiny Teach
- Finger Fencing
- Snoopy and the Red Baron
- Toe Tag
- Triangle Tag
- Elbow Tag
- Blob Tag
- Look up-Look Down
- Everybody's It
- Line Tag
- Human Knot
- Evolution

The Line Game, PE Central

Mystery Puzzle Race, PE Central

ET Phone Home, PE Central

[onideas/ViewLesson.asp?ID=1739#.WjFk7UtG1Bw](https://www.ck12.org/ideas/ViewLesson.asp?ID=1739#.WjFk7UtG1Bw)

[sson.asp?ID=3570#.WjFkXktG1Bw](https://www.ck12.org/ideas/ViewLesson.asp?ID=3570#.WjFkXktG1Bw)

Students will write a reflection on how cooperation allowed for success in these activities.
(NJSLS W 8.10)

Key Vocabulary:

Fitness

- **Cardiovascular Fitness** - the ability of the heart, blood cells and lungs to supply oxygen-rich blood to the working muscle tissues and the ability of the muscles to use oxygen to produce energy for movement.
- **Muscular Strength** - the ability of a muscle group to develop maximal contractile force against a resistance in a single contraction. Muscular endurance is the ability of a muscle group to exert submaximal force for extended periods.
- **Muscular Endurance** - the ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time. It is one of the components of muscular fitness, along with muscular strength and power.
- **Flexibility** - The quality of bending easily without breaking.
- **Core Body Strength** - The major muscles involved in core stability include the pelvic floor muscles, transversus abdominis, multifidus, internal and external obliques, rectus abdominis, erector spinae (sacrospinalis) especially the longissimus thoracis, and the diaphragm.
- **Nutrition** - The process of providing or obtaining the food necessary for health and growth.
- **Cool Down** - The act or an instance of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.
- **Isometric** - Relating to or denoting muscular action in which tension is developed without contraction of the muscle.
- **Training** - The action of undertaking a course of exercise and diet in preparation for a sporting event.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the

Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
|---|--|--|---|
| <ul style="list-style-type: none"> ● Provide simplified word problems ● Relate to sports in students home country if new-comer ● Videos should include closed captions in student’s native language (as appropriate) ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Label classroom materials ● Word walls | <ul style="list-style-type: none"> ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). ● Solidify and refine concepts through repetition. ● Change movement requirements Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into chunks ● Focus on student’s attempts instead of precise form | <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments as needed. ● Provide analogies (this is like...) ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Provide simplified word problems ● Peer Support ● Reminders can be provided ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do | <ul style="list-style-type: none"> ● Students can continue to research about women in sports ● Students can “correct” peers math problems ● Students can create more complex word problems for teacher to solve ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction |

Interdisciplinary Connections:

ELA - NJSL/ELA:

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.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[RST.6-8.2](#). Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Social Studies:

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Science:

[MS-LS1-8](#) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Math:

8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.*

Integration of Technology Standards NJSL 8:

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.