

Englewood Public School District

Physical Education

Grades 8

Unit 3: Basketball, Volleyball, and Racquet Sports

Overview: Students will apply skills learned in sports and recreational games to develop fitness habits, with a goal of achieving social, emotional and physical health. Team work and cooperation are emphasized as students must communicate effectively with peers to achieve success in sports and recreational games. Lifelong enjoyment of sports and recreational games such as basketball and other ball games can begin with teaching and practice at a young age.

Time Frame: One Marking Period

Enduring Understandings:

Basketball can be a lifetime activity.

Playing basketball can be an effective way to increase cardiovascular endurance.

Volleyball can be a lifelong activity.

Volleyball is becoming very popular on a global basis.

800 million people play volleyball at least once a week.

Students learn how to keep active and use Badminton as a life-long recreational activity.

Essential Questions:

What skills are necessary to be successful in basketball?

Why are teamwork and communication important in basketball?

What fitness components are necessary to be successful in basketball?

What skills are necessary to be successful in volleyball?

Why are teamwork and communication important in volleyball?

What components of fitness does badminton encompass?

How does badminton increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u>	Topics		Equipment: • Basketballs	Formative Assessments:

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).

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.1
Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1
Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

Basketball

Objectives

Students will:

- Develop the skill of a chest pass
- Develop the skill of a bounce pass
- Develop the skill of dribbling
- Develop the skill of shooting
- Learn the positions on the court
- Learn the basic rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

Students will read the article about athletes and social justice. Students will choose if they are pro or con on the issue, as they move to a specific side of the room (Pro on one side/Con on the other). Students will use the text to support their claim in their debate with their peers. **(RH 6-8.8)(NJSLS SL 8.3)**

7th and 8th Grade Basketball, Gustavus Adolphus College

Basketball Unit Plan, Hannah Betten, Park Middle School

Steal the Ball, Basketball Games, Physed Games:

- Hula Knockout
- Tricky Dribbling
- The Ultimate Shooting Game
- Hot Shots
- The Layup Wheel
- Masterball
- Popcorn Basketball
- Catch-5
- Pirates

Basketball Lesson, Great Activities, PE Matters!

- Balance the Bagel
- Level Three

- Cones
- Pinnies

Student Text:

Pro/Con: Athletes and Social Justice
<https://newsela.com/read/pro-con-pledge-of-allegiance/id/40235/>

7th and 8th Grade Basketball, Gustavus Adolphus College,
<https://homepages.gac.edu/~tstrauss/basketball.pdf>

Basketball Unit Plan, Hannah Betten, Park Middle School,
<http://wp.cune.org/hannahbetten/files/2013/03/basketball-unit-plan.docx>.

Steal the Ball, Basketball Games, Physed Games,
<https://physedgames.com/category/basketball/>

PE Central Basketball Lesson Plans,
<http://www.pecentral.org/lessonideas/searchresults.asp?category=53>

Basketball Unit Plan, Vander Wal,
www.collinvw.weebly.com/uploads/1/3/9/5/13950178/unitplan.pdf

- Teacher checklist of student techniques: shooting, dribbling and passing
- Students' self evaluation of team work and collaboration
- Instructors will observe students to identify increased accuracy and efficiency in skill performance
- Instructors will evaluate students for game performance in relationship to defense and offense strategies

Summative Assessments:

Middle School Basketball Assessment, IRubric,
<https://www.rcampus.com/rubricshowc.cfm?code=PC387A&sp=yes&>

Middle School Basketball Assessments, Spark,
www.sparkpe.org/wp-content/.../Sample-SPARK-Middle-School-PE-Assessments.pdf

- Self-check
- Peer coaching
- Coulda, Shoulda, Woulda

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.

- Basketball Lines
- Ultimate Integration Basketball

PE Central Basketball Lesson Plans:

- Bottle Flip Basketball
- March Madness Basketball Activities
- Capture the Flag Basketball Activities
- Pivot Practice in Basketball Dribbling
- Freeze Basketball Defense
- Basketball Shooting Stations
- Basketball Station Team Challenge

Basketball Unit Plan, Vander Wal:

- Introduction and Warm Up
- Passing
- Dribbling
- Shooting and Offense/Defense
- “11 Man”
- 4-0n-4

5 Skill-Based Basketball Games for PE! Gopher Sport:

- Around the Gym Knockout
- Team Knockout
- Dribble Tip Over

5 Skill-Based Basketball Games for PE! Gopher Sport,
<https://www.gophersport.com/blogentry/11>

Basketball Passing, Nathaniel Suchyna, Canisius College, Teachers.net,
<https://teachers.net/lessonplans/posts/3111.html>

Breakthrough Basketball Drill Lessons:

- Jump, Stop, Drill - <https://www.breakthroughbasketball.com/fundamentals/bigelow-footwork-body-control.html>
- Steve Nash Passing Series - <https://www.breakthroughbasketball.com/drills/bigelow-one-hand-passing.html>
- Fast Break Drill - <https://www.breakthroughbasketball.com/drills/3on2FullCourtDrill.html>
- Defensive Challenge - <https://www.breakthroughbasketball.com/drills/defensivechallenge.html>

- Performance assessment
- Heart rate monitor log
- Pedometer tracking log

Benchmark Assessment:
Common Formative Assessment

Alternative Assessment:

- Self-reflection
- Peer observation and feedback

- Pass, Dribble, Shoot, Score!
 - Dribble Mania Basketball Passing, Nathaniel Suchyna, Canisius College, Teachers.net:
 - Introduction
 - Dribbling
 - Chest Pass
 - Bounce Pass
 - Pass-only Basketball
- Breakthrough Basketball Drill Lessons:
- Jump, Stop, Drill
 - Steve Nash Passing Series
 - Fast Break Drill
 - Defensive Challenge
 - Full Court Press Breakers Drill
 - Defense Drill – 1,2,3 Progression
 - Chair Changes
 - Middle Man Passing
 - Reaction Rebounding
- Full Court Press Breakers Drill - <https://www.breakthroughbasketball.com/drills/full-court-press-breaker-drill.html>
 - Defense Drill – 1,2,3 - <https://www.breakthroughbasketball.com/drills/123progression.html>
 - Chair Changes - <https://www.breakthroughbasketball.com/drills/chairchanges.html>
 - Middle Man Passing - <https://www.breakthroughbasketball.com/drills/middlemanpassing.html>
 - Reaction Rebounding - <https://www.breakthroughbasketball.com/drills/reactionrebounding.html>

Comprehensive Health and Physical Education

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

Topics	Objectives	Equipment:	Formative Assessments:
Volleyball	Students will search social media sites for 3 professional sports players. Students will describe how the players use social media. Students will discuss with peers the positive and negative effects of the social	• Volleyballs • Nets • Standards • Scoreboards Social Media Sites: Twitter.com Facebook.com	• Students will select a personal volleyball goal and evaluate their success in attaining their goals • Students will evaluate their peers on teacher-selected topics (i.e.

settings (i.e., games, sports, dance, and recreational activities).

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.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific

- Develop the skill of setting a volleyball
- Develop the skill of serving a volleyball
- Learn the positions on the court and the rotation of players to serve
- Learn the rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

media use. (NJSLS W8.7) (NJSLS W8.10) (NJLS SL 8.1)

Volleyball Lesson Plan, Daniel Boone School, Chicago, IL

Volleyball Unit Plan, Steven Baker, Livonia Public Schools:

- Serving
- Bumping
- Scoring
- Etiquette
- Hitting
- Bump, Set and Hit
- Positions
- Communication

Volleyball Unit Plan, Brett Smalley, GAC Middle and High School:

- Battle ball
- Pickle in the Middle
- New comb
- One-line digging
- Around the world sit-ups
- Zig-zag
- Cone drill
- Toss ball
- Modified newcomb
- Backboard
- Ali shuffle
- High outside set drill

Instragram.com

Volleyball Lesson Plan, Daniel Boone School, Chicago, IL, http://peteacher4.tripod.com/lesson_plans/lp_58/volleyball_lp2_58.htm

Volleyball Unit Plan, Steven Baker, Livonia Public Schools, <https://msu.edu/~bakers12/Volleyball%20Unit%20Plan.html>

Volleyball Unit Plan, Brett Smalley, GAC Middle and High School, www.homepages.gac.edu/~mwenstro/volleyballunit.pdf
West Virginia University PETE Unit Plan, Slide Share <https://www.slideshare.net/mbaus13/vball-up>

Pe Volleyball Lesson & Unit, Matthew Hagy, <https://youtu.be/YlXt5BVn23w>

Great Activities, PE Matters! The Wheel of Fitness, <https://greatactivitiesonline.com/the-wheel-of-fitness/>

Great Activities, PE Matters! Popping Corn,

bumping, setting, passing, etc.)

Summative Assessments:

Volleyball Physical Education Performance Assessment - https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/202576/Physical-Education-Performance-Assessment-Support-Material-Volleyball.PDF.

Volleyball assessment rubric - <http://www.rcampus.com/rubricshowc.cfm?code=Z44W58&sp=true>

Alternative Assessment:

- Self-reflection
- Peer observation and feedback

**individual, small-group,
and team activities.**

- Three to nine <https://greatactivitiesonline.com/popping-popcorn/>
 - Option Volleyball
 - Double bunny hop
 - Queen/King of the court
 - Jungle trail
 - Doubles tournament
 - Black hole
 - Ball toss drill
 - Stepping stone
 - Balloon volleyball
 - Serve, forearm pass, set or back set and attack drill
 - Volleyball relay
 - Underhand serve drill
 - Frozen tag
 - Sitting volleyball
- Great Activities, PE Matters!
- The Wheel of Fitness
 - Popping Corn
 - Foxtail Volleyball
 - Whippit
- Great Activities, PE Matters!
Foxtail Volleyball,
<https://greatactivitiesonline.com/foxtail-volleyball/>
- Great Activities, PE Matters!
Whippit,
<https://greatactivitiesonline.com/whippit/>
- Teacher Resources:**
- Volleyball Lesson Plan,
Adapted Physical Education,
Youtube,
<https://youtu.be/SOzckC9qzTg>
- 4 Square Volleyball,
PhysEdGames, Youtube,
https://youtu.be/BEe4kv7Dla_k

Comprehensive Health and Physical Education

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).

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.1
Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1
Assess player behavior for evidence of sportsmanship in individual, small group,

Topics	Objectives	Equipment:	Formative Assessments:
Racquet Sports	Students will read information and discuss the use of technology in tennis to improve performance by better understanding the motion of the ball. (NJSLS RI 8.1)	<ul style="list-style-type: none">• Badminton nets• Birdies• Rackets	<ul style="list-style-type: none">• During game play, instructors will analyze selected skills (i.e. serving, volleying, etc.)
	Students will know and be able to:	Students text: Tennis Technology https://gadgetsandwearables.com/2018/06/21/technology-tennis/	<ul style="list-style-type: none">• Students self evaluate their cardiovascular performance (resign heart rate and blood pressure) before and after game play
	<ul style="list-style-type: none">• Demonstrate a basic knowledge of safety while using equipment on the court	USTA School Tennis Curriculum, 9 th Edition, http://assets.usta.com/assets/576/15/PECurriculum.pdf .	
	<ul style="list-style-type: none">• Demonstrate the basic skills of badminton	PE Central Racquet Sports Lesson Plans, Knee Ping Pong, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10454#.WgsH8kdryX0	
	<ul style="list-style-type: none">• Demonstrate the basic knowledge of rules of the game	PE Central Racquet Sports Lesson Plans, Volleyball Tennis, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8501#.WgsIAkdryX0	
	<ul style="list-style-type: none">• Vary the personal performance of basic skills by systematically applying movement concepts while participating in racquet sports	PE Central Racquet Sports Lesson Plans, Extreme Ping Pong, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8123#.WgsIMkdryX0	
	<ul style="list-style-type: none">• Demonstrate appropriate behaviors as a participant in class	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Perform for 12-15 minutes of continuous activity	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Demonstration an understanding of basic concepts of racquet sports	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Cardio warm up and flexibility	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Teacher lecture and demonstration of the serve	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Teacher lecture and demonstration of the clear	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Teacher lecture and demonstration of the smash	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	
	<ul style="list-style-type: none">• Teacher lecture and demonstration of the drive	PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans, PE Central Racquet Sports Lesson Plans,	

Summative Assessments:

Middle School Badminton Scoring Guide, page 9, Missouri Department of Elementary and Secondary Education: <https://dese.mo.gov/college-career-readiness/curriculum/health-physical-education-school-wellness/health-and-physical-0>

Racquet Sports Rubric, Milford Public Schools, <http://www.milforded.org/page.cfm?p=10696>

Alternative Assessment:

- Self-reflection

and team activities.

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.

- Teacher lecture and demonstration of the drop shot
- Teacher lecture and demonstration of net blocks
- Skill drills and practice
- Teacher lecture and demonstration of rules
- King of the court challenge
- Singles and doubles game play

USTA School Tennis Curriculum, 9th Edition

PE Central Racquet Sports Lesson Plans:

- Knee Ping Pong
- Volleyball Tennis
- Extreme Ping Pong
- Throw and Catch Tennis
- Wally Badminton
- Service Anyone?
- Relay Golf
- No Racket Tennis

Racquet Sport Unit, Missouri Department of Elementary and Secondary Education:

- Target game
- Lead-up games
- Singles badminton
- Doubles badminton

Throw and Catch Tennis, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=811#.WgsIQUdryX0>

PE Central Racquet Sports Lesson Plans, Wally Badminton, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2137#.WgsIUEdryX0>

PE Central Racquet Sports Lesson Plans, Service Anyone? <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2005#.WgsIXkdryX0>

PE Central Racquet Sports Lesson Plans, Relay Golf, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=815#.WgsIh0dryX0>

PE Central Racquet Sports Lesson Plans, No Racket Tennis, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=814#.WgsIuUdryX0>

Racquet Sport Unit, Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/college-career-readiness/curriculum/health->

- Peer observation and feedback
- Students will conduct a peer evaluation of their partner's swing and serve

- Badminton etiquette

[physical-education-school-wellness/health-and-physical-0](#)

Key Vocabulary:

Basketball

- **Airball** – A shot at the basket that misses everything and doesn't touch the rim, backboard or net.
- **Alley-Oop** – When one player jumps and catches a pass from another player and simultaneously dunks the ball or shoots it in before landing.
- **Assist** – A statistic that occurs when a player passes the ball to someone who scores after receiving the pass. The passing player earns an assist in the stat sheet.
- **Box Out** – When a shot goes up, players use this technique, which involves widening their stance and arms and using their body as a barrier to get in better rebounding position.
- **Carry** – This penalty, which results in a turnover, occurs when a player holds the ball excessively at the apex while dribbling.
- **Double Dribble** – This penalty, which results in a turnover, occurs when a player dribbles the ball with both hands. It also occurs when a player dribbles, stops dribbling, and then begins to dribble again.
- **Elbow** – The area of the court where the free throw line meets the side of the key or paint.
- **Fast Break** – An offensive action where a team attempts to advance the ball and score as quickly as possible after a steal, blocked shot or rebound.
- **Free Throw** – A free shot given to a player after a foul or a technical foul. The player shoots from the 15-foot free throw line while the rest of the players line up along the outside of the key.
- **Lay-Up** – A shot taken close to the hoop, usually when a player is moving toward the basket.
- **Travel** – A penalty, which results in a turnover, where an offensive player moves his or her pivot foot illegally or takes three steps without dribbling the ball.

Volleyball

- **Ace** – A serve that results directly in a point, usually when the ball hits the floor untouched on the receiving team's side of the court
- **Assist** – Passing or setting the ball to a teammate who attacks the ball for a kill.
- **Block** – A defensive play by one or more front row players meant to intercept a spiked ball.

- **Dink** – A one-handed, soft hit into the opponent's court using the fingertips.
- **Hit** – To jump and strike the ball with an overhand, forceful shot.
- **Jump Serve** – The server uses an approach, toss, takeoff and serves the ball with a spiking motion while in the air.
- **Open-up** – To step away from the ball's path in receiving serve.
- **Overhand Pass** – A pass with both hands open, and controlled by the fingers, with the face below the ball.
- **Serve** – One of the six basic skills; used to put the ball into play.
- **Spike** – Also hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.
- **Underhand Serve** – A serve performed with an underhand striking action.

Racquet Sports

- **Backswing** - the motion of a swing that moves the racquet into position to swing forward and strike the ball. Baseline - the line indicating back of the court.
- **Baseliner** - a tennis player whose strategy is to play from the baseline. See Tennis Strategies for more. Break - when the server loses the game
- **Court** - the area where a tennis game is played.
- **Crosscourt** - hitting the tennis ball diagonally into the opponent's court
- **Deuce** - when the score in a game is 40 to 40.
- **Drop volley** - a drop shot from a volley Fault - a service that is not in play.
- **Forehand** - a tennis swing where the player hits the tennis ball from behind their body. Often the forehand is the players best stroke.
- **Game point** - one point away to win the tennis game.
- **Love** - zero points in a tennis game.
- **Match point** - when one tennis player only needs one more point to win the entire match
- **Out** - any tennis ball that lands outside the area of play.
- **Passing shot** - when the tennis ball is hit such that it passes by the opponent at the net without them being able to hit the ball

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"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into manageable chunks ● 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 ● Focus on student’s attempts instead of precise form 	<ul style="list-style-type: none"> ● 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 ● Review behavior expectations and make adjustments as needed. ● Provide analogies (this is like...) ● Using visual demonstrations, illustrations, and models 	<ul style="list-style-type: none"> ● Students can continue to research about diversity in sports outside of class ● Students can prepare questions that would ask in an “interview” with the athletes they learned about ● 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:

NJSLS 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.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Science:

MS-PS2-2

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.

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.

8.2.8.A.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

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.

CRP11. Use technology to enhance productivity.

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