



West Windsor-Plainsboro Regional School District
Physical Education Grade 8

GRADE 8 - Fitness/Lifelong Activities

Content Area: Physical Education

Course & Grade Level: Physical Education, Grade 8

Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

The physical education program in Grade 6 places an emphasis on health related fitness and skill related fitness as well as the introduction to individual activities/games that foster a life-long commitment to wellness. The course emphasizes students to develop skills in good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development. The activities selected will be appropriate to the season so the students can enjoy participating in school, in organized settings, as well as at home.

Recommended Pacing

Year Long Activities

New Jersey State Learning Standards for Physical Education

Standard 2.2 Physical Wellness

CPI #2.2.8.MSC	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> 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 the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
CPI 2.2.8.PF	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> 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.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.
CPI 2.2.8.LF	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> Lifelong Fitness
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Standard 2.2 Physical Wellness	
CPI #2.2.8.MSC	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Movement Skills and Concepts
Interdisciplinary Connections	
Standard #	Standard
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2 Career Awareness, Exploration and Preparation	
Standard #	Standard
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.IML.9:	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
New Jersey Student Learning Standards for Technology	
8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. • The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. • Exploring wellness components provide a foundational experience of physical movement activities. • Resources that support physical activity are all around you. 	
Unit Essential Questions	
FITNESS:	
<ul style="list-style-type: none"> • What does it mean to be fit? • How does my fitness/energy level impact performance? • How did I challenge myself today? 	
Objectives	
Students will know:	
FITNESS:	
<ul style="list-style-type: none"> • The components of health-related and skill-related fitness and identify activities that develop each component. • The body's response to various levels of physical activity including sweating, increased heart/respiratory rate • The physical, social, and emotional benefits of regular physical activity. 	
Students will be able to:	
FITNESS:	
<ul style="list-style-type: none"> • Explain that practice and being healthy contribute to safe and improved performance. 	

<ul style="list-style-type: none"> ● Engage in moderate to vigorous physical activity that develops all components of fitness. ● Monitor heart rate and breathing before, during, and after exercise.
STRATEGY & TECHNIQUE:
<ul style="list-style-type: none"> ● Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● Show transfer of understanding by applying a movement skill learned in one activity to that in another movement setting. ● Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
Evidence of Learning
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations
Competencies for 21st Century Learners
<ul style="list-style-type: none"> ● Collaborative Team Member ● Effective Communicator ● Self-Directed Learner ● Globally Aware, Active, & Responsible Student/Citizen
Resources
Core Text: Suggested Resources: SHAPE America PE Central

GRADE 8 - Team Activities/Sports
Content Area: Physical Education
Course & Grade Level: Physical Education, Grade 8
Summary and Rationale
<p>The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.</p> <p>The physical education program in Grade 8 places an emphasis on health related fitness and skill related fitness as well as the introduction to individual and team activities/games that foster a life-long commitment to wellness. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are</p>

introduced to personal forms of conditioning and body development. The activities selected will be appropriate to the season so the students can enjoy participating in school, in organized settings, as well as at home.

Recommended Pacing

Year Long Activities

New Jersey State Learning Standards for Physical Education

Standard 2.2 Physical Wellness

CPI #2.2.8.MSC	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> 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.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.
CPI 2.2.8.PF	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> 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.
CPI 2.2.8.LF	Cumulative Progress Indicator (CPI) <small>Disciplinary Concept</small> Lifelong Fitness
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Interdisciplinary Connections

Standard #	Standard
B-SS 7	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 6	Use effective collaboration and cooperation skills

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration and Preparation

Standard #	Standard
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.9:	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
New Jersey Student Learning Standards for Technology	
8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. ● Feedback impacts and improves the learning of movement skills and concepts. ● Teamwork consists of effective communication and respect among class and team members. ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	
Unit Essential Questions	
<p>RULES & SPORTSMANSHIP:</p> <ul style="list-style-type: none"> ● Why are rules necessary? ● How does knowing the rules create new opportunities? ● How do others view you as a teammate? ● How will I approach the game/activity differently next time? <p>FITNESS:</p> <ul style="list-style-type: none"> ● How does my fitness/energy level impact performance? <p>STRATEGY & TECHNIQUE:</p> <ul style="list-style-type: none"> ● Can I demonstrate the skills needed for this activity? ● Can I combine the skills of the activity into a game situation? ● Am I confident that I can reach the next level of performance? ● Did I incorporate the feedback I received? ● How can I apply this strategy when playing a different sport? <p>LEADERSHIP & TEAMWORK:</p> <ul style="list-style-type: none"> ● What qualities does a leader possess? ● Does what I say affect how people play? Can I communicate more effectively? ● What makes a good teammate? Do I possess those qualities? ● What makes a good team? 	
Objectives	
<p>Students will know:</p> <p>RULES & SPORTSMANSHIP:</p> <ul style="list-style-type: none"> ● Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. Basketball, European Handball, Aerobics/Conditioning/Weight Training, Field & Floor Hockey, Frisbee, Football, Gymnastics, Kickball, Net Games, Problem Solving Activities, Racket Sports, Rhythmic Activities, Soccer, Wiffle Ball, Speedball, Track & Field, Volleyball). ● The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity. ● Ways to handle and care for equipment safely and responsibly. <p>FITNESS:</p> <ul style="list-style-type: none"> ● The components of health-related and skill-related fitness and identify activities that develop each component. ● The body's response to various levels of physical activity including sweating, increased heart/respiratory rate ● The physical, social, and emotional benefits of regular physical activity. <p>STRATEGY & TECHNIQUE:</p> <ul style="list-style-type: none"> ● Skill- and activity-specific vocabulary. (e.g. Basketball - foul shot, base line, guard, forward, etc.) 	

- The basic vocabulary related to movement during physical activity.
- The use of spatial parameters during physical activity.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in a similar, but different setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:

RULES & SPORTSMANSHIP:

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants.
- Follow the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

FITNESS:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill and activity-specific vocabulary while engaged in the activity. (e.g. Basketball - foul shot, base line, guard, forward, etc.)
- Perform mechanically correct movements in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Differentiate between competitive and cooperative strategies in an effort to improve individual and team effectiveness.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Show transfer of understanding by applying a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations
Competencies for 21st Century Learners
<ul style="list-style-type: none"> • Collaborative Team Member • Effective Communicator • Self-Directed Learner • Globally Aware, Active, & Responsible Student/Citizen
Resources

<p>Core Text:</p> <p>Suggested Resources:</p> <p>SHAPE America</p> <p>PE Central</p> <p>6-8 PE Supplemental Materials</p> <p>YouTube videos</p>

GRADE 8- Net/Backyard games			
Content Area: Physical Education			
Course & Grade Level: Physical Education, Grade 8			
Summary and Rationale			
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Recommended Pacing			
90 days			
New Jersey State Learning Standards for Physical Education			
Standard 2.2 Physical Wellness			
CPI	Cumulative Progress Indicator (CPI)		
#2.2.8.MSC	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;"><small>Disciplinary Concept</small></td> <td style="text-align: center;">Movement Skills and Concepts</td> </tr> </table>	<small>Disciplinary Concept</small>	Movement Skills and Concepts
<small>Disciplinary Concept</small>	Movement Skills and Concepts		

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CPI 2.2.8.PF	Cumulative Progress Indicator (CPI) Disciplinary Concept 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.
CPI 2.2.8.LF	Cumulative Progress Indicator (CPI) Disciplinary Concept Lifelong Fitness
2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
Interdisciplinary Connections	
Standard #	Standard
B-SS 7	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 6	Use effective collaboration and cooperation skills
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
New Jersey Student Learning Standards for 21st Century Life and Careers	
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8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
Unit Enduring Understandings	
<ul style="list-style-type: none"> The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. 	

- Teamwork consists of effective communication and respect among class and team members.
- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Unit Essential Questions

RULES & SPORTSMANSHIP:

- Why are rules necessary?
- How does knowing the rules create new opportunities?
- How do others view you as a teammate?
- How will I approach the game/activity differently next time?

FITNESS:

- How does my fitness/energy level impact performance?

STRATEGY & TECHNIQUE:

- Can I demonstrate the skills needed for this activity?
- Can I combine the skills of the activity into a game situation?
- Am I confident that I can reach the next level of performance?
- Did I incorporate the feedback I received?
- How can I apply this strategy when playing a different sport?

LEADERSHIP & TEAMWORK:

- What qualities does a leader possess?
- Does what I say affect how people play? Can I communicate more effectively?
- What makes a good teammate? Do I possess those qualities?
- What makes a good team?

Objectives

Students will know:

RULES & SPORTSMANSHIP:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. Basketball, European Handball, Aerobics/Conditioning/Weight Training, Field & Floor Hockey, Frisbee, Football, Gymnastics, Kickball, Net Games, Problem Solving Activities, Racket Sports, Rhythmic Activities, Soccer, Wiffle Ball, Speedball, Track & Field, Volleyball).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. Basketball - foul shot, base line, guard, forward, etc.)
- The basic vocabulary related to movement during physical activity.
- The use of spatial parameters during physical activity.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in a similar, but different setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:

RULES & SPORTSMANSHIP:

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants.
- Follow the rules during physical activity.

- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill and activity-specific vocabulary while engaged in the activity. (e.g. Basketball - foul shot, base line, guard, forward, etc.)
- Perform mechanically correct movements in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Differentiate between competitive and cooperative strategies in an effort to improve individual and team effectiveness.
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
- Show transfer of understanding by applying a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
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- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

SHAPE America
 PE Central
 6-8 PE Supplemental Materials
 YouTube videos