Course Title: Physical Education

Subject: Physical Education

Grade Level: 7-8

Duration: 36 weeks

Prerequisite: N/A

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:

Physical education is a unique approach toward the education of the individual. It is a composite program designed to coordinate and foster the physical, social, emotional and intellectual development of individuals so they are better able to approach life’s problems. As physical activity is the core of the program, it becomes the main medium through which the physical educator works though and which the educative process takes place. Through a careful selection and arrangement of various activities into a meaningful whole, a substantial contribution can be made toward the total education of individuals as they progress through situations involving themselves, the group and society. The students are thus given the opportunity of experimenting in a laboratory of life situations.

Author: Maria DiCondina
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Physical Education

Cooperative Games

Approximate #  (9 Weeks Total)

Essential Questions:
How will students develop teamwork through a series of cooperative games?
How will students develop trust and leadership through various problem solving challenges?
How will students develop the ability to cooperate and work well with others?
How will students create a positive self-image through cooperative game activities?
How will students develop an increased level of agility and physical coordination through cooperative challenges?

Upon completion of this unit students will be able to:
- Increase mutual support within a group. (2.5.8.B.1, 2.5.8.B.2, 2.5.6.B.3)
- Demonstrate a variety of movement and skills needed to perform the cooperative physical challenges. (2.5.8.C.1, 2.5.8.C.2)
- Recognize and demonstrate the needed movement skills involved in cooperative strategies. (2.5.8.A.1, 2.5.8.A.2)
- Increase the level of students’ self-confidence through the appropriate physical and mental challenges. (2.5.8.B.1, 2.5.8.B.2)
- Use information from internal and external sources to analyze and enhance individual and team effectiveness. (2.5.8.B.2, 2.5.6.B.3)
- Identify the rules and regulations on the health and safety of participants. (2.5.6.B.3, 2.5.8.C.1)
- Develop an increased joy in one’s physical self and in being with others. (2.6.8.A.1)
- Use visual and verbal cues to improve performance during physical activity. (2.5.8.A.1, 2.5.8.A.4)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA.RST.5
  Analyze the structure of the relationships among concepts in a text, including relationships among key terms
Activities:
- **Ice Breakers/Initiatives:**
  Everyone’s It
  All Aboard
  Group Juggling
  Human Knot
  Tag Games
  Bottoms Up
  Follow the Leader
  Tug-of-War
  Boffer Blob

- **Games**
  Moon Ball
  Instant Impulse
  Circle the Circle
  Mirror Image
  Balls Galore
  Wink
  Capture the Flag
  Striker
  Tire and Pole
  Ultimate Frisbee
  Scooter Hockey

- **Group Challenges**
  Cube
  Maze
  All Aboard
  Human Ladder
  Spider Web
  Rolling Raft
  Mohawk Walk
  Sit Down Ball
  Pirate’s Crossing

Enrichment Activities:
- N/A

Methods of Assessments/Evaluation:
- Preparation
- Participation
- Written work
- Sportsmanship
- Creativity
- Teacher Observation- small and whole group
- Self-evaluation

Resources/Including Online Resources

- Teacher Webpage
- www.teachnet.com
- www.projectadventure.com
- www.pecentral.com
- www.jopher.com
- Teamwork & Team Play by Dr. Jim Cain and Barry Jolliff, Kendal Hunt Publishing. ISBN: 0-7872-45321
Physical Education

Team Sports

Approximate # Of Weeks: 9 weeks

Essential Questions:
- What different ways can body movement improve through team sports?
- How can students move effectively throughout various sport activities?
- How do students interact with others during physical activity?
- Why is it important to master the rules of each team sport?
- How will team sports offer students the opportunity to develop personal fitness?
- Why is teamwork a necessary life skill?

Upon completion of this unit students will be able to:

- Demonstrate the skills and knowledge necessary to participate in a variety of physical activities. (2.5.8.A.1, 2.5.8.A.2)
- Develop interpersonal skills and exhibit positive character traits during physical activity. (2.5.8.C.1, 2.5.8.2, 2.5.8.A.4)
- Recognize and understand specialized movement skills for each particular sport. (2.5.8.B.1, 2.5.8.C.1)
- Set goals and apply concepts for the development of movement skills and to improve performance. (2.5.6.B.3)
- Demonstrate a positive attitude while encouraging good sportsmanship with their peers. (2.8.5.C.1, 2.5.8.C.2)
- Learn about the origin of each activity and how the various skills and movements reflect culture. (2.5.8.C.3)
- Recognize the importance of safety procedures that are provided and the impact of rules and regulations during participation. (2.5.8.C.3, 2.5.8.C.1)

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Activities:
- Soccer
- Volleyball
- Speedball
- Team Handball
- Basketball
- Floor Hockey
- Softball
- Whiffle ball
- Badminton

Enrichment Activities:
- N/A

Methods of Assessments/Evaluation:
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- Written work
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- Creativity
- Teacher Observation- small and whole group
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Physical Education

Fitness

Approximate # Of Weeks: 9 weeks

Essential Questions:

- What does working out mean to you?
- Why should we be physically active?
- How do motor skills and movement patterns enhance physical fitness?
- Why is it important to know your current level of health-related fitness?
- What are the safety concerns involved in weight lifting and in fitness?
- How does participation in weight training and cardiovascular endurance improve physical fitness?

Upon completion of this unit students will be able to:

- Participate in a health related physical fitness assessment. (2.6.8.A.1, 2.6.8.A.2)
- Describe how technology can help assess, plan, maintain and enhance physical activity (Fitness Gram, web-based program). (2.6.8.A.2, 2.6.8.A.3)
- Participate in activities to help achieve personal fitness goals. (2.5.8.A.3, 2.6.8.A.4, 2.6.8.A.5)
- Describe and demonstrate the proper use of fitness equipment in the weight room. (2.5.8.C.2)
- Select the proper weight selection and maintain equipment to enhance safety and enjoyment. (2.5.8.C.2)
- Demonstrate movement skills when participating in the fitness gram testing. (2.5.8.A.1, 2.5.8.A.2)
- Achieve and maintain a health enhancing level of physical fitness. (2.5.8.B.2, 2.5.6.B.3)
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (2.5.8.C.1)
- Apply and analyze the use of momentum and force to enhance or change the performance of movement skills during physical activity. (2.5.8.A.2, 2.5.8.A.3, 2.5.8.A.4)
- Identify the myths associated with gender, age, activity level, nutrition, and exercise types. (2.6.8.A.4)
- Discuss the issues with the use of drugs, fitness products, and fads to achieve fitness. (2.6.8.A.6)
- Successfully engage in a variety of vigorous physical activities that will enhance each of the components of life long fitness. (2.5.8.A.4, 2.5.8.A.1)
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Activities:

- Weight training
- Cardiovascular Workouts- Pacer Test, treadmills, elliptical machine
- Pilates
- Weight room:
  Dumbbells
  Lateral Pull down
  Curls
  Leg Extension
  Leg Curls
  Deadlifts
  Rowing
  Shoulder Press
  Bench Press
  Squats

- Abdominal Workout
  Crunches
  Toe touches
  Side Crunches
  Pyramids

Enrichment Activities:

- N/A

Methods of Assessments/Evaluation:

- Preparation
- Participation
- Written work
- Sportsmanship
- Creativity
• Teacher Observation- small and whole group
• Self-evaluation

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Physical Education

Dance

Approximate # of Weeks (9 Weeks Total)

Essential Questions:
- What is the importance in knowing the different counts and steps in various dances?
- How does music influence dance?
- What are examples of etiquette in relation to dance?
- What are the steps in planning a dance routine?
- How does maintaining balance help you when performing different dance moves?
- Why is it important to break down a dance routine into segments?

Upon completion of this unit students will be able to:
- Demonstrate a variety of movement skill dance patterns. (2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.3, 2.5.8.A.4)
- Demonstrate keeping time with music. (2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.3, 2.5.8.A.4)
- Design and perform a rhythmic pattern with a partner or a group. (2.5.8.A.3, 2.5.8.C.3)
- Perform dance sequences accurately and with correct technique. 2.5.8.A.3, 2.5.8.A.2)
- Demonstrate the ability to relate dance experience to other disciplines in order to increase knowledge and understanding. (2.6.8.A.2, 2.6.8.A.4, 2.5.8.C.3)
- Explore, perform, and create dances from various historical, cultural, and social genres to increase their knowledge and appreciation of dance and its relationship to other significant components of human history and experience.(2.5.8.C.3)
- Demonstrate the ability to maintain personal space while dancing with a partner and in a group. (2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.3)

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Activities:
- Line Dances
  Black Velvet
  Wild Wild West
Cotton Eyed Joe
Macarena
Cha Cha Slide
Electric Slide
Watermelon Crawl
Boot Scootin Boogie
Achy Breaky Heart
Cowboy Hip Hop
El Coyote
LA Walk
Tush Push
Reggae Cowboy
Tumbleweed
Kentucky Chug

- Ballroom Dances
  - Waltz
  - Rumba
  - Cha Cha
  - Wii Just Dance

- Partner Dances
  - Polka
  - Jitterbug
  - Boston Two Step
  - Charleston Bump

- Hip Hop Dance

- Zumba Dance

**Enrichment Activities:**

- N/A

**Methods of Assessments/Evaluation:**

- Preparation
- Participation
- Written work
- Sportsmanship
- Creativity
- Movement Skills
- Teacher Observation- small and whole group
- Self-evaluation
Resources/Including Online Resources

- Teacher Webpage
- Online Textbook Resources
- www.ballroomdances.com
- www.geocities.com/nashville
- www.folkdancing.org
- www.jopher.com