

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 8

UNIT: I

UNIT NAME: WELLNESS

STUDENT LEARNING OBJECTIVES

NJCCCS/Cumulative Progress Indicator (CPI)

- Analyze and reflect on personal health data (Physical fitness assessment results, heart rate, and blood pressure) to create and implement an overall wellness plan that includes an exercise/fitness program applying the FITT principle
- Assess personal levels of fitness and other personal health data in order to develop short and long term health improvement goals
- Determine and evaluate the short and long term effects, including the consequences of use and abuse of anabolic steroids and other performance enhancing drugs (i.e. physical, behavioral, legal, and ethical)

- 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.6: Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.8.A.2: Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- 2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness.
- 2.2.6.B.4: Apply personal health data and information to support achievement of one's short- and long-term health goals.
- 2.6.6.A.7: Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
- 2.6.8.A.6: Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 8

UNIT: II

UNIT NAME: MOVEMENT EDUCATION

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Demonstrate a planned movement sequence that incorporates feedback from teachers and peers • Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance 	<ul style="list-style-type: none"> • 2.5.8.A.3: Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). • 2.5.8.C.3: Analyze the impact of different world cultures on present-day games, sports, and dance.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 8

UNIT: III

UNIT NAME: COOPERATIVE GAMES

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports • Analyze and assess personal behavior skills including communication, respect of others ideas, decision making, attention to safety, during cooperative activities • Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and making recommendations for improvement • Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance 	<ul style="list-style-type: none"> • 2.5.8.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.2.6.B.1: Use effective decision-making strategies. • 2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior • 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. • 2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate. • 2.5.8.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.2.6.B.1: Use effective decision-making strategies. • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 8

UNIT: IV

UNIT NAME: INDIVIDUAL ACTIVITIES

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities • Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play • Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities • Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successful and efficiently in individual/dual activities 	<ul style="list-style-type: none"> • 2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 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. • 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. • 2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 8	UNIT: V	UNIT NAME: TEAM ACTIVITIES
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics • Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games • Identify and conduct a self and peer/team assessment of appropriate sportsmanship behaviors of participants and observers during team activities and games • Implement the strategies drawn from the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors • Analyze how various types of equipment and products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports 	<ul style="list-style-type: none"> • 2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 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 individual, small-group, and team activities. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. • 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.

ASSESSMENTS

- Written tests of knowledge, rules, positions, and strategies
- Preparation
- Class Participation
- Attitude/Behavior
- Sportsmanship
- Performance
- Physical Fitness Test Rubric
- Skill Development
- Peer Assessments
- Offensive and Defensive Strategies
- Skill Modifications