

7-8 Physical Education Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Physical Education Curriculum	
Content Area: 7/8 Physical Education	
Course Title: Physical Education	Grade level: 7/8
Unit 1: Team Sports (Movement Skills and Concepts)	1 marking period
Unit 2: Lifelong Fitness	1 marking period
Unit 3: Physical Fitness and Nutrition	1 marking period
Date Created: 7/23/2019 Updated: 11/16/2021	Board Approved On: 09/26/19

**Lower Cape May Regional School District Physical Education Curriculum
Unit 1 Overview**

Content Area: Physical Education

Unit Title: Team Sports

Target Course/Grade Level: 7/8

Unit Summary:

Students will understand the **basic** fundamentals **and** rules of team sports so they can be better participants and more educated **spectators** in their **future** lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.

Interdisciplinary Connections:

- history (of each sport)
- math (keeping score/statistics)

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets⁷

CPI #	Cumulative Progress Indicators (CPI) for Unit
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 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).

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.
1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
1.1.8.Re7a	Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
1.1.8.Re7b	Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.
1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices
1.1.8.Cr2b	Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
1.1.8.Cr3a	Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
1.1.8.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
Unit Enduring Questions: <ul style="list-style-type: none"> • What is PE and why is it important in our schools? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, no matter what

<ul style="list-style-type: none"> ● How can I make movement more interesting, fun, and enjoyable? ● How does my movement influence that of others? 	<p>the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <ul style="list-style-type: none"> ● Physical activity will enhance your overall health and wellness. ● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Explain and demonstrate movements that combine mechanically correct movement sequences. ● Compare and contrast how various movement skills are affected by a change in force and motion. ● Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments. ● Create and demonstrate a planned movement sequence that includes changes in force, motion, and tempo in various physical activities (i.e. games, sports, and dance)

<p>Lower Cape May Regional School District Physical Education Curriculum Unit 2 Overview</p>
<p>Content Area: Physical Education</p>
<p>Unit Title: Lifetime and Individual Sports</p>
<p>Target Course/Grade Level: 7/8</p>
<p>Unit Summary: Children who participate in physical activity regularly tend to stay active in their lives. There are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook. Participating in team and individual sports and other forms of</p>

physical activity can boost self esteem, helps social interaction and offer a chance to have fun. Regular physical activity can help prevent medical problems later in life, including heart disease and diabetes. Being active and staying active is a key component to a healthy active lifestyle.

Interdisciplinary Connections:

- History
- Math
- Science

21st Century Themes, Skills, and Standards:

- Link <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.2.8.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
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
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
1.1.8.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space

1.1.8.Pr4b	Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing
1.1.8.Pr4c	Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization
1.1.8.Re8a	Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.
1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.8.Cn10b	Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.
1.1.8.Cn11a	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
Unit Enduring Questions: <ul style="list-style-type: none"> ● How can understanding movement concepts improve my performance? ● How can I make movement more interesting, fun and enjoyable? ● What course of action will you take to maintain mental, physical and social health in your future 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. ● Physical activity will enhance your overall health and wellness. ● Understanding fitness concepts and skills and integrating them into everyday routine supports wellness. ● The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. ● The students will understand that they will be able to stay active in other ways than team sports.
Unit Objectives:	Unit Objectives:

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● The history of each activity ● Proper terminology associated with the activity. ● The fundamentals, proper techniques and skills necessary for each activity./ ● Fitness and conditioning benefits of each activity. ● How to officiate and manage the activities, and be able to justify their calls 	<p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● describe proper equipment necessary to participate safely ● demonstrate proper sportsmanship ● Identify and demonstrate the rules and strategies of each activity. ● Compare and contrast the impact of offensive and defensive strategies that could affect performance in dual activities ● comprehend and demonstrate safety factors for each activity,
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<p>Lower Cape May Regional School District Physical Education Curriculum Unit 3 Overview</p>
<p>Content Area: Physical Education</p>
<p>Unit Title: Physical Fitness and Nutrition</p>
<p>Target Course/Grade Level: 7/8</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Students will complete a baseline physical fitness test, then set a personal goal related to their personal health and wellness. They will take the necessary steps to achieve these goals and monitor their progress in achieving them.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Anatomy ● Math
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
<p>Learning Targets</p>

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.
2.2.8.PF.3	Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames)
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program
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.
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
1.1.8.Pr5a	Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5b	Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
1.1.8.Pr5c	Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.
1.1.8.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g.,

	yoga, weight training, aerobics, Pilates).
1.1.8.Pr5e	Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do personal health choices impact our health as well as the health of others? ● How can a personal commitment to wellness influence the health of others? ● How does this commitment reduce one’s risk for diseases and injuries that may impact the quality or duration of one’s life? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Health choices and behaviors have a profound impact on personal, family, community and global wellness. ● Medical advances, technology and public health efforts enable some people to live healthier and longer lives than ever before, but many people still struggle to be healthy.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● the personal, social and environmental factors that impact fitness and personal health. ● the short and long term benefits of regular activity. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Develop a persona physical activity program, by using the data of the physical fitness assessment. ● describe and apply the FITT principle to improve personal fitness (frequency, intensity, time, type) ● Analyze and reflect on personal health data to create and implement a comprehensive health and fitness program applying the FITT principles.

**Lower Cape May Regional School District Physical Education
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. [Link here](#) for ideas. [More ideas](#) and [here](#).
- If you utilization Kahoot, Socrative, quizlet or other online assessment platforms list those here as

well.

Summative Assessment Utilized throughout Units:

- QBA's
- Benchmarks

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:

- Team Projects as referenced in Unit plans

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Link Research resources here.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.

Resources:

- Ancillary resources and materials used to deliver instruction are included below:

[Comprehensive Health and Physical Education NJSLA 2020 \(June\)](#)

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs.

	open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Curriculum development Resources/Instructional Materials:	
<ul style="list-style-type: none"> • Comprehensive Health and Physical Education NJSLA 2020 (June) 	
Board of Education Approved Text(s)	

- Glencoe Middle School Health and PE