

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Middle School Physical Education





























Length of Course:	3/4
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 6, 7, 8
Credit Value:	N/A
Date Approved:	August 23, 2022

TABLE OF CONTENTS

Table of Contents Chart	3
Statement of Purpose	4
Team Sports Unit Plan	5
Lifelong Sports Unit Plan	6
Fitness Activities & Developmental Games Unit Plan	7
Individual Sports Unit Plan	8
Cognitive Physical Education Unit Plan	9
Supplementary Resources	10

Modifications will be made to accommodate IEP mandates for classified students

TABLE OF CONTENTS CHART

Team Sports	Lifelong Sports
<ul style="list-style-type: none">  Basketball  Cricket  Floor Hockey  Frisbee / Ultimate Frisbee  Lacrosse  Soccer  Softball  Speedball  Team Handball  Touch & Flag Football  Volleyball 	<ul style="list-style-type: none">  Archery  Badminton  Dance  Frisbee  Golf  Pickleball  Recreational Games (Backyard Games)  Track & Field  Volleyball
Fitness Activities & Developmental Games	Individual Sports
<ul style="list-style-type: none">  Developmental Games  Fitness Activities / Fitness Testing  Free Weights  Jump Rope  Physical Fitness / General Fitness Activities 	<ul style="list-style-type: none">  Gymnastics  Track & Field  Wrestling
Cognitive Physical Education	

STATEMENT OF PURPOSE

The purpose of Physical Education is to foster participation in physical activities by applying movement concepts and skills that the students can appreciate for the rest of their life. In the process, the students will use critical thinking skills, decision-making and problem-solving skills as they relate to the middle school student and physical education. The curriculum has been contoured to meet the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education. The activities included in this curriculum guide targets the physical, mental and social well being of the middle school student. Emphasis will be placed on developing personal attitudes, behaviors, and values in addition to addressing health-related fitness concepts and their application towards a lifetime of physical activity. Fitness activities will be performed throughout the school year or included as an extension of warm ups. Rules, strategies, and tactics of both individual and team sports will be included. Students will participate in a combination of team sports, lifetime or individual activities and fitness activities throughout the school year. This curriculum will also encourage and develop appropriate cooperative and social behavior necessary to interact with a group to achieve a common goal.

LITERACY AND TECHNOLOGY INTEGRATION

Students will be given at least two written/reading assessments each marking period. These activities may include a current event related to the unit, written/online assessments, surveys, portfolio creation, internet scavenger hunts, Google Slide presentations, peer, team & self assessments, student generated rubrics, etc. These assessments are at the teacher's discretion.

PRE-CLASS WARM-UP

As professional educators we recognize the importance of warm-ups as an essential beginning of every active class. Our students are prepared through a series of specifically designed flexibility, strength, and cardiovascular activities created to meet the demands of each particular lesson. Both Dynamic and Static stretching will be utilized. As students work on their warm-up routines, they should be supplied with the necessary knowledge about the muscle groups involved and their influence on movement. While they participate in endurance training, the components of heart rate, circulation, lung capacity, and their benefits of exercise can be discussed.

*The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during their Middle School Physical Education coursework. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson*

Team Sports Unit Plan

Core Ideas

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.












Performance Expectations

- 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.

Key Topics & Skills

- Teamwork and cooperation
- Offensive and defensive strategies
- Various roles of a team and their individual responsibilities
- Rules and scoring of various team sports
- Alternate assessments including written assignments and research

Sports

-  Basketball
-  Cricket
-  Floor Hockey
-  Frisbee / Ultimate Frisbee
-  Lacrosse
-  Soccer
-  Softball
-  Speedball
-  Team Handball
-  Touch & Flag Football
-  Volleyball

Lifelong Sports Unit Plan

Core Ideas

- Students will be able to understand that fundamental skills, terminology, and safety protocols are all important to successfully participate in an lifelong sports.
- Students will be able to learn the practices of sport and movement that can apply throughout one's lifetime.

Performance Expectations

- 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.
- 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, strength training, 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.

Key Topics & Skills

- Develop an understanding that physical activity plays an important role in wellness.
- Develop an understanding that physical activity helps one through all stages of life- both physically and emotionally.
- Involvement in activity throughout your life can help with your interpersonal skills and team building.
- Develop coordination, rhythm, movement concepts, endurance, flexibility, creativity, and social skills.

Sports

-  Archery
-  Badminton
-  Dance
-  Frisbee
-  Golf
-  Pickleball
-  Recreational Games (Backyard Games)
-  Track & Field
-  Volleyball

Fitness Activities & Developmental Games Unit Plan

Core Ideas

- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.

Performance Expectations

- 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 principles 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.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, strength training, 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.

Key Topics & Skills

- Conditioning and fundamental body weight exercises should be performed with proper technique before engaging in weight training,
- Students will be able to understand that safe and effective execution of weight training exercises is important for the individual and others in the class.
- Students will be able to understand that it is important to know the major muscle groups and the exercises associated with those groups and differentiate between muscular strength, endurance, flexibility and cardiovascular endurance.

Activities

- Developmental Games
- Fitness Activities / Fitness Testing
- Free Weights
- Jump Rope
- Physical Fitness / General Fitness Activities

Individual Sports Unit Plan

Core Ideas

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.




Performance Expectations

- 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.
- 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, strength training, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Key Topics & Skills

- Rules and scoring of various individual sports
- Understanding of fundamental skills, terminology, and safety concepts associated with each individual sport
- Alternate assessments including written assignments and research

Sports

-  Gymnastics
-  Track & Field
-  Wrestling

Cognitive Physical Education Unit Plan

Core Ideas

- Students will be able to get a better understanding of the many aspects of physical education.
- Students will be able to understand that purpose, functions, and outcomes are all important parts of fitness. Fitness is a balance of exercise, nutrition and other lifestyle behaviors to enhance overall health.
- Students will have the opportunity to explore the activities that are offered in PE class as an extension of learning.
- Students will have the opportunity to research anatomy, exercise concepts, fitness and nutrition programs, surgeon general reports, target heart rate, benefits of exercise, sportsmanship, safety, bio mechanics and basic motor learning concepts, technology, Olympics, careers, and cooperative activities as an extension/reinforcement of the topics and activities in physical education class.

Performance Expectations

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 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. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- 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.
- 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.

Key Topics & Skills

- Alternate assessments including video/written/oral assignments and research on (but not limited to): Fitness, Nutrition, Sportsmanship, Biomechanics, Basic motor skills, Safety, Athletes, Olympics, Individual's Values, Coaching, Media, Role Models, Consequences and Rewards, Careers in Fitness and Sport, Project Adventure, etc.

Supplementary Resources**Resources**

- [Crossfit Kids](#)
- [PE Central - Grades 6-8](#)
- [PE Specialist](#)
- [PE Universe](#)
- [PHE America](#)
- [Phys Ed Games](#)
- [Rutgers NJHKL Physical Literacy Lessons](#)
- [ShapeAmerica.org](#)
- [Shape America Activity Calendars](#)
- [Special Olympics](#)
- [Sports Know How - Rules](#)
- [The PE Geek](#)
- [The Physical Educator](#)

Instructional Adjustments

- Differentiated instruction
- Modify curriculum to suit individual needs
- Consult IEPs and 504 Plans
- Provide study guides
- Utilize peer tutors
- Assign roles or specific tasks for group projects
- Adapt lessons to accommodate learner engagement