



Leonia School District

Physical Education - Grade 8

Course Description

8th grade Physical education is a full year course that meets every other day. The goal of the course is to keep the students moving for the majority of the class time while teaching them skills that will foster lifelong fitness. Instruction is designed to develop knowledge, motor skills, sportsmanship and confidence in physical fitness. This course will cover all five components of physical fitness; cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. By the end of the course the students will understand the benefits that regular exercise can provide to a person's physical, social and mental health.

Pacing Guide

Time Frame	Unit Title
12 Weeks	Unit 1: Fitness (fitness testing, jump rope, fitness stations, walking)
16 Weeks	Unit 2: Team Sports (soccer, football, volleyball, basketball, floor hockey, wiffleball, scooter games, frisbee)
12 Weeks	Unit 3: Individual Activities and Paddle Games (pickleball, paddleball, ping pong, badminton, bowling, rock climbing)

Unit 1 - Fitness

Goals/Objectives of Unit:

- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Build an effective movement and physical fitness vocabulary
- Recognize factors that generate positive emotions from participating in movement
- Demonstrate ability to work with students of all fitness levels
- Evaluate personal attributes as they relate to career options in physical activity and health professions

Core Instructional Resources/Materials:

- Fitnessgram CD, charts, packets and instructions
- Jump Ropes
- Lap Cards
- Hole Punchers
- Fitness Station equipment (dumbbells, step-ups, medicine balls, peg wall, yoga matts, etc)

NJ-Student Learning Standards:

- 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.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, 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
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Unit 2 - Team Sports

Goals/Objectives of Unit:

- Explain the rules of each team sport learned in class
- Apply defensive and offensive strategies when applicable
- Show successful skill techniques on skill/drill days
- Demonstrate the transition of movement skills from skill practice into games
- Demonstrate control of the body in relationship between force, flow, time, and space in interactive dynamic environments.
- Analyze feedback from others and determine how to improve performance
- Illustrate how individual and team goals are achieved when applying effective strategies in games.
- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Review how mental and emotional endurance over time will enhance performance and wellness.
- Investigate how community resources can provide participation in physical activity for life

Core Instructional Resources/Materials:

- Individual sports equipment for each sport (soccer balls, volleyballs, basketballs, footballs, scooters, ect.)
- Pinnies
- Scoreboard
- Cones
- Nets
- Skill equipment (targets, markers, ect.)

NJ-Student Learning Standards:

- 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.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, 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

Unit 3 - Individual Activities and Paddle Games

Goals/Objectives of Unit:

- Explain the rules of each individual sport or activity learned in class
- Apply defensive and offensive strategies when applicable
- Show successful skill techniques on skill/drill days
- Demonstrate the transition of movement skills from skill practice into games
- Demonstrate control of the body in relationship between force, flow, time, and space in interactive dynamic environments.
- Analyze feedback from others and determine how to improve performance
- Illustrate how individual goals are achieved when applying effective strategies in games.
- Summarize short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Review how mental and emotional endurance over time will enhance performance and wellness.
- Investigate how community resources can provide participation in physical activity for life

Core Instructional Resources/Materials:

- Individual game equipment (paddles, balls, nets, ect.)
- Scoreboard
- Floor Tape
- Dividers

NJ-Student Learning Standards:

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- 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.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).

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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

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Benchmark Assessments through fitnessgram testing
- Pre/Post Assessments
- Verbal Gameplay/Rule quiz
- Students will participate in the activity in class to the best of their ability
- Teacher observation

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations