

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education - Grade 8

June 2017

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to formulate strategies to gain knowledge of game play using rules, key concepts, and elements of fairplay.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students will understand that it is important to cooperate with others.</p> <p>Students will understand that there are rules and regulations when playing individual and team sports.</p> <p>Students will understand that individual and team sports are played throughout life for continued health and wellness.</p> | <p>ESSENTIAL QUESTIONS</p> <p>What does it mean to be a good team player?</p> <p>Why is it important to demonstrate good offensive and defensive strategies?</p> <p>Why is it important to follow rules for game play?</p> |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <p>Students will be familiar with the decision making model.</p> | <p><i>Students will be skilled at...</i></p> <p>Students will be able to use the decision making model during game play.</p> <p>Students will be able to connect the rules</p> |

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| <p>activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>Students will learn the various rules and regulations for each activity of the individual and teams sports units.</p> <p>Students will recognize the benefits of being active.</p> | <p>and regulations to self assessing their ability to play a game.</p> <p>Students will be able to analyze the social benefits of team play.</p> |
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| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| T, M, A | Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments). | <p>PERFORMANCE TASK(S):</p> <p>Students will complete a portfolio assessment at the end of the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Handball, Badminton, and Pickleball. The portfolio will include an explanation of rules (procedures, safety, and scoring), fair play, skill performance, and offensive and defensive strategies for game play.</p> |

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| T, M, A | <p>Students will be evaluated based on a rubric of E-Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M-Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).</p> | <p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p> |
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Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| M | Students will complete a questionnaire on individual and team sports. Questions will allow students to recall prior knowledge from 7th grade, reflecting on safety, rules, skills, scoring, and game play strategies. Warm-up activities will include the four components of fitness, with students' following a personal goal, to monitor year-long progress. | |
| T, M, A | <p>Summary of Key Learning Events and Instruction</p> <p>Students will complete the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Team Handball, Badminton, and Pickleball.</p> <ul style="list-style-type: none"> - Introduction- history of the sport - Equipment safety - Skill development (i.e. passing, receiving, striking, dribbling, shooting, running) - Game play rules, procedures, and scoring - Game strategies, fairplay, group cooperation | <p>Progress Monitoring</p> <p>Class discussions/lesson closure</p> <ul style="list-style-type: none"> - Students will be able to discuss the history of sports as they have evolved. <p>Teacher checklist</p> <ul style="list-style-type: none"> - Students will show understanding of safety by proper use of equipment during skill practice and game play. - Students will demonstrate correct execution of skills during practice and game play. - During game play, students will be able to successfully follow the respective rules, procedures, and scoring. - Students will be able to formulate offense and defense strategies, and ways to work cooperatively with a group for success. <p>Self assessment</p> <ul style="list-style-type: none"> - Students will be able to determine their level of success in individual and team sports. |

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| Subject/Course: Physical Education | Unit #2: Fitness and Dance | Grade: 8 |

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Health National Standard 1: Students will comprehend concepts related to health promotion and disease prevention to</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to choose fitness and/or dance activities that they enjoy; to maintain lifetime health and wellness.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students will understand that being physically fit is important to achieve lifetime wellness.</p> <p>Students will understand that dance can improve athletic performance.</p> <p>Students will understand that dance enhances problem solving skills.</p> | <p>ESSENTIAL QUESTIONS</p> <p>What does it mean to be physically fit?</p> <p>How can fitness impact your health?</p> <p>How can dance benefit an athlete's performance?</p> <p>How can dance improve group cooperation skills?</p> |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <p>Students will recognize that dance creates opportunities for health, enjoyment, challenge, self-expression and/or social interaction.</p> | <p><i>Students will be skilled at...</i></p> <p>Students will perform a variety of dances, with or without a group, that demonstrate positive peer interactions and self-expression.</p> |
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| <p>enhance health.</p> <p>Heath National Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>Students will recall specific motor skills and movement patterns that benefit from performing a variety of dance steps.</p> <p>Students will identify the four components of fitness and illustrate ways in which they can achieve and maintain a health-enhancing level of fitness.</p> | <p>Students will perform a variety of dances that demonstrate agility and coordination skills.</p> <p>Students will be able to assess which components of fitness are utilized when performing several fitness based activities and sports.</p> |
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| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| T, M, A | Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments). | <p>PERFORMANCE TASK(S):</p> <p>Square Dance Summative Assessment:</p> <p>Students will be assessed on their ability to work cooperatively with a group to create and present a square dance; as well as evaluate their peers' square dance performances.</p> <p>Suggested Square Dance Steps: honor partner/corner, circle right/left, star right/left, promenade partner, swing partner/corner/opposite, allemande partner/corner/opposite, do-si-do partner/corner/opposite, forward and back, all into the center, grand right and left.</p> <p>CT State Physical Fitness Assessment:</p> <p>Mile Run/Pacer Test Sit and Reach Push-ups Curl-ups</p> <p>Suggested fitness activities: station work, Team Handball, Capture the Ball, Omnikin Volleyball, Star Wars, Trophy Ball, Tsoukball.</p> |

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| T, M, A | <p>Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).</p> | <p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p> |
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Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| M | Students will complete a questionnaire on fitness and dance. Questions will allow students to recall prior knowledge from 7th grade. Warm-up activities will include the four components of fitness, with students' following a personal goal, to monitor year-long progress. | |
| T, M, A | <p>Summary of Key Learning Events and Instruction</p> <p>Square Dance</p> <ul style="list-style-type: none"> -History, purpose, and benefits of dance in the PE curriculum -Students will learn new square dance steps with teacher demonstration and practice -Students will create a unique square dance with their group, using steps learned, as well as creating new, creative steps -Students will present their dance to the class, and evaluate their peers' performance <p>Fitness</p> <ul style="list-style-type: none"> -Introduction to fitness- explanation of the four components of fitness, the four CT state fitness tests, and activities or sports that students can choose outside of school to enhance each component. -Fitness activities- The components of fitness will be incorporated in the following ways: <ul style="list-style-type: none"> Games (i.e. chasing, fleeing activities) Individual and Team sports Fitness circuit training (students choose from a series of stations) Warm-up activities at the beginning of class Fitness test practice | <p>Progress Monitoring</p> <p>Class discussions/lesson closure</p> <ul style="list-style-type: none"> -Students will be able to explain why dance would be an important part of PE. <p>Self and peer assessment</p> <ul style="list-style-type: none"> -Students will be able to demonstrate new square dance steps with their group of 8. <p>Teacher checklist</p> <ul style="list-style-type: none"> -Students will be able to present their dance to the class, as well as evaluate their peers' presentations. <p>Summative Quiz</p> <ul style="list-style-type: none"> -Students will be able to identify, both verbally and on a quiz, the four components of fitness and state tests. <p>Teacher checklist</p> <ul style="list-style-type: none"> -Students will be able to explore the "fitness center" circuit training model, by choosing from a series of stations (focusing on one component of fitness for the class). |

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| | <p>-Fitness testing- Students will complete the CT state physical fitness assessment by the end of the unit</p> <p>Mile run/pacer test</p> <p>Sit and Reach</p> <p>Push-ups</p> <p>Curl-ups</p> | <p>Class discussions</p> <p>-During closure questions, students will be able to identify which component(s) of fitness matched up with each station or activity.</p> |
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| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to participate in a variety of game activities that promote wellness throughout life.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Students will understand that games in class can be cooperative and/or competitive in nature.</p> <p>Students will understand that games can evolve over time, since their creation.</p> <p>Students will understand that games in class can incorporate the components of fitness.</p> <p>Students will understand that success in games involve teamwork and cooperation.</p> <p>Students will understand that picnic and outdoor games can be played throughout life.</p> | <p>ESSENTIAL QUESTIONS</p> <p>What is a cooperative game?</p> <p>What is a competitive game?</p> <p>How do games relate to fitness?</p> <p>What are picnic/outdoor games?</p> <p>Why is group cooperation and teamwork important in various games?</p> |
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| <p>range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | Acquisition | |
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| | <p><i>Students will know...</i></p> <p>Students will recognize that cooperative and competitive games afford the ability to be creative, challenging, and interact with peers.</p> <p>Students will identify the components of fitness that are used in the games unit.</p> <p>Students will identify elements of cooperation and competition through popular sports in society.</p> <p>Students will recall several movement patterns and motor skills that can benefit through games played in class.</p> | <p><i>Students will be skilled at...</i></p> <p>Students will be able to differentiate between cooperative and competitive games played in class.</p> <p>Students will create a game that includes elements of cooperation and/or competition.</p> <p>Students will demonstrate a cooperative and/or competitive game that exhibits personal and social behavior, and respects self and others.</p> <p>Students will be able to choose, with a partner or group, from a variety of picnic or outdoor games to play in class with success.</p> |

| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| T, M, A | Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments). | <p>PERFORMANCE TASK(S):</p> <p>Students will complete a portfolio assessment of the Games unit. The portfolio will include a description and differentiation of competitive, cooperative, and picnic/outdoor games. It was also explain how fitness relates to games, and how teamwork is essential to success.</p> <p>Suggested Cooperative and Competitive Games: Gridmaster, “Everybody up”, Tennis ball group toss, River Crossing, Hula Hoop (group exchange), Team Handball, Pillow Polo, Steal the Bacon, Capture the Ball, Frisbee Golf, Italian Golf.</p> <p>Suggested Picnic Games: Cornhole, Bocce Ball, Ring Toss, Lawn Darts, Ladder Ball.</p> |

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| T, M, A | <p>Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).</p> | <p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p> |
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Stage 3 – Learning Plan

| Code | <i>Pre-Assessment</i> | |
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| M | Students will complete a questionnaire about the games unit. Students will be able to recall any information they learned about competitive, cooperative, and picnic/outdoor games from 7th grade. Warm-up activities will include the four components of fitness, with students' following a personal goal, to monitor year-long progress. | |
| T, M, A | <p>Summary of Key Learning Events and Instruction</p> <p>Students will be exposed to a variety of cooperative, competitive, and picnic/outdoor games.</p> <ul style="list-style-type: none"> - Elements of cooperation, competition, and picnic/outdoor games - Introduction- history/background to game or activity - Equipment safety - Skill development (i.e. passing, receiving, striking, dribbling, shooting, running) - Game play rules, procedures, and scoring - Game strategies, fairplay, group cooperation | <p>Progress Monitoring</p> <p>Class and group discussions/lesson closure</p> <p>-Students will be able to identify key elements of cooperative, competitive, and picnic/outdoor games.</p> <p>Self and peer assessments</p> <p>-Students will be able to determine their level of success, as well as their group's success, during the games unit.</p> <p>Teacher checklist</p> <p>-Students will be able to demonstrate their knowledge of the activity, and be an active participant.</p> <p>-Students will be able to contribute to their group's success in the games unit.</p> <p>Summative Quiz</p> <p>-Students will be able to recall their knowledge of cooperative, competitive and picnic/outdoor games.</p> |

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| | <p>Suggested resource(s):</p> <p>National Standards and Grade Level Outcomes for K-12 Physical Education (Shape America, 2014).</p> | |
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Grade Level: PE - Grade 8
Pacing Calendar 2017-2018

| Unit | Timeline |
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| Individual and Team Sports | <ul style="list-style-type: none"> -Takes place from September- June. -Pre-assessment- Takes place during the first class of the unit (via questionnaire and/or verbal discussion). -Summative assessment- Ten Question Quiz- Takes place during the last class of the unit. -Performance assessment- Portfolio and Fundamental Skills Test- Takes place throughout the unit to monitor progress. |
| Fitness and Dance | <ul style="list-style-type: none"> -Takes place in October, December, April. -Pre-assessment- Takes place during the first class of the unit (via questionnaire and/or verbal discussion). -Summative assessment- Ten Question Quiz- Takes place during the last class of the unit. -Performance assessment- Square Dance Group Presentation- Takes place during the last few classes of the unit. CT State Physical Fitness Assessment takes place in October. |
| Games | <ul style="list-style-type: none"> -Takes place in October/November. -Pre-assessment- Takes place during the first class of the unit (via questionnaire and/or verbal discussion). -Summative assessment- Ten Question Quiz- Takes place during the last class of the unit. -Performance assessment- Portfolio and Fundamental Skills Test- Takes place throughout the unit to monitor progress. |
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