

Somers Point School District



Curriculum

Physical Education

Grades 7-8

August 2016

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Somers Point School District

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

New Jersey State Department of Education

Student Learning Standards

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/chpe/>

**PE Year Long Plan
Grade: 7 & 8
(32 Weeks)**

<p style="text-align: center;"><u>Unit 1</u> Weeks: 8 (8-16 days)</p> <p style="text-align: center;">Title: Fitness</p> <p style="text-align: center;">Fall Pre-Testing, Spring Post-Testing, Fitness Stations, Zumba or Fitness dance</p>	<p style="text-align: center;"><u>Unit 2</u> Weeks: 12-18 (4-6 days per lesson)</p> <p style="text-align: center;">Title: Team Sports (4-6 sports per year)</p> <p style="text-align: center;">Soccer, flag football/ rugby, volleyball, basketball, hockey, softball, track/field, cricket, ultimate Frisbee, etc.</p>	<p style="text-align: center;"><u>Unit 3</u> Weeks: 3-4 (3-8 days)</p> <p style="text-align: center;">Title: Cooperative Games & Activities</p> <p style="text-align: center;">Adventure Ed., Parachutes games</p>	<p style="text-align: center;"><u>Unit 4</u> Weeks: 3-4 (3-8 days)</p> <p style="text-align: center;">Title: Individual and Dual, & Recreational Activities (2-3 sports per year)</p> <p style="text-align: center;">Badminton, pickle-ball, Bowling, table tennis, juggling/balancing, cup stacking, etc.</p>
<p>Movement Skills & Concepts 2.5.8.A.2*(spring) 2.5.8.A.3*(fitness dance)</p> <p>Strategy 2.5.8.B.2 2.5.8.B.3</p> <p>Sportsmanship, Rules, & Safety 2.5.8.C.2</p> <p>Fitness Physical Activity 2.6.8.A.1 2.6.8.A.2 2.6.8.A.3 2.6.8.A.4 2.6.8.A.5</p>	<p>Movement Skills & Concepts 2.5.8.A.1* 2.5.8.A.4* (partial)</p> <p>Strategy 2.5.8.B.1* (partial)</p> <p>Sportsmanship, Rules & Safety; 2.5.8.C.1* 2.5.8.C.2* 2.5.8.C.3*</p>	<p>Strategy 2.5.8.B.2* (partial) 2.5.8.B.3* (partial)</p>	<p>Movement Skills & Concepts 2.5.8.A.4 (partial)</p> <p>Strategy 2.5.8.B.1* (partial) 2.5.8.B.2* (partial) 2.5.8.B.3* (partial)</p> <p>Sportsmanship, Rules, & Safety 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
	<p><u>Supporting</u> 2.5.8.A.2 2.5.8.B.2 2.5.8.B.3</p>	<p><u>Supporting</u> 2.5.8.A.3 2.5.8.B.1 2.5.8.C.1 2.5.8.C.2</p>	<p><u>Supporting</u> 2.5.8.A.2</p>

*Note: * means CPI appears in more than one unit and will be assessed in unit with *.*

Physical Education Curriculum

Unit Plan #1

Title: Fitness

Grade Level Cluster: 7-8

Length of Time: 8 weeks (8-16 days)

Unit Summary: During the fitness unit students will be (pre/post) assessed on their fitness skills to measure personal growth over the school year. Students will also participate in fitness activities such as Zumba and/or fitness dance to discover fun alternatives to improve their fitness goals.

Learning Targets

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
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).	

Strand: B. Strategy

2.5.8.B.2	Apply a variety of mental strategies to improve performance.	Teamwork consists of effective communication and other interactions between team members.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Strand: C. Sportsmanship, Rules, & Safety

2.5.8.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can understanding movement concepts improve my performance? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others? • To what extent does strategy influence performance and competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? 		<p>Unit Enduring Understandings:</p> <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. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations.
<p>Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>		
<p>Strand: A. Fitness and Physical Activity</p>		
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.	
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.	

Unit Essential Questions:

- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

Unit Enduring Understandings:

- Children who regularly participate in physical activity tend to stay active throughout their lives. While 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 physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

Unit Objectives (unpacking CPIs where needed):

- The students will understand the lifetime benefits of fitness.
- The students will understand the difference between a set and a repetition.
- The students will understand the difference between aerobic and anaerobic exercise.
- The students will maintain equipment and properly use machines.
- The students will display good sportsmanship during play in victory or defeat.
- The students will utilize the concept of teamwork during play.
- The students will demonstrate behavior that is consistent with “safe” guidelines as outlined by the teacher.

- The students will be sensitive to the differences in physical ability levels of other students.

Evidence of Learning

Formative Assessments:

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1 2.5.8.A.2 (Concepts of force and motion related to performance)
- Common Assessment #2 2.5.8.A.3 (Fitness dance)
- Common Assessment #3 2.6.8.A.1 (Summarize the fitness benefits)
- Common Assessment #4 2.6.8.A.2 (Utilize health data)
- Common Assessment #5 2.6.8.A.3 (Analyzing personal fitness through technology)
- Common Assessment #6 2.6.8.A.4 (Achieving healthy lifestyle)
- Common Assessment #7 2.6.8.A.5 (Utilizing FITT to achieve fitness)

Lesson Plans (8 Lesson plans per year)

Lessons	Timeframe
Lesson #1: Fall Fitness Pre-Testing	2-4 days
Lesson #2: Spring Post-Testing	2-4 days
Lesson #3: Fitness Stations	2-4 days
Lesson #4: Zumba/Fitness dance	2-4 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Physical Education Curriculum

Unit Plan # 2

Title: Team Sports

Grade Level Cluster: 7-8

Length of Time: 12-18 weeks (12-36 days)

Unit Summary: During this unit, students will participated in various team sports to develop their individual motor skills, team work, offensive and defensive strategies. Students will also learn to incorporate rules and safety.

Learning Targets

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills .	

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Strand: C. Sportsmanship, Rules, & Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
2.5.8.C.2	Summarize types of equipment, products,	Self-initiated behaviors that promote personal and group success include safety practices,

	procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
2.5.8.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	Movement activities provide a timeless opportunity to connect with people around the world.

Supporting

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can understanding movement concepts improve my performance? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others? • To what extent does strategy influence performance and competitive games and activities? • Why do I have to show good sportsmanship and 	<p>Unit Enduring Understandings:</p> <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. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations.
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follow the rules when others do not?	<ul style="list-style-type: none"> • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
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Unit Objectives (unpacking CPIs where needed):

- *Students will develop cognitive skills such as offensive, defensive, and cooperative strategies.*
- *Students will develop psychomotor skills such as passing, catching, trapping, dribbling, shooting, tackling, serving, etc.*
- *Students will develop affective skills such as sportsmanship. teamwork, safe behavior, and sensitivity to levels of abilities.*

Evidence of Learning

Formative Assessments:
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1 2.5.8.A.1 (Explain/demonstrate movement skills as applied to various activities)
- Common Assessment #2 2.5.8.A.4 (Detect and correct movement errors)
- Common Assessment #3 2.5.8.B.1 (Compare and contrast cooperative strategies)
- Common Assessment #3 2.5.8.C.1 (Assess sportsmanship)
- Common Assessment #4 2.5.8.C.2 (Safety)
- Common Assessment #5 2.5.8.C.3 (Impact of world cultures on present day games)

Lesson Plans (12-18 Lesson plans per year)

Lessons	Timeframe
Lesson #1 Title: Soccer	3-6 days
Lesson #2 Title: Flag Football/Rugby	3-6 days
Lesson #3 Title: Volleyball	3-6 days
Lesson #4 Title: Basketball	3-6 days
Lesson #5 Title Hockey*	3-6 days
Lesson #6 Title: Softball*	3-6 days

<p>*Replacement options: Track/Field, Ultimate Frisbee, Lacrosse, Cricket, etc.</p>	<p>3-6 days</p>
<p>Curriculum Development Resources <i>(Click the links below to access additional resources used to design this unit):</i></p> <ul style="list-style-type: none">•	

Physical Education Curriculum

Unit Plan # 3

Title: Cooperative Games and Activities

Grade Level Cluster: 7-8

Length of Time: 3-4 weeks (3-9 days)

Unit Summary: This unit is designed to promote and exercise group participation and team work while providing physical challenges that increase fitness levels through cooperative games these cooperative games are designed to increase self-esteem, feelings of acceptance by the group, and a sense of trust while encouraging team work, leadership and creative thinking.

Learning Targets

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: A. Movement Skills & Concepts

CPI# (s):	CPI(s):	Content Statement:
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).	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.	

Supporting

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: B. Strategy

2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
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Strand: C. Sportsmanship, Rules, & Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
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.	

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
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<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • Students will work together to accomplish a common goal per activity. • Students will demonstrate trust, team work, communication, and leadership skills.

Evidence of Learning

<p>Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>

<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessment #1 2.5.8.B.2 (Assess mental strategies to improve performance) • Common Assessment #2 2.5.8.B.3 (Analyze individual and team effectiveness)

Lesson Plans (1-3 Lesson plans per year)

Lessons	Timeframe
Lesson #1 Adventure Education:	1-3 days
Lesson #2 Cooperative Games	1-3 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Physical Education Curriculum Unit Plan # 4		
Title: Individual, Dual, & Recreational Activities		
Grade Level Cluster: 7-8		Length of Time: 3-4 weeks (3-8 days)
Unit Summary: This unit is designed to promote participation and encourage enjoyment of life-long activities to remain physically active yearlong as well as throughout their lifetime.		
Learning Targets		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skills and Concepts		
CPI# (s):	CPI(s):	Content Statement:
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Strand: B. Strategy		
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
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.	
Strand: C. Sportsmanship, Rules and Safety		
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
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.	
2.5.8.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	Movement activities provide a timeless opportunity to connect with people around the world.

Supporting

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: A. Movement Skills and Concepts

2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
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Unit Essential Questions:

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

Unit Enduring Understandings:

- 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.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate.

Unit Objectives (unpacking CPIs where needed):

- The students will understand the correct serving and scoring rules for doubles and singles.
- The students will properly demonstrate the following skills: forehand, backhand, overhead clear, drop shot, smash, short serve and deep serve.
- The students will demonstrate the correct serving for doubles and singles.
- The students will implement the front/back strategy.
- The students will display good sportsmanship during play in victory or defeat.
- The students will utilize the concept of teamwork during play.
- The students will perform the two basic groundstrokes in tennis; forehand and backhand.
- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- The students will use movement concepts and principles in the development of motor skills

Evidence of Learning

Common Formative Assessments:

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Common Summative Assessments:

- Common Summative #1 2.5.8.A.4 (Individual and dual activities)
- Common Summative #2 2.5.8.B.1, 2.5.8.B.2,2.5.8.B.3 (Recreational Activities)

Lesson Plans (3-8 Lesson plans per year)

Lessons	Timeframe
Lesson #1: Individual and Dual Activities	2-4 days
Lesson #2: Recreational Activities	2-4 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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COURSE BENCHMARKS

The student will be able to
