This curriculum may be modified through varying techniques, strategies, weather, available athletic equipment and technology, gymnasiums and outdoor facilities, as per individual student’s Individual Educational Plan (IEP) or teacher’s instruction based on class progression and assessment.
2013 Physical Education Goals

Regular physical activity helps students succeed in school – and in life!

In addition to keeping kids healthy and strong, being active for 60 minutes each day has been shown to:

- Increase concentration and focus
- Improve classroom attendance and behavior
- Boost academic performance

As the places where kids spend a majority of their time, schools are important places for kids to experience and enjoy being active. That’s why, in collaboration with the groups below, the First Lady kicked off the Let’s Move! Active Schools program to help schools across the country make quality physical activity a part of every kid’s day. Modern Physical Education programs are comprehensive programs that empower school champions – P.E. teachers, classroom teachers, principals, administrators, and parents – to create active environments that enable all students to get moving and reach their full potential.

AAPHERD & Health & Physical Education Teacher’s role

- Use of documentation (journal writing), Math, Technology, Reading and Speech (projects) Human Science as students follow the Let’s Move Curriculum and Common Core Standards.
- Implement more Physical Fitness into the P.E. Curriculum than Sports
- Incorporate National Physical Education Standards and NJCCCS Health and Physical Education Standards (2009)
- Recommended Field Trips for Health & Physical Education
- School Events for Health & Physical Education
Roselle Public Schools
7th and 8th Grade Physical Education

Four Points of Physical Education

What is Physical Education?

Physical Education is the development of the mind, body, and soul via physical activity & exercise. The three domains of Physical Education are Cognitive (intellectual thought), Psycho-Motor Behavior (Human Body, Movement & Balance) and Affective (Emotions & Self Esteem).

What is the Objective of Physical Education?

The objective of Physical Education is the development of knowledge and practice of Physical Fitness, increasing self esteem and social skills, and valuable use of leisure time.

What is Exercise?

Exercise is physical activity that is planned, structured, and repetitive bodily movement done to improve or maintain one or more components of Physical Fitness.

When & Where did Physical Education come from?

Physical Education began during the Golden Age of Greece (490-338 B.C.). In Greek academies; Art, Astronomy, Geometry, Music, Writing, and Physical Education were the first subjects taught by teachers. Gymnastics and running were two major skills taught in Physical Education class during that time for the conditioning of the human body.
Roselle Public Schools
7th and 8th Grade Physical Education

Roselle Public Schools
Health & Physical Education Department

Grace Wilday Junior High School 7-8

Health & Physical Education Vision Statement

Roselle Public Schools are committed to providing a daily, quality, K-12 Health/Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so students can live and enjoy a healthy active lifestyle.

Health & Physical Education Mission Statement

Health & Physical Education is part of the educational process which contributes to the physical, mental, social and emotional growth and well-being of each student. A regular program of physical education is provided in each grade. Our goal is to provide movement activities that will strive to:

- Develop motor skills necessary to perform a variety of physical activities
- Develop a level of physical fitness that will enable active physical participation and enhance motor skill learning
- Develop knowledge, understanding and benefit from involvement in physical activity and its contribution to a healthy lifestyle
- Promote interest and proficiency in activities that will enable students to participate successfully, now and in the future
Physical Education Standards & Guidelines

NASPE (National Association Sport and Physical Education) recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content with student and program assessment. (2004)

2004 NASPE (National Association Sport and Physical Education) Standards

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
2008 National Advanced Physical Education Teacher Standards

- **Standard 1: Professional Knowledge**
  Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction.

- **Standard 2: Professional Practice**
  Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.

- **Standard 3: Professional Leadership**
  Advanced physical education teacher candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.
2008 U.S. Professional Health & Physical Education Teacher Standards

- **Standard 1: Scientific and Theoretical Knowledge**
  Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

- **Standard 2: Skill-Based and Fitness-Based Competence**
  Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards.

- **Standard 3: Planning and Implementation**
  Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

- **Standard 4: Instructional Delivery and Management**
  Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

- **Standard 5: Impact on Student Learning**
  Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.

- **Standard 6: Professionalism**
  Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

- A. Fitness and Physical Activity
Roselle Public Schools
7th and 8th Grade Physical Education

Physical Education Units

- Ultimate Frisbee
- Soccer
- Flag Football
- Volleyball
- Basketball
- Gymnastics
- Fitness
- Track and Field
## Content Standards (NJCCCS)

### Health and Physical Education Core Curriculum Content Standards:

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

### CPIs

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).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

### 21st Century Life and Career Skills

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.1 Use multiple points of view to create alternative solutions.
Roselle Public Schools
7th and 8th Grade Physical Education

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

**English Language Arts Common Core State Standards:**

CCSS. ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views

**Essential Questions/Enduring Understandings**

**Essential Questions:**
How does team work play a key role in Ultimate Frisbee?
What skills are required to perform at an elite level in Ultimate Frisbee?
How can Ultimate Frisbee help you obtain a lifelong healthy lifestyle?
Why does development of strategies play a key role in the success of Ultimate Frisbee?

**Enduring Understandings:**
Ultimate Frisbee is a game that is played on a professional level.
This sport promotes its own specific rules and sportsmanship is of an up most important in this game.
Basic skills of Ultimate Frisbee will allow greater success in game play.
<table>
<thead>
<tr>
<th>Student Learning Objectives (NJDOE Model Curriculum)</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate proper throwing and catching skills of a Frisbee</strong></td>
<td>Students will each receive a Frisbee and self-explore how to throw and catch the disc. Students will be engaged in partner passing drills at a set distance to master the skills of throwing and catching the Frisbee.</td>
<td>Increase/ decrease distances between players engaged in activity. Larger or smaller Frisbee Allow more time for each activity Introduce with teacher/ student demonstration Allow students to stay stationary or on the move</td>
<td>Teacher Observation Checklist</td>
<td>Frisbee Cones</td>
</tr>
<tr>
<td><strong>Demonstrate and design offensive and defensive strategies</strong></td>
<td>Students will work collaboratively to design offensive and defensive strategies Small sided 7v7 matches will allow students to implement their strategies</td>
<td>Larger or smaller teams for students to design strategies Provide exemplar Instructor Demonstration Categories teams based on pre observed data</td>
<td>-Teacher Observation Checklist -Strategy Design</td>
<td>Clipboard Paper Pencils Frisbee Cones</td>
</tr>
<tr>
<td><strong>Critique a student performance based on skills taught</strong></td>
<td>During an Ultimate Frisbee game students will record data and provide feedback to the student they observed based on the skills</td>
<td>Demonstrate the expectation Allow students to select observer Change the feedback</td>
<td>-Teacher Observation Checklist -Student Checklist</td>
<td>Clip Board Observation Checklist Frisbee Cones Pencil</td>
</tr>
</tbody>
</table>
**Roselle Public Schools**  
**7th and 8th Grade Physical Education**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous taught Small sided matches of Ultimate Frisbee</td>
<td></td>
<td>Ipad (Ubersences app)</td>
</tr>
<tr>
<td>- Explain rules and regulations of an Ultimate Frisbee match</td>
<td>Students will take a written exam based on the rules and regulations of Ultimate Frisbee taught.</td>
<td>Change the test questions for the test. Allow more or less time. Verbally present test.</td>
</tr>
<tr>
<td>- Summative: See Appendix A</td>
<td></td>
<td>Test Pencils</td>
</tr>
<tr>
<td>- Apply all rules and skills learned into game play</td>
<td>11 v 11 Ultimate Frisbee match</td>
<td>Allow student selection of team or partners. Larger/ smaller field.</td>
</tr>
<tr>
<td>- Summative: See Appendix B</td>
<td></td>
<td>Cones, Frisbee, Pennies</td>
</tr>
</tbody>
</table>

**Appendix A: Cognitive Summative Assessment Task:**

During a written exam the students will be required to explain the following rules and regulations of Ultimate Frisbee.

1. Explain how an Ultimate Frisbee Match begins and starts after a goal?
2. How does a team score in Ultimate Frisbee?
3. Describe ways you can throw and catch a Frisbee. (Use specific cues)
4. How does an ultimate Frisbee player get called for a stall?
5. Explain what occurs when an offensive and defensive player catches the Frisbee at the same time?
6. Explain how a fault in the game may occur?
7. Explain how Ultimate Frisbee was created?
Roselle Public Schools
7th and 8th Grade Physical Education

Appendix B: Psychomotor Summative Assessment Task:

During a small sided game of Ultimate Frisbee the students will be required to demonstrate all the skills and rules taught throughout the Unit. If the skill is performed correctly during the game play, the teacher will check off the box representing the skill being present. The notes sections is for the instructor to record any information if the student did not perform the skill.

<table>
<thead>
<tr>
<th>Ultimate Frisbee</th>
<th>Throwing a Frisbee (Stepping, arm back, flat throw, clean release)</th>
<th>Catching the Frisbee (one hand, two hands, gator hands, trick)</th>
<th>Moving to Open Space (Supporting teammates by moving to open, unguarded space)</th>
<th>Spirit of the Game (sportsmanship defined by Ultimate Frisbee)</th>
<th>Notes</th>
</tr>
</thead>
</table>

Student name

|                      |                       |                                                                 |                                                                             |                                                                |       |
|----------------------|-----------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------|                                                                |       |
**Unit/Chapter Title:** Soccer  
**Course/Grade:** 7th and 8th Grade Physical Education  
**Unit Length:** 3 weeks or 6 Classes

**Unit Overview:** This unit will introduce the student population to the game of Soccer. Students will be instructed on the rules and regulation as well as the skills necessary at being successful in the game. Throughout the unit students will participate in skills activities as well as game settings. Soccer is a sport that is played all across the globe and student will understand the importance the game of Soccer has on certain countries.

Tier 2 Vocabulary  
Demonstrate  
Design  
Explain  
Apply

Tier 3 Vocabulary  
World Cup- A game that is played every 4 years across the globe to determine who is the best team in the World  
Trapping- settling the ball when it is presented to you with any part of your body except your hands  
Short-Short-Long- A phrase that is used as an offensive strategy to beat defenders in soccer

---

**Content Standards (NJCCCS)**

**Health and Physical Education Core Curriculum Content Standards:**

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
# Roselle Public Schools

## 7th and 8th Grade Physical Education

### CPIs

| 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). |
| 2.5.8.A.2 | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. |
| 2.5.8.A.4 | Detect, analyze, and correct errors and apply to refine movement skills. |
| 2.5.8.B.1 | Compare and contrast the use of offensive, defensive and cooperative strategies in a variety of setting. |
| 2.5.8.B.3 | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. |
| 2.5.8.C.1 | Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. |
| 2.5.8.C.3 | Analyze the impact of different world cultures on present day games, sports, and dance. |

### 21st Century Life and Career Skills

| 9.1.8.A.1 | Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.1.8.B.1 | Use multiple points of view to create alternative solutions. |
| 9.1.8.C.3 | Model leadership skills during classroom and extra-curricular activities. |

#### English Language Arts Common Core State Standards:

CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and
Roselle Public Schools
7th and 8th Grade Physical Education

ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views

<table>
<thead>
<tr>
<th>Essential Questions/Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>Why is team work necessary to be successful in soccer?</td>
</tr>
<tr>
<td>What skills are required to participate in the game of soccer?</td>
</tr>
<tr>
<td>How importance is the game of soccer to various countries?</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
</tr>
<tr>
<td>The world cup is one of the only sports that you can declare yourself the world champion</td>
</tr>
<tr>
<td>Training and conditioning are key in the success of any soccer player</td>
</tr>
<tr>
<td>Being able to perform the fundamentals will lead to great success</td>
</tr>
<tr>
<td>This is a team sport, not one person will win or lose a game for the team.</td>
</tr>
<tr>
<td>Certain formations allow you to excel in offensive and defensive tactics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Objectives (NJDOE Model Curriculum)</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students should know and be able to do?</td>
<td>Students will be engaged in partner passing drills at a set distance to master the skills of passing and trapping a soccer ball.</td>
<td>Increase/ decrease distances between players. Play the ball in air and on ground</td>
<td>Teacher Observation Checklist</td>
<td>Soccer Balls, Cones</td>
</tr>
</tbody>
</table>
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Equipment/Supplies</th>
<th>Notes/Goals</th>
<th>Supplies/Equipment</th>
</tr>
</thead>
</table>
| -Demonstrate proper shooting and dribbling skills                        | Larger or smaller soccer balls  
Allow more time for each activity  
Introduce with teacher/student demonstration  
Allow students to stay stationary or on the move | Teacher observation checklist  
Larger or smaller goals  
Larger or smaller soccer balls  
Distance of course larger or smaller | Cones  
Soccer balls  
Soccer Goals |
| Dribbling course for students to perform dribbling skills  
Shooting drills  
Partner passing to shooting on the move and stationary | Larger or smaller goals  
Larger or smaller soccer balls  
Distance of course larger or smaller | Teacher observation checklist  
Larger or smaller teams for students to design strategies  
Provide exemplar of strategy  
Instructor Demonstration  
Categories teams based on pre observed data | Clipboard  
Pencil  
Paper  
Soccer Balls  
Cones  
Soccer Goals |
| Demonstrate and design offensive and defensive strategies                |                                                                                   | -Teacher Observation Checklist  
-Strategy Design |                                                                                  |
| Small sided 4v4 matches will allow students to implement their strategies |                                                                                  |                                                                                  |                                                                                  |
| Design a project representing a country in the world cup                  | Computer research  
Interview parents/guardians/teachers  
Poster design | Provide example  
Assign country  
Provide rubric/ don’t provide rubric  
Select the product design | Appendix C  
Rubric  
Computer |
## Roselle Public Schools
### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>-Explain rules and regulations of a Soccer match</th>
<th>Students will take a written exam based on the rules and regulations of Soccer</th>
<th>Change the test questions for the test Verbally present test</th>
<th>-Summative: See Appendix D</th>
<th>Test Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Apply all rules and skills learned into game play</td>
<td>11 v 11 Soccer match</td>
<td>Allow student selection of team or partners Larger/smaller field</td>
<td>-Summative: See Appendix E</td>
<td>Cones Soccer Balls Pennies</td>
</tr>
</tbody>
</table>

### Appendix C: Cognitive Summative Assessment Task:

During a written exam the students will be required to explain the following rules and regulations of Soccer.

1. Explain how a Soccer match starts after a goal or beginning of game?
2. Explain the cues for passing and shooting a soccer ball?
3. Describe when you are allowed to utilize your hands in the game of soccer.
4. What occurs after the ball is played outside the sideline of a soccer game? After a foul?
5. Describe the World Cup.
6. Draw an offensive and defensive strategy for the game of soccer.
### Appendix D: World Cup Project

The world cup is an event that captures the best of the best soccer countries all across the world. Teams compete to say they are truly WORLD CHAMPIONS!

For this project you will research a country that has participated in the world cup and create an informative piece containing the following information:

- Name and Flag of your county (either printed from computer or drawing)
- History (3 facts) about your countries performance in previous world cups
- Key players (3 Players) in your countries soccer history (ie. Ronaldo - Brazil)
- Information about your team qualifying for the upcoming world cup
- If you were the coach of this team, what skills or attributes of a soccer player would you look for to make your final 11 players?

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Flag</td>
<td>The name and the flag match the country.</td>
<td>x</td>
<td>x</td>
<td>The name or the Flag do not match the country</td>
</tr>
<tr>
<td>History about your country</td>
<td>Provided 3 historical facts about the countries performance in previous world cups</td>
<td>Provided 2 historical facts about the countries performance in previous world cups</td>
<td>Provided 1 historical fact about the countries performance in previous world cups</td>
<td>No or incorrect facts were provided about the country’s history in the world cup.</td>
</tr>
<tr>
<td>Key Players</td>
<td>Provides 3 key players in your countries soccer history with at least 1 fact about each player</td>
<td>Provided 2 key players in your countries soccer history with at least 1 fact about each player or 3 key players with only facts about 2</td>
<td>Provided 1 key player in your countries soccer history with at least 1 fact about each player or 3 key players with only facts about 1</td>
<td>No key players or any incorrect information about any of the players provided.</td>
</tr>
<tr>
<td>Information about your country qualifying for world cup</td>
<td>Provided facts about the country qualifying for the world cup that were 100% correct</td>
<td>Explains 2 skills or attributes they would be looking for when selecting a player</td>
<td>Explains 1 skill or attribute they would be looking for when selecting a player</td>
<td>Did not provide skills or skills were not practical for a soccer player</td>
</tr>
<tr>
<td>Coaching</td>
<td>Explains 3 skills or attributes they would be looking for when selecting a player</td>
<td>Explains 2 skills or attributes they would be looking for when selecting a player</td>
<td>Explains 1 skill or attribute they would be looking for when selecting a player</td>
<td>Did not provide skills or skills were not practical for a soccer player</td>
</tr>
<tr>
<td>Grammar</td>
<td>x</td>
<td>Project has no grammatical errors</td>
<td>Project has 1-3 grammatical errors</td>
<td>Project has more than 3 grammatical errors</td>
</tr>
</tbody>
</table>
Appendix E:

Each student will be evaluated during an 11v11 game of soccer on the criteria below

Scoring keys: 4 = Very effective performance  
            3 = Effective performance  
            2 = Weak performance  
            1 = Very weak performance  
            0 = Did not participate

1. Skill execution: students perform the various skills (passing, dribbling, trapping, shooting) using the proper technique

2. Support: students move into positions where they can receive a pass from a teammate

3. Decision making: students make appropriate choices during game play

4. Sportsmanship: students demonstrate fair play practices and a positive attitude toward peers

<table>
<thead>
<tr>
<th>Name</th>
<th>Skill</th>
<th>Support</th>
<th>Decision Making</th>
<th>Sportsmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Roselle Public Schools  
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<table>
<thead>
<tr>
<th>Unit/Chapter Title: Flag Football</th>
<th>Unit Length: 3 weeks or 6 Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Grade: 7th and 8th Grade Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Overview:** This unit will introduce the student population to the game of Flag Football. Unlike tackle or touch football, flag has different skills needed to play the game and be successful at it. Many students understand passing and catching but are neglected of the knowledge of punting and field goal kicking; which are just as important. The students will work individually and collaboratively to design plays for both offense and defense. Each team will implement their strategies in game play.

Tier 2 Vocabulary:
- Demonstrate
- Apply
- Explain
- Officiate

Tier 3 Vocabulary:
- Route- a planned course run by a wide receiver so the quarterback knows where and when to pass the ball
- Kicking Tee- an instrument that is used to hold the football on kick-offs
- Official Crew- a group of people who enforce the rules and regulations of Football.
- Flag- attached to a belt around players waist, this is pulled to prevent advancing of the football
- Touchdown- when a team with the football takes the ball across the designated line of the touchdown area
# Roselle Public Schools

## 7th and 8th Grade Physical Education

### Content Standards (NJCCCS)

<table>
<thead>
<tr>
<th>Health and Physical Education Core Curriculum Content Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
</tbody>
</table>

### CPIs

| 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). |
| 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. |
| 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills. |
| 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. |
| 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. |

### 21st Century Life and Career Skills

| 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.1.8.B.1 Use multiple points of view to create alternative solutions. |
| 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. |
**Roselle Public Schools**

**7th and 8th Grade Physical Education**

<table>
<thead>
<tr>
<th>English Language Arts Common Core State Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions/Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>How does team work play a key role in Flag football?</td>
</tr>
<tr>
<td>What skills are required to perform at an elite level in Flag football?</td>
</tr>
<tr>
<td>Why is removal of the flag such a key role in flag football?</td>
</tr>
<tr>
<td>What techniques and skills are necessary to play on both sides of the offense and defense?</td>
</tr>
<tr>
<td>How does nonverbal communication play such an importance role in Flag Football?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team communication will allow or hinder the success of your team</td>
</tr>
<tr>
<td>Fundamentals are necessary to play at any level of flag football</td>
</tr>
<tr>
<td>Route running is one of the most important skills for an offense</td>
</tr>
<tr>
<td>Student Learning Objectives (NJDOE Model Curriculum)</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate proper throwing and catching skills of a Football</td>
</tr>
<tr>
<td>Demonstrate proper skills for punting and field goal kicking a football</td>
</tr>
<tr>
<td>Demonstrate and design offensive and defensive strategies in a Playbook Demonstrate proper flag</td>
</tr>
</tbody>
</table>
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Evaluation</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulling/wearing techniques</td>
<td>mm will allow students to implement their strategies</td>
<td>Categories teams based on pre observed data</td>
<td></td>
</tr>
<tr>
<td>King of the Circle flag pulling activity</td>
<td></td>
<td>Change locations of flags</td>
<td></td>
</tr>
<tr>
<td>- Explain rules and regulations of a Flag Football game</td>
<td>Students will take a written exam based on the rules and regulations of Flag Football taught.</td>
<td>Change the test questions</td>
<td>- Summative: See Appendix G</td>
</tr>
<tr>
<td>- Apply all rules and skills learned into game play</td>
<td>Allow more or less time for the test</td>
<td>Verbally present test</td>
<td>Test Pencils</td>
</tr>
<tr>
<td>- Officiate a Flag football Game</td>
<td>Allow student selection of team or partners</td>
<td>- Summative: See Appendix H, I</td>
<td>Cones Flags Footballs Whistles</td>
</tr>
<tr>
<td>7v7 Flag Football match</td>
<td>Larger/ smaller field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with an official crew to officiate a flag football game.</td>
<td>Enforce rules and regulations of flag football</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Play Book

PLAYBOOK

Draw an offensive play book consisting of two pass plays and one running play. The play must consist of 3 different receivers or 2 receivers and a running back. Also it must consist of an explanation of how the offense will work.

PLAYBOOK

Draw a defensive playbook consisting of 2 different defensive strategies. The play must consist of an explanation of how the defense will work.
Appendix G:

During a written exam the students will be required to explain the following rules and regulations of Flag Football.

1. When engaged in a game of flag football explain all the ways in which a play would stop resulting in the next snap or a change in possession.

2. Draw an offensive route AND a defensive strategy that would protect against your offensive route.

3. Explain how a touchdown is scored?

4. What is the importance of communication and evaluate your performance in games and how you have seen or utilized it yourself in helping your team be successful.

5. How can sportsmanship be demonstrated in the game of Flag Football?

6. How does game start after a touchdown or new quarter? After an incomplete 4th down by the offense?
## Appendix H: Officiating Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules and Regulation</strong></td>
<td>Student had a mastery of the rules and regulations and enforced them missing only 1 infraction</td>
<td>Student had a clear understanding of the rules and enforced them missing 2-3 infractions</td>
<td>Student was unclear about rules and was questioned by players frequently. Had trouble enforcing rules and missed 4+ infractions</td>
<td>Students had NO knowledge of rules or regulations. Never made a call on an infraction, allowed arguing, foul language.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Student collaborated with other officials on the crew AND provided players with explanations when needed</td>
<td></td>
<td>Student worked alone, never communicated with other officials about the game play or calls being made</td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>.</td>
<td></td>
<td>Student was attentive and engaged in game play for the entire duration of their officiating time</td>
<td>Student was not focused, talking to players during game play.</td>
</tr>
</tbody>
</table>
### Appendix I: Teacher Observation Checklist

During game play students will be evaluated on their abilities to perform the skills taught throughout the unit.

<table>
<thead>
<tr>
<th></th>
<th>Throwing a football (fingers on laces, stepping in opposition, elbow up, follow through)</th>
<th>Receiving a Football (hands out in front, window, brought into chest)</th>
<th>Punting or field goal kicking (Plant foot, contact football, follow through toward target)</th>
<th>Flag Pulling (Open hand, clean pull, drop on spot)</th>
<th>Sportsmanship (never argues, follows rules, supports team and opponent, places flag on ground, doesn’t taunt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit/Chapter Title: Volleyball

**Course/Grade:** 7th and 8th Grade Physical Education

**Unit Length:** 3 weeks or 6 Classes

**Unit Overview:** Volleyball is a sport that is played indoors, on the beach and on the grass in backyards all across the world. It is a lifelong sport that can teach many skills to maintain a healthy, active lifestyle. Students will learn the skills of passing, spiking, setting and serving. In this unit, students will be able to understand the positions of the players on the court, how to rotate and how the game of volleyball is played.

### Content Standards (NJCCCS)

**Health and Physical Education Core Curriculum Content Standards:**

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
CPIs

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).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

21st Century Life and Career Skills

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.1 Use multiple points of view to create alternative solutions.

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

English Language Arts Common Core State Standards:

CCSS. ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views
## Roselle Public Schools
### 7th and 8th Grade Physical Education

### Essential Questions/Enduring Understandings

**Essential Questions:**
What skills are necessary to be successful in volleyball?
Why are teamwork and communication important in volleyball?
What fitness components are necessary to be successful in volleyball?

**Enduring Understanding:**
Volleyball can be a lifelong activity.
Volleyball is becoming very popular worldwide both indoors and on the beach
Fundamental skills are the most significant part of playing volleyball

### Student Learning Objectives (NJDOE Model Curriculum)
What students should know and be able to do?

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Demonstrate proper skills for underhand passing and setting</td>
<td>Students will each receive a volleyball and self-explore how to keep the ball in the air using the underhand pass or bump, and the overhead pass or the set.</td>
<td>Increase/ decrease distances between players engaged in activity. Larger or smaller Volleyballs Allow more time for each activity</td>
<td>Teacher Observation Checklist</td>
<td>Volleyball Cones Volleyball Net Standards</td>
</tr>
</tbody>
</table>
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be engaged in partner passing drills at a set distance to master the skills of passing and setting a volleyball</td>
<td>Introduce with teacher/student demonstration Incorporate a third party Play over the net or no net</td>
<td>-Teacher Observation Checklist&lt;br&gt;Clipboard&lt;br&gt;Paper&lt;br&gt;Pencils&lt;br&gt;Volleyballs&lt;br&gt;Volleyball Net&lt;br&gt;Standards</td>
</tr>
<tr>
<td>Demonstrate proper skills for overhand and underhand serving</td>
<td>Self-explore how to serve the volleyball over the net.&lt;br&gt;Work with a partner serving back and forth.&lt;br&gt;Target a specific area on the court while serving&lt;br&gt;Spider web game</td>
<td>Larger or smaller teams&lt;br&gt;Increase or decrease distance serving from net&lt;br&gt;Larger or smaller volleyballs&lt;br&gt;Student demonstration&lt;br&gt;Teacher demonstration</td>
</tr>
<tr>
<td>Demonstrate proper skills for spiking a volleyball</td>
<td>Taking approaches throughout the gym&lt;br&gt;Throwing tennis balls over the net&lt;br&gt;Hitting lines&lt;br&gt;Rotating on the court vs in a real volleyball match</td>
<td>Larger or smaller teams&lt;br&gt;Increase or decrease distance serving from net&lt;br&gt;Larger or smaller volleyballs&lt;br&gt;Student demonstration&lt;br&gt;Teacher demonstration</td>
</tr>
<tr>
<td>Perform proper rotation on a volleyball court after a change of possession</td>
<td>-Teacher observation checklist &lt;br&gt;Volleyballs&lt;br&gt;Volleyball Net&lt;br&gt;Standards&lt;br&gt;Gym Floor&lt;br&gt;Whistle</td>
<td></td>
</tr>
</tbody>
</table>
- Explain rules and regulations of a Volleyball Match
  - Students will take a written exam based on the rules and regulations of Volleyball taught.
  - Change the test questions
  - Allow more or less time for the test
  - Verbally present test
  - Send home study guide
  - Review at the beginning of class
  - Summative: See Appendix J

- Apply all rules and skills learned into game play
  - 10 v 10 volleyball match
  - Larger or smaller teams
  - Increase height of net
  - Decrease height of net
  - Increase or decrease distance serving from net
  - Larger or smaller volleyballs
  - Summative: See Appendix K

<table>
<thead>
<tr>
<th>Test</th>
<th>Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyballs</td>
<td>Volleyball Net Standards</td>
</tr>
<tr>
<td>Gym Floor Whistle</td>
<td></td>
</tr>
</tbody>
</table>
Appendix J:

During a written exam the students will be required to explain the following rules and regulations of Volleyball.

1. Kyle’s is serving for his team when the ball touches the top of the net and rolls over to the opposing teams sides where a player catches the ball, explain the ruling of the play and the infraction(s) that occurred.

2. Kelly passes a volleyball off a serve and it smashes into the ceiling, coming down on her side of the court, what should her teammates do?

3. Explain the hand position for proper underhand passing a volleyball?

4. Juan takes his 3 step approach and smashes a spike straight down to the floor and touches the net, who should receive the point and why?

5. Explain when a team scores a point and when you are supposed to rotate.

Appendix K:

<table>
<thead>
<tr>
<th>Underhand pass (hand position, Platform, ball control)</th>
<th>Overhead pass or set (overhead, fingertips, push, follow through)</th>
<th>Spike (3 step approach, bow and arrow, no net, follow through)</th>
<th>Serve (step with opposition, open hand, follow through)</th>
<th>Rotation (rotated at the correct time to the correct spot)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit/Chapter Title: Basketball

### Course/Grade: 7th and 8th Grade Physical Education

### Unit Length: 3 weeks or 6 Classes

### Unit Overview:
Basketball is an organized team sport that requires 5 athletes to work together to score more points than another set of 5 athletes in 4 quarters at the high school and professional level and in 2 halves at the collegiate level. Throughout this unit, students will learn the 4 essential skills to be successful in a game of basketball and apply them into a game setting. In addition to learning the skills, students are going to organize offensive and defensive strategies that will allow their team to become successful in a game of 5v5.

### Content Standards (NJCCCS)

**Health and Physical Education Core Curriculum Content Standards:**

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
## Roselle Public Schools
### 7th and 8th Grade Physical Education

### CPIs

| 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). |
| 2.5.8.A.2 | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. |
| 2.5.8.A.4 | Detect, analyze, and correct errors and apply to refine movement skills. |
| 2.5.8.B.3 | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. |
| 2.5.8.C.1 | Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. |

### 21st Century Life and Career Skills

| 9.1.8.A.1 | Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. |
| 9.1.8.B.1 | Use multiple points of view to create alternative solutions. |
| 9.1.8.C.3 | Model leadership skills during classroom and extra-curricular activities. |

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- **CCSS.ELA-Literacy.SL.7.1d** Acknowledge new information expressed by others and, when warranted, modify their own views.
Essential Questions/Enduring Understandings

**Essential Questions:**
What skills are necessary to be successful in basketball?
Why are teamwork and communication important in basketball?
What fitness components are necessary to be successful in basketball?

**Enduring Understanding:**
Basketball is a very popular sport throughout USA and our country has been a top performer in the world for years.
Being able to perform the fundamentals is key to being successful in basketball
Organizing plays and strategies will put your team at an advantage over another

<table>
<thead>
<tr>
<th>Student Learning Objectives (NJDOE Model Curriculum)</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate proper skills for dribbling a basketball</td>
<td>Students will each receive a basketball and self-explore how the ball feels in their hands, how they are able to bounce it off the floor using more or less force. Using dominate and weak hand</td>
<td>Increase/ decrease distances between cones Introduce with teacher/ student demonstration Larger or smaller basketballs Different textured</td>
<td>Teacher Observation Checklist Self-reflection</td>
<td>Basketballs Cones Whistle</td>
</tr>
</tbody>
</table>
-students will then dribble on the move through a course designed to help simulate a game as well as having to dribble the ball in front of you.

**Demonstrate proper skills for chest passing and bounce passing a basketball**

- Work with a partner passing back and forth.
- Passing stationary into on the move.
- Passing into a stationary target
- Skills competition game.

**Demonstrate proper skills for shooting a basketball**

- Command style of teacher using BEEF (bend, eyes, elbow, Follow Through)
- Challenge by choice students will shoot at the level they can be successful at. Hot shot game
- Layup lines

**Basketballs**

**Dribbling two balls at a time**

**Larger or smaller teams**

**Increase height of target**

**Decrease height of target**

**Increase or decrease distance between partners when passing**

**Larger or smaller basketballs**

**Student demonstration**

**Teacher demonstration**

**Teacher Observation Checklist**

**Clip board**

**Cones**

**Targets**

**Whistle**

**Stop watch**

**Score sheet**

**Basketballs**

**Hoops**

**Poly spots**

**Stop watch**

**Whistle**
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

| Design and demonstrate offensive strategy | Watch videos of professional basketball teams doing plays and playing specific defenses | Larger or smaller teams NO videos, real life demonstration using students who have previous knowledge Larger or smaller basketballs No shooting | -Teacher observation checklist -Strategies | Basketballs Cones Whistle Paper Clip boards Pencils Laptop Projector Screen Laser Pointer |
| Design and demonstrate defensive strategy | Designing with a team their own offensive and defensive strategies | | |
| Playing 5v5 half court using strategies | | |

- **Designing with a team their own offensive and defensive strategies**
  - Larger or smaller teams
  - NO videos, real life demonstration using students who have previous knowledge
  - Larger or smaller basketballs
  - No shooting

- **Explain rules and regulations of a basketball game**
  - Students will take a written exam based on the rules and regulations of Basketball taught.
  - Change the test questions
  - Allow more or less time for the test
  - Verbally present test
  - Send home study guide
  - Review at the beginning of class

- **Apply all rules and skills learned into game play**
  - 5v5 Basketball Tournament
  - Larger or smaller teams
  - Change height of net
  - Larger or smaller basketballs

- **5v5 Basketball Tournament**
  - Larger or smaller teams
  - Change height of net
  - Larger or smaller basketballs

- **Summative: See Appendix K**

- **Test Pencils**

- **Summative: See Appendix L**

- **Basketballs Cones Whistle Paper Clip boards Pencils**
**Teacher Observation Checklist Dribbling**

<table>
<thead>
<tr>
<th>Knees bent in athletic stance</th>
<th>Use of finger tips not palm (listen for slapping sound)</th>
<th>Pushing the ball to the floor and receiving on rebound</th>
<th>Not looking at the ball</th>
<th>Pushing the ball out in front when on the move</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Observation checklist for Chest and Bounce pass**

<table>
<thead>
<tr>
<th>Ball is held at mid-section</th>
<th>Stepping in the direction of your target</th>
<th>Extending arms toward target</th>
<th>Finishing with thumbs pointing down</th>
<th>Leading partner when on the move for bounce or chest pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Observation checklist for shooting**

<table>
<thead>
<tr>
<th>Bend</th>
<th>Eyes</th>
<th>Elbow</th>
<th>Follow Through</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Offensive Strategy: With your team design a strategy that will help your team be successful at scoring

Defensive strategy: With your team design a strategy that will help prevent the offensive from scoring
Appendix K:

During this test on Basketball you are to answer questions to the best of your ability and in complete sentences.

1. What part of your hand do you use to dribble a basketball?

2. Explain what you need to do when dribbling a basketball on the move vs dribbling stationary.

3. Describe a double dribble.

4. Explain how to perform a chest pass AND what is different between a chest pass and bounce pass?

5. What are the stages for shooting a basketball?
6. A player is dribbling down the court on a breakaway, they pick their dribble up and step left foot, right foot, left foot; is there any infraction on the play, if so what is it?

7. A player is bounding the ball after a traveling violation, they hold the ball for 6 seconds before passing to a teammate, is there an infraction on the play if so what is it and what is the next play in the game?

8. A player curses at another player, what should the official do? The player does it a second time later in the game, what should the official do?
Appendix L:

During game play students will be evaluated on their abilities to perform the skills taught throughout the unit.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Chest and bounce pass (Mid section, extend to target, thumbs down, Leading partner when on the move)</th>
<th>Shooting (Bend, Eyes, Elbow, Follow Through)</th>
<th>Offensive strategy used(give and go, Vcut, Screen)</th>
<th>Defensive strategy used (man to man, zone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dribbling (knees bent, push down receive on rebound, finger tips, not looking at ball, in front when on the move)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Roselle Public Schools**  
*7th and 8th Grade Physical Education*

<table>
<thead>
<tr>
<th>Unit/Chapter Title: Fitness</th>
<th>Unit Length: 3 weeks or 6 Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Grade: 7th and 8th Grade Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Overview:** Fitness unit is designed for students to participate in lifelong activities to help improve their overall wellbeing. These activities are focusing on the fitness components of muscular strength, muscular endurance, flexibility, reaction time and agility. After performing the activities, students are going to design a plan for themselves or someone similar in fitness level to help increase or maintain a high fitness level.

---

**Content Standards (NJCCCS)**

**Health and Physical Education Core Curriculum Content Standards:**

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

#### CPIs

<table>
<thead>
<tr>
<th>CPI Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.8.A.2</td>
<td>Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</td>
</tr>
<tr>
<td>2.5.8.A.4</td>
<td>Detect, analyze, and correct errors and apply to refine movement skills.</td>
</tr>
<tr>
<td>2.6.8.A.1</td>
<td>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</td>
</tr>
<tr>
<td>2.6.8.A.2</td>
<td>Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</td>
</tr>
<tr>
<td>2.6.8.A.3</td>
<td>Analyze how medical and technological advances impact personal fitness.</td>
</tr>
<tr>
<td>2.6.8.A.4</td>
<td>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</td>
</tr>
<tr>
<td>2.6.8.A.5</td>
<td>Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</td>
</tr>
<tr>
<td>2.6.8.A.6</td>
<td>Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</td>
</tr>
</tbody>
</table>

#### 21st Century Life and Career Skills

<table>
<thead>
<tr>
<th>Skill Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.8.A.1</td>
<td>Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</td>
</tr>
<tr>
<td>9.1.8.B.1</td>
<td>Use multiple points of view to create alternative solutions.</td>
</tr>
<tr>
<td>9.1.8.C.3</td>
<td>Model leadership skills during classroom and extra-curricular activities.</td>
</tr>
</tbody>
</table>

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- CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and
CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views

### Essential Questions/Enduring Understandings

**Essential Questions:**
- Why do people do fitness?
- How is fitness going to be able to help you?
- What are the different components to overall fitness?

**Enduring Understanding:**
- Everyone can perform some level of physical fitness
- Personal fitness levels will lead to developing fitness plans
- Using the FITT principle will allow you to develop a plan for yourself or anyone

### Student Learning Objectives (NJDOE Model Curriculum)
- What students should know and be able to do?

### Instructional Strategies/Activities
- How will the students reach the learning targets?

### Modifications/Extensions
- How do I differentiate?

### Assessments
- How will the students demonstrate mastery?

### Resources/Technology
- What resources and materials will students need?

- Evaluate personal fitness level and set goals for improving or maintaining fitness levels.
- Students are going to perform various station activities that will test their muscular strength, muscular endurance, flexibility, reaction time and agility.
- Change the activities. Evaluate the students. Demo my evaluation of self. Choose different components
- Student reflection Teacher observation checklist
- Mats Cones Shuttle bars Jump ropes Tape measure Stop watch
### Roselle Public Schools
#### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Equipment</th>
<th>Log/Checklist</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>After complete of all stations they will evaluate their performance and set goals for what they would like to improve on, change, or keep the same</td>
<td>Reaction balls, Yard Sticks, Tape, Whistle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Perform activities for the fitness component muscular strength</td>
<td>Instructed on safety and importance of stretching throughout activities to prevent injury.</td>
<td>Student Fitness Log Checklist</td>
<td>Set a limit on time or amount each student needs to perform</td>
</tr>
<tr>
<td>-Station activities with teacher demo of proper techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities include: Pushups, Sit-ups, Pull-ups, Plyometric, Ropes, Spinal rock, Wall sit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Perform activities for the fitness component muscular endurance</td>
<td>Instructed on safety and importance of stretching throughout activities to prevent injury.</td>
<td>Student Fitness Log Checklist</td>
<td>Set a limit on time or amount each student needs to perform</td>
</tr>
<tr>
<td>-Station activities with teacher demo of proper techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities include: Jump rope, shuttle run, speed walking, Running, Builder vs Destroyer, plank</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Roselle Public Schools

#### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>-Perform activities for the fitness component Agility.</th>
<th>Instructed on safety and importance of stretching throughout activities to prevent injury.</th>
<th>Change Agility activities</th>
<th>Student Fitness Log Checklist</th>
<th>Speed ladder Cones Stop watch Poly spots Hurdles Bean bags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station activities with teacher demo of proper techniques.</td>
<td>Activities include: Illinois Agility Test, Speed ladder, hurdles, hop scotch, poly slides</td>
<td>Change flexibility activities</td>
<td>Set a limit on time or reps students need to perform</td>
<td>Mats Tape Measure Stop Watch Jump Ropes Cones Reaction Balls Yard Sticks</td>
</tr>
<tr>
<td>-Perform activities for the fitness component Flexibility</td>
<td>-Perform activities for the fitness component of Reaction time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructed on safety and importance of stretching throughout activities to prevent injury.</td>
<td>Station activities with teacher demo of proper techniques.</td>
<td>Activities include: Sit and Reach, Yoga, Gymnastics, Iowa Brace Test, reaction ball, yard sticks</td>
<td>Change flexibility activities</td>
<td>Set a limit on time or reps students need to perform</td>
</tr>
<tr>
<td>-Design a Fitness Plan</td>
<td>-Design a fitness plan or program for someone with a similar fitness level as themselves</td>
<td>Provide an example Allow students to use or not use their fitness logs</td>
<td>Appendix M: Fitness Program or Plan</td>
<td>Paper Pencils Student fitness logs</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
</tbody>
</table>
### Student Fitness Log:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fitness Component</th>
<th>Intensity Level (high, medium, Low)</th>
<th>How many reps?</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

1. How did you feel when performing these activities?

2. What intensity level were you at during a specific activity and how could you tell?

3. Evaluate yourself on your intensity level and number of reps, what would you like to change or improve on or maintain the same?
Appendix M:

Based on the data that you have collected from doing the various activities for each fitness component; design a plan that would be a perfect match for someone who has the same fitness level as you. This plan should include the following:

<table>
<thead>
<tr>
<th>Muscular Strength</th>
<th>Plan has 3 activities to help increase muscular strength. The FITT principle is used accurately (matches intensity and reps) based on your Fit logs.</th>
<th>Plan has 2 activities to help increase muscular strength. The FITT principle is used correctly (reps and intensity is off by less than 2) based on your fit log</th>
<th>Plan has 1 activity to help increase muscular strength. The FITT principle is not used correctly (reps and intensity do not match) based on your fit logs.</th>
<th>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muscular Endurance</td>
<td>Plan has 3 activities to help increase muscular endurance. The FITT principle is used accurately (matches intensity and reps) based on your Fit logs.</td>
<td>Plan has 2 activities to help increase muscular endurance. The FITT principle is used correctly (reps and intensity is off by less than 2) based on your fit log</td>
<td>Plan has 1 activity to help increase muscular endurance. The FITT principle is not used correctly (reps and intensity do not match) based on your fit logs.</td>
<td>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</td>
</tr>
</tbody>
</table>
## Roselle Public Schools
### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Plan Description</th>
<th>Description</th>
<th>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Plan has 3 activities to help increase flexibility. The FITT principle is used accurately (matches intensity and reps) based on your Fit logs.</td>
<td>Plan has 2 activities to help increase flexibility. The FITT principle is used correctly (reps and intensity do not match) based on your fit log.</td>
<td>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</td>
</tr>
<tr>
<td>Reaction Time</td>
<td>Plan has 2 activities to help increase reaction time. The FITT principle is used accurately (reps and intensity match fit logs) based on your fit log.</td>
<td>Plan has 1 activity to help increase muscular strength. The FITT principle is not used correctly (reps and intensity do not match) based on your fit logs.</td>
<td>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</td>
</tr>
<tr>
<td>Agility</td>
<td>Plan has 3 activities to help Agility. The FITT principle is used accurately (matches intensity and reps) based on your Fit logs.</td>
<td>Plan has 2 activities to help increase agility. The FITT principle is used correctly (reps and intensity is off by less than 2) based on your fit log.</td>
<td>This section of your plan was omitted or all your data is inaccurate (doesn’t match fit log, activities are in wrong component) OR You never did your fit logs during class to compare data to.</td>
</tr>
</tbody>
</table>

**Comments:**

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56
## Unit/Chapter Title: Gymnastics
### Course/Grade: 7th and 8th Grade Physical Education

### Unit Length:
3 weeks or 6 Classes

### Unit Overview:
During this unit, students will have the opportunity to participate in basic gymnastic skills and floor routines to perform for classmates. Understanding that gymnastics concepts are used in all activities will be essential for executing correctly.

### Content Standards (NJCCCS)

### Health and Physical Education Core Curriculum Content Standards:

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

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
### CPIs

2.5.8.A.3 Create, Explain and demonstrate as a small group movement sequence that includes changes in rhythm, Tempo and musical style (creative, cultural, social, and fitness dance)

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4 Detect, analyze and correct errors and apply to refine movement skills

### 21st Century Life and Career Skills

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.1 Use multiple points of view to create alternative solutions.

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

### English Language Arts Common Core State Standards:

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### Essential Questions/Enduring Understandings

**Essential Questions:**
- What skills in gymnastics are used in team sports?
- How are practicing these activities going to benefit you in a team sport?
- How can you use gymnastics to practice lifelong fitness?

**Enduring Understanding:**
- Skills learned and performed in gymnastics can be used in everyday life.
- Safety during sports or activities such as gymnastics are significantly important for performing them correctly.

<table>
<thead>
<tr>
<th>Student Learning Objectives (NJDOE Model Curriculum)</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills for the Iowa Brace Test</td>
<td>Individual performance for executing the Iowa Brace Test on mat with teacher instruction</td>
<td>Allow partners Change activities</td>
<td>Iowa Skill Test/ Reflection</td>
<td>Mats Iowa Brace Test Cones</td>
</tr>
<tr>
<td>Demonstrate and explain cues for performing a forward roll, back roll and log roll.</td>
<td>Students will practice forward rolls with a partner as a spotter. They will have their own space on specific mats to</td>
<td>Allow standing, squatting or seating rolls Spotter or no spotter Elevated level or at ground level</td>
<td>Teacher observation check list Student cues quiz</td>
<td>Floor mats Cones Crates Power point with music</td>
</tr>
<tr>
<td>Demonstrate and explain cues for performing a head spring, cartwheel and round off. (students who have mastered the forward roll can try head spring)</td>
<td>Students will practice jumping and landing on feet. Students will practice cues for performing a cartwheel. Students will perform cartwheels and round offs. Students will practice Tripods into forward roll. Students will practice head stand.</td>
<td>Spotting Multiple sequences of cartwheels or round offs Go straight to head stands Make a tripod a prerequisite to the head spring</td>
<td>Teacher observation checklist Quiz</td>
<td>Floor mats Cones Crates Power point with music</td>
</tr>
<tr>
<td>Students will perform a basic floor routine Students will explain what makes a routine</td>
<td>Students will perform a 6 step routine (Tripod, forward roll, stand, Cartwheel, round off, back roll) Students will explain on written test what makes a routine.</td>
<td>Change routine Provide examples of routine Work in partners</td>
<td>Teacher observation checklist Quiz</td>
<td>Floor mats Cones Crates Power point with music Recorder</td>
</tr>
<tr>
<td>Students will demonstrate how to properly perform skills on balance beam</td>
<td>Students will walk on balance beam Students will front scale on balance beam Students will V sit on balance beam. Students will spin on beam Students will dismount</td>
<td>Higher or lower beam Longer or wider beam Different skills No dismount Holding a partners hand</td>
<td>Teacher observation checklist.</td>
<td>Floor mats Cones Crates Power point with music Recorder Floor tape for beam</td>
</tr>
<tr>
<td>Students will demonstrate a routine on the balance beam</td>
<td>Routine (walk, turn, walk, Front Scale, Walk, turn, walk Visit, Dismount)</td>
<td>Higher or lower beam Longer or wider beam Different skills No dismount Holding a partners hand</td>
<td>Routine Checklist</td>
<td>Floor mats Cones Crates Power point with music Recorder Floor tape for beam</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students will demonstrate a routine floor</td>
<td>Students will either design or perform a set routine on the floor using the previous skills taught in class. Students will design a routine based on the rubric</td>
<td>Allow students to do skills not taught Perform a set routine Change sequence or activities Don’t provide rubric prior to activity</td>
<td>Floor Routine Rubric</td>
<td>Floor mats Cones Crates Power point with music</td>
</tr>
</tbody>
</table>
## Roselle Public Schools
### 7th and 8th Grade Physical Education

<table>
<thead>
<tr>
<th>Floor Routine Rubric</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill execution</strong></td>
<td>Students performed all routine skills with no mistake or variations in routine</td>
<td>Students performed all routine skills with 1 error</td>
<td>Student performed all routine skills with 2 errors</td>
<td>Student performed all routine skills with 3 or more errors or did not perform all skills</td>
</tr>
<tr>
<td><strong>Sequence or Flow</strong></td>
<td>Student never paused, routine was smooth and sequential. Student flowed from one skill to the next.</td>
<td>Students paused 1 time during routine. The routine was smooth and sequential. Students pause did not effect next skill</td>
<td>Students paused 2 times during routine. The routine was partially smooth and sequential. Students pause effected next skill</td>
<td>Student paused to think about next skill in routine. Student stopped to prep for next skill, it was not smooth</td>
</tr>
</tbody>
</table>
Unit/Chapter Title: Track and Field
Course/Grade: 7th and 8th Grade Physical Education

Unit Length: 3 weeks or 6 Classes

Unit Overview: During this unit, students will have the opportunity to participate in track and field events. The events they will learn and perform will be 55m dash, Relays, 100m dash, 400m, 1600m, shot put, discus, javelin and long jump. Students will work in progression from lighter weighted equipment to the high school level weights. They will set personal and school records for each of the events to be posted in the school.

Content Standards (NJCCCS)

Health and Physical Education Core Curriculum Content Standards:

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

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# Roselle Public Schools
## 7th and 8th Grade Physical Education

### CPIs

- **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).

- **2.5.8.A.2** Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- **2.5.8.B.3** Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

- **2.5.8.A.4** Detect, analyze, and correct errors and apply to refine movement skills.

### 21st Century Life and Career Skills

- **9.1.8.A.1** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- **9.1.8.B.1** Use multiple points of view to create alternative solutions.

- **9.1.8.C.3** Model leadership skills during classroom and extra-curricular activities.

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CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views

## Essential Questions/Enduring Understandings

### Essential Questions:
- How does having correct form during activities prevent you from injury?
- How does having perfect form in running events allow you to win?
- What types of strategies are used in Track and Field Races?

### Enduring Understanding:
- Track and Field is an Olympic sport that many countries excel in
- Although running is a major part of track there are a variety of field events to participate in

<table>
<thead>
<tr>
<th>Student Learning Objectives (NJDOE Model Curriculum)</th>
<th>Instructional Strategies/Activities</th>
<th>Modifications/Extensions (How do I differentiate?)</th>
<th>Assessments (How will the students demonstrate mastery?)</th>
<th>Resources/Technology (What resources and materials will students need?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students should know and be able to do?</td>
<td>Standing practice with Frisbee or without discus. Standing forward throw for small discs Advance to spin throw for maximal distance Discus tossing contest Partner Critiques</td>
<td>Heavier or lighter discs Make stationary mandatory Allow students to throw disc however they want</td>
<td>Student Critique Teacher Observation Checklist</td>
<td>Discs Cones Tape measure Fence Frisbee</td>
</tr>
<tr>
<td>Demonstrate proper cues for throwing shot up and javelin</td>
<td>Standing practice with tennis balls or lighter waffle balls. Work on 7 pattern throw Standing toss of javelin Bounding approach with javelin Shot put and javelin competition</td>
<td>Heavier or lighter starter balls Larger or smaller shot Real Javelins Use computer with videos instead of real life demonstration Allow students to spin shot toss Students recording measurements</td>
<td>Teacher observation checklist</td>
<td>Shots Tennis balls Waffle balls Practice Javelins Tape measure Fence Cones Clipboard Pencils</td>
</tr>
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</tr>
<tr>
<td>Demonstrate proper cues for long jump</td>
<td>Students will mark out steps using a bounding technique Learn to jump off of non dominate foot Practice their bodies flight in air Landing with 2 feet moving forward Long Jump Competition</td>
<td>Longer run way Tape for markers for approach Have students triple jump Wider fault line Longer or deeper pit Students jump off dominate foot</td>
<td>Teacher observation checklist</td>
<td>Long Jump Pit Tape Measure Fault line Run way Rake</td>
</tr>
<tr>
<td>Demonstrate running event activities Demonstrate and explain relay commands</td>
<td>Races Verbalize the commands for relay races Practice in a straight line in the passing zone Relay race</td>
<td>Different batons Longer track Wider passing zones Smaller passing zones Different commands No commands</td>
<td>Teacher Observation Check list Students quiz</td>
<td>Field Batons Cones Flags</td>
</tr>
</tbody>
</table>
### Roselle Public Schools
**7th and 8th Grade Physical Education**

<table>
<thead>
<tr>
<th>Apply all skills learned into a track and field event</th>
<th>Students will perform each activity or event in a competition as 2 different teams. We will declare a team victor as well as individual victors.</th>
<th>Longer run way&lt;br&gt;Tape for markers for approach&lt;br&gt;Have students triple jump&lt;br&gt;Wider fault line&lt;br&gt;Longer or deeper pit&lt;br&gt;Students jump off dominate foot&lt;br&gt;Heavier or lighter starter balls&lt;br&gt;Larger or smaller shot&lt;br&gt;Real Javelins&lt;br&gt;Use computer with videos instead of real life demonstration&lt;br&gt;Allow students to spin shot toss&lt;br&gt;Students recording measurements&lt;br&gt;Heavier or lighter discs&lt;br&gt;Make stationary mandatory&lt;br&gt;Allow students to throw disc however they want&lt;br&gt;Different batons&lt;br&gt;Higher or lower hurdles</th>
<th>Teacher observation checklist&lt;br&gt;Student Data Records</th>
<th>Long Jump Pit&lt;br&gt;Tape Measure&lt;br&gt;Fault line&lt;br&gt;Run way&lt;br&gt;Rake&lt;br&gt;Shots&lt;br&gt;Tennis balls&lt;br&gt;Waffle balls&lt;br&gt;Practice Javelins&lt;br&gt;Tape measure&lt;br&gt;Fence&lt;br&gt;Cones&lt;br&gt;Clipboard&lt;br&gt;Pencils&lt;br&gt;Discs&lt;br&gt;Cones&lt;br&gt;Tape measure&lt;br&gt;Fence&lt;br&gt;Frisbee</th>
</tr>
</thead>
</table>