Students in grades 6 through 8 further their education in fitness, recreational activities, body movement, individual and team sports, and rhythm and dance. Through ongoing assessment of personal fitness levels, students monitor their own progress toward the attainment of lifelong personal fitness goals. The physical, social, and emotional aspects of lifelong health are examined and students practice individual sports that promote the attainment of individual fitness goals. Skills are developed over the course of the three year continuum based on individual readiness and personal goals. In grade 6, the foundational skills are emphasized. In grades 7 and 8, students build on those skills and work to improve individual and team performance. Project Adventure activities aid in the development of essential 21st century life and career skills.
# SOMERVILLE PUBLIC SCHOOLS

## Physical Education
### Grades 6 – 8

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
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<tbody>
<tr>
<td>2009 New Jersey Core Curriculum Content Standards (NJCCCS)</td>
<td>2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.1-3, 2.5.8.C.1-2, 2.5.8.A.1-6</td>
<td>2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.2-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5</td>
<td>2.5.8.A.1-2, 2.5.8.A.4, 2.5.6.B.2, 2.5.8.B.1-3, 2.5.8.C.1-2, 2.6.6.A.1-2, 2.6.8.A.1, 2.6.8.A.4-5</td>
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</table>

### Essential Question:
- How can a student improve personal fitness?
- What skills are necessary to throw and catch with accuracy?
- In what ways are team members interdependent?
- What roles do cooperation and empathy play in group activities?
- How does movement reflect cultural practices?

### Content:
- **Introduction to Lifelong Fitness**
- **Catching and Throwing**
- **Team Sports**
- **Team Building**
- **Creative Dance and Movement**

### Skills and Topics:
- **define fitness and its components (e.g., physical, emotional, personal well-being)**
- **define “team”**
- **research dances of a variety of countries and cultures**
- **determine the personal qualities that contribute to group success**
- **brainstorm the responsibilities of team members**
- **determine the choreography of representative dances**
- **compare and contrast personal strengths and challenges of group members**
- **decide the personal qualities that contribute to group success**
- **apply the sports education model to the organization and function of team members**
- **discuss the role of rhythm in dance**
- **asses the impact of teamwork on the attainment of individual and team goals**
- **perform cooperative group activities**
- **determine a personal fitness baseline level using a standard assessment tool**
- **define “team”**
- **research the rules of team sports (e.g., football, soccer, handball)**
- **teach personal dance to peers**
- **initiate a personal fitness journal**
- **apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals**
- **determine a fitness goal**
- **apply rules of team sports in cooperative play**
- **evaluate personal performance using a scoring rubric**
- **determine a plan to attain a personal fitness goal**
- **evaluate personal performance using a scoring rubric**
- **determine a personal fitness goal**
- **assimilate catching and throwing techniques in game play**
- **teach personal dance to peers**
- **conduct paired practice of catching and throwing**
- **assess personal performance in cooperative group activities in written form**
- **discuss paired practice of catching and throwing**
- **assess personal performance in cooperative group activities in written form**
- **create a personal fitness goal**
- **define the personal qualities that contribute to group success**
- **determine a personal fitness baseline level using a standard assessment tool**
- **initiate a personal fitness journal**
- **apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals**
- **define “team”**
- **evaluate catching and throwing techniques**
- **define catching and throwing techniques**
- **evaluate catching and throwing techniques**
- **model appropriate catching and throwing techniques**
- **investigate activities and games that require catching and throwing**
- **conduct paired practice of catching and throwing**
- **assimilate catching and throwing techniques in game play**
- **apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals**
- **create a personal fitness goal**
- **determine a fitness baseline level using a standard assessment tool**
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# Physical Education

**Grades 6 – 8**

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<td><strong>Integration of Technology:</strong></td>
<td>Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting</td>
<td><strong>Employ a scoring rubric to assess individual and team performance during play</strong></td>
<td><strong>Apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals</strong></td>
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<td><strong>Writing:</strong></td>
<td>Student self-assessment, journal writing, lesson closure activities</td>
<td><strong>Formative Assessments:</strong></td>
<td>Skills assessments, teacher observation, student self-assessment, scoring rubric</td>
<td><strong>Summative Assessments:</strong></td>
<td>Pre- and post-testing of skills and fitness</td>
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## Physical Education

### Grades 6 – 8

### Interdisciplinary Connections:

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### 21st Century Themes:

- Global Awareness
- Civic Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy
- Health Literacy

### 21st Century Skills:

- Creativity and Innovation
- Media Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills

### Resources:

- Physical education websites, teacher guides and activity books, multimedia presentations

### Careers:

Applicable career options are discussed as they arise throughout the physical education program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Health Science Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.

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*2016 NJSLS

- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
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### Physical Education
**Grades 6 – 8**

#### Essential Question:
- What activities promote healthy hearts?
- How can skill-related activities improve overall physical performance?
- How does individual performance affect team performance?
- What benchmarks assess the attainment of personal fitness?
- What skills enhance personal physical performance?

#### Content:
- **Aerobic Activities**
- **Striking**
- **Team Sports**
- **Individual Fitness Plans**
- **Individual Sports**

#### Skills and Topics:
- **Aerobic Activities**
  - compare and contrast anaerobic and aerobic exercise
  - investigate “Heart Healthy Month” activities and events
  - summarize heart healthy practices (e.g., proper nutrition, exercise, monitoring heart rate)
  - perform aerobic exercise
  - monitor personal heart rate during exercise
  - evaluate personal heart healthy practices
  - apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals

- **Striking**
  - assess the physical skills necessary to perform striking tasks
  - differentiate among games and activities that require striking skills
  - apply striking skills in a variety of games and activities (e.g., baseball, cricket, handball, volleyball)
  - employ a scoring rubric to evaluate personal performance of striking skills
  - apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals

- **Team Sports**
  - recall the responsibilities of team members
  - practice necessary personal performance skills for a variety of team games/sports (e.g., baseball, softball, ultimate frisbee)
  - integrate personal skills in team sport play
  - summarize personal contributions to team success in written form
  - apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals

- **Individual Fitness Plans**
  - evaluate previous fitness goals
  - compare and contrast personal fitness goals and achievement of goals
  - demonstrate the attainment of personal fitness goals
  - determine immediate future and lifelong fitness goals
  - create a rubric to document and assess future and lifelong fitness goals

- **Individual Sports**
  - investigate individual sports and activities (e.g., golf, pilates, yoga, zumba)
  - assess the lifelong benefits of individual sports
  - select a personal individual sport to practice
  - apply the appropriate technique in the practice of the chosen individual sport
  - apply technology to maintain a fitness journal that tracks progress towards attainment of personal goals

### Integration of Technology:
- Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

### Writing:
- Student self-assessment, journal writing, lesson closure activities
## Physical Education
### Grades 6 – 8

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