

# Readington Township Public Schools

## Grade 6-8 Physical Education

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## **OVERVIEW**

The middle school physical education course focuses on the development of sixth through eighth-grade students. The course is a full year, meeting every other day. The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically and participate in a variety of activities that lead to a lifelong healthy lifestyle. The Physical Education Core Curriculum utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms including sports, dance, recreational and physical fitness activities. The emphasis is on providing success and enjoyment for all students; not just for those who are "physically gifted." Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the Physical Education Core. Students develop Life Skills through cooperative and competitive activity participation and learn to value academic service experiences.

## **STUDENT OUTCOMES (Linked to New Jersey Student Learning Standards: Comprehensive Health and Physical Education)**

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

### **Strand A. Movement Skills and Concepts**

**2.5.6.A.1** Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.6.A.2** Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

**2.5.6.A.3** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

**2.5.6.A.4** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

**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.3** Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

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

### **Strand B. Strategy**

**2.5.6.B.1** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

**2.5.6.B.2** Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

**2.5.8.B.1** Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

**2.5.8.B.2** Assess the effectiveness of specific mental strategies applied to improve performance.

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

### **Strand B. Strategy**

**2.5.6.B.1** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

**2.5.6.B.2** Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. 8 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

**2.5.8.B.1** Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

**2.5.8.B.2** Assess the effectiveness of specific mental strategies applied to improve performance.

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

### **Strand C. Sportsmanship, Rules, and Safety**

**2.5.6.C.1** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

**2.5.6.C.2** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

**2.5.6.C.3** Relate the origin and rules associated with certain games, sports, and dances to different cultures.

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

**2.5.8.C.2** Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

**2.5.8.C.3** Analyze the impact of different world cultures on present-day games, sports, and dance.

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

### **Strand A. Movement Skills and Concepts**

**2.6.6.A.1** Analyze the social, emotional, and health benefits of selected physical experiences.

**2.6.6.A.2** Determine to what extent various activities improve skill-related fitness versus health-related fitness.

**2.6.6.A.3** Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

**2.6.6.A.4** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

**2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health.

**2.6.6.A.6** Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

**2.6.6.A.7** Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**2.6.8.A.1** Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

**2.6.8.A.2** Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

**2.6.8.A.3** Analyze how medical and technological advances impact personal fitness.

**2.6.8.A.4** Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

**2.6.8.A.5** Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

**2.6.8.A.6** Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

### **STRATEGIES**

May include but are not limited to:

- Direct instruction
- Differentiated Instruction
- Group discussions
- Teacher demonstration

### **EVALUATION**

May include but are not limited to:

- Self-Evaluation

- Peer Evaluation
- Teacher observation
- Checklists
- Rubrics
- Unit Quizzes/Tests
- Class participation

## **DEFINING RESULTS**

### **Motor Skill Performance**

- Enduring Understanding: Repetition of proper technique leads to improvement.
- Essential Question: What different ways can the body move given a specific purpose?

### **Applying Concepts and Strategies**

- Enduring Understanding: You must know what your body is doing.
- Essential Question: How can I move effectively and efficiently?

### **Engaging in Physical Activity**

- Enduring Understanding: Fit people engage in physical activity on a regular basis.
- Essential Question: What can I do to be physically active, and why is this important?

### **Physical Fitness**

- Enduring Understanding: Fitness is a process, not a product. *and* You only have one body; take care of it so that you can be your best every day.
- Essential Question: Why is it important to be physically fit and how can I stay fit? *and* What does it mean to be fit (for me)?

### **Responsible Behavior**

- Enduring Understanding: Behaving well is as important as playing well.
- Essential Question: How do I interact with others during physical activity? *and* Did I do the right thing? What will I do the next time?

### **Benefits of Physical Activity**

- Enduring Understanding: The best choices for you fit who you are and what you need.
- Essential Question: How will physical activity help me now and in the future? *and* How can individual sports create a lifelong active lifestyle?

## **REQUIRED RESOURCES**

In order for students to fully participate in physical education class, they must wear the appropriate clothing and sneakers for physical activity. Aside from this, we use a few supplemental materials, such as sport specific handouts and YouTube videos to demonstrate certain skills or sports being taught.

Equipment needed for each unit:

- Football- footballs, cones, pinnies, polypots, spray paint
- Soccer- soccer balls, soccer net, soccer goal, pinnies, cones, polypots, bags for balls, spray paint
- Yoga- Mats, music
- Fitness- weighted barbells, wall balls, medicine balls, jump ropes, mats, boxes, polypots
- Volleyball- volleyballs, volleyball nets, "Neat Nets," tape for lines
- Basketball- basketballs, basketball hoops, cones, polypots
- Floor Hockey- sticks, nets, foam balls, tape for lines
- Bowling- foam balls, cones, polypots,
- Baseball/Softball- bats, balls, bases,
- Badminton- shuttlecocks, nets, rackets, tape for lines
- Pickleball- paddles, balls, nets
- Project Adventure- project adventure course
- Cooperative Learning Activities- foam balls, mats, nets, pins, numbered polypots, pinnies, cones, tape for lines, projection screens, marbles, and pipes

- Track and Field- batons, blocks, spray paint, shot puts, discs, tape for line, measuring tapes, hurdles
- Handball- foam balls, nets, tape for lines

### **SCOPE AND SEQUENCE:**

May include but is not limited to:

#### **Soccer**

##### **Sixth Grade**

Introduction to the fundamental skills and rules of soccer.

- Dribbling
- Foot skills
- Passing with partner
- Trapping
- Kicking skills (in-step)
- Throw-in
- Goalkeeping

##### **Seventh Grade**

Individual and small group drills will be used to develop necessary skills for gameplay. Basic strategies and positioning will be covered. Teamwork and skill development are the foundations for this unit.

- Review of rules and safety
- Dribbling (speed and control)
- Passing (inside of foot and instep)
- Shooting and Goalie skills
- Receiving (foot, thigh, chest)
- Heading

##### **Eighth Grade**

Further develop dribbling, shooting, passing, receiving and heading skills to be used in game situations. Offensive and defensive strategies will be included in-game instruction. This unit is designed to incorporate previously learned skills and strategy into a game situation.

- Review of rules
- Offensive fundamentals and strategies
- Defensive fundamentals and strategies
- Refine skills of dribbling, shooting, passing, receiving and heading

#### **Football**

##### **Sixth Grade**

Introduction to the fundamental skills and rules of Football.

- Throwing
- Catching
- Running Patterns
- Kicking/Punting
- Positions

- Defense

### **Seventh Grade**

Students will learn the many skills necessary to play Flag Football. Students will have the opportunity to practice the skills, learn the basic rules of play and participate in modified games. Among these skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will also assume various roles of leadership in a fun, recreational setting.

- Review of rules
- Safety procedures and precautions
- Throwing (Using the laces and getting the football to spiral)
- Catching (Using your hands and not your body)
- Running Patterns (running a specific route)
- Positions (know what each position's job is)
- Defense (Man vs. Zone)

### **Eighth Grade**

Students will demonstrate competency in passing and receiving skills. Students will utilize skills to participate in modified games to advanced game situations. Students will apply the basic rules and skills of flag football in a game like situations and continue to develop offensive plays and defensive strategies.

- Throwing (Always using the laces and getting the football to spiral)
- Catching (Always using your hands and not your body)
- Running Patterns (running multiple specific routes)
- Positions (know where to line up on the field & what each position's job is)
- Defense (Man vs. multiple Zones cover 1, cover 2, & blitzes)
- Offensive fundamentals (calling a play in the huddle and changing the play at the line of scrimmage if necessary)
- Defensive fundamentals (Playing man/zone defense based on offensive tendencies)

### **Project Adventure**

#### **Sixth Grade**

Provide leadership in the expansion of adventure-based programming. Project Adventure seeks to develop responsible individuals, productive organizations and sustainable communities.

- Collaborative group work
- Problem solving

#### **Seventh Grade**

Provide leadership in the expansion of adventure-based programming. Project Adventure seeks to develop responsible individuals, productive organizations and sustainable communities.

- Collaborative group work
- Problem solving
- Assume various roles of leadership
- Correct spotting technique

## **Eighth Grade**

Provide leadership in the expansion of adventure-based programming. Project Adventure seeks to develop responsible individuals, productive organizations and sustainable communities.

- Collaborative group work
- Problem solving
- Correct spotting technique
- Lifting techniques

## **Yoga**

### **Sixth Grade**

Introduction to the fundamental ideas and poses.

- Rudimentary Poses
- Basic routines/Sun Salutation
- Relaxation Period
- Promotes proper posture

### **Seventh Grade**

Lifetime fitness activities are an important lifetime objective of Readington Middle Schools physical education philosophy. Seventh-grade students will continue further development with yoga poses and incorporate them into a routine. Students will focus attention on the different muscle groups and mental aspect in routines.

- Demonstrate and recognize flexibility and abdominal strength.
- Intermediate Poses
- Perform a variety of balance poses while using proper form.
- Demonstrate the ability to perform a variety of standing poses.
- Improve on muscle tone and flexibility.

### **Eighth Grade**

Students will continue to further their development in yoga poses and routines, as well as practice with different breathing techniques. Students will utilize these yoga skills and poses to help improve their personal fitness level.

- Expert Poses
- Basic Routines/Sun Salutation
- Promotes proper posture
- Identifying muscle groups for each pose
- Specific Breathing techniques
- Relaxation Period

## **Volleyball**

### **Sixth Grade**

Basic introduction of skills, while incorporating scoring and rotation of players.

- Bumping
- Setting
- Underhand Serve
- Correct Rotation

- Rally scoring

### **Seventh Grade**

Through individual and small groups to further develop skills, students will learn the basic skills of volleyball. Students will be introduced to serving overhands, rules, and offense/defensive play. Students will play in a modified game as it is a great co-educational game.

- Bumping
- Setting
- Serve (underhand and introduction to overhand)
- Correct rotation
- Rally Scoring
- Offense/defensive play
- Game-play rules

### **Eighth Grade**

Students will continue to develop their skills of bumping, setting and serving (increased importance and development on overhand serve.) Students will continue to review and practice basic skills, while the emphasis will be on rules of the game and offensive and defensive strategies. Students will also incorporate different formations (3-3 or 4-2) into gameplay and the unit will conclude with a volleyball tournament.

- Bumping
- Setting
- Underhand/Overhand Serve
- Spike
- Correct Rotation
- Rally Scoring
- Game-play rules

## **Basketball**

### **Sixth Grade**

- Introduction to the fundamental skills and rules of basketball
- Rules
- Dribbling
- Chest/Bounce Pass with a partner
- Shooting

### **Seventh Grade**

Students will learn the fundamental skills necessary to play basketball. Individual and small group drills will be used to develop necessary skills for gameplay. Basic strategies and positioning will be covered.

- Review of rules
- Safety Issues
- Dribbling (speed and control)
- Bounce/Chest Pass in game settings

- Shooting
- Player Positions
- Jumpstop
- Terminology
- Offense and defensive skills

### **Eighth Grade**

Students will review and practice the fundamentals skills necessary to play basketball such as dribbling, shooting, and passing. Students will have an opportunity to improve upon playing strategies, team play, and individual skills through game play. Students will continue to develop their skills in basketball and build on their knowledge of playing tactics while also improving their fitness level.

- Bounce/Chest Pass in game setting
- Jumpstop
- Pivoting/Defensive Stance
- Refine skills of dribbling, shooting, passing
- Zone defense (1-3-1, 2-3) and man-to-man defense

### **Functional Fitness**

#### **Sixth Grade**

Functional fitness exercises train your muscles to work together and prepare them for daily tasks by simulating common movements you might do at home, at school or in sports. While using various muscles in the upper and lower body at the same time, functional fitness exercises also emphasize core stability. These movements can be put into different workouts and can challenge each student differently based off their fitness level. This type of training, properly applied, can make everyday activities easier, reduce the risk of injury and improve your quality of life.

- Upper Body Strength
- Abdominal Strength
- Cardio-Fitness
- Flexibility

#### **Seventh Grade**

Students will learn the benefits and concepts of improved strength, endurance, and flexibility. This course is designed to help students develop healthy living habits and understand basic fitness concepts.

- Upper Body/Abdominal Strength
- Proper Spotting
- Flexibility
- Cardio-Fitness

#### **Eighth Grade**

Students will review the exercises that will help improve strength, endurance, and flexibility. Students will participate in various exercise programs to build muscle strength, muscle endurance, flexibility, speed, agility and cardio strength, and endurance. Students will review the importance of being physically active throughout their lives and hopefully stimulate an interest to improve one's health and fitness level.

- Upper Body/Abdominal Strength

- Proper Spotting
- Flexibility
- Cardio-Fitness
- Proper Lifting
- Agility Training
- Balance

## **Cooperative Games**

### **Sixth Grade**

Cooperative games, trust games and initiative games challenge students to work individually and cooperate while building self-esteem.

- Work together with large groups
- Complete tasks in a given time frame

### **Seventh Grade**

Students will participate in various group activities developing leadership, problem-solving and personal fitness. Students will engage in a variety of motor and sports skills to develop individual skill levels, improved personal fitness and increase positive social and group interactions

- Students learn how individual efforts combine to help the team accomplish goals.
- Task oriented goals
- Small group activities
- Large group activities
- Foster positive self-esteem

### **Eighth Grade**

Students will further develop their leadership, problem-solving skills and participate in various group activities which will help to improve their personal fitness. Participation in cooperative games will incorporate values of cooperation, trust, leadership, responsibility, sportsmanship and team building.

- Students learn how to fail and succeed
- Students must be good teammates in order to complete the challenge
- Students will learn to appreciate different ideas and strategies
- Understand group/team dynamics
- Demonstrate safety procedures during skill development

## **Net Games**

### **Sixth Grade**

Introduction to the fundamental skills and rules of different net sports.

- Refine their “striking with an object” skills in the context of a game.
- Forehand grip
- Backhand grip
- Serving (underhand)
- Scoring

### **Seventh Grade**

Students will learn skills, rules and strategies necessary to play in a doubles badminton match. Students will learn to practice racquet strategies that can be used in a number of racquet sports.

- Review of different grips
- Work on proper footwork to be successful
- Execution of a volley
- Serving (long/short)
- Long clears
- Drop Shot
- Drive
- Scoring techniques

### **Eighth Grade**

Students will continue to increase and further develop their knowledge and skills in both badminton and pickleball. Students will review rules and tactics of official singles and doubles racquet sports. Upon mastery of the skills, students will have the opportunity to use them in modified games.

- Scoring techniques
- Execution of overhead and underhand strokes
- Execution of a volley
- Proper footwork
- Serving Techniques
- Rotation

### **Bowling**

#### **Sixth Grade**

Students will have a basic understanding of how to keep score in bowling and the underhand throw.

- Rules
- Scorekeeping
- Utilize the underhand throw, a skill previously taught to manipulate objects

#### **Seventh Grade**

Students will learn the various skills for bowling. With this skill development and knowledge, the opportunity to bowl outside of school can build meaningful experience for social and group interaction and a great recreational activity. Class lessons will focus on stance, grip, approach, scoring, lane etiquette and play strategy.

- Review of rules
- Review of Scorekeeping
- Gripping the ball
- Refine skills necessary to manipulate objects
- Terminology
- Playing etiquette

#### **Eighth Grade**

Students will review all the basic skills in bowling. Students will continue the development of the underhand toss, as well as be able to incorporate a curve with their underhand technique. The lesson focus will be on scoring and bowling tactics.

- Review of rules
- Review of Scorekeeping
- Refine skills necessary to manipulate objects

## **Floor Hockey**

### **Sixth Grade**

Students will have a basic understanding of the skills of hockey. The focus will be on puck-handling, passing and shooting.

- Puck-handling
- Passing
- Shooting
- Forehand
- Backhand
- Face-off
- Parts of the stick

### **Seventh Grade**

Students will further develop skills of puck handling, passing and shooting into smaller groups. Students will be able to identify when to use the slap shot and when to use the wrist shot in a game, as well as when to use their forehand and backhand.

- Positions
- Puck handling
- Shooting
- Forehand
- Backhand
- Slap Shot
- Wrist Shot
- Face-off
- Parts of the stick

### **Eighth Grade**

Students will have the opportunity to build upon the skills learned in previous years. Students will display fundamental skills such as stick handling, passing and receiving the puck, stopping and shooting the puck and goaltending skills. Students will play various lead-up activities and games that will increase their ability to execute team offensive and defensive strategies.

- Positions
- Puck handling
- Shooting
- Forehand
- Backhand

- Slap Shot
- Wrist Shot
- Face-off
- Goaltending
- Defense
- Parts of the stick

### **Track & Field**

Students will learn and practice technique required for running, jumping and throwing events in track and field. This unit is designed to introduce students to individual and team events in track and field. Students will gain knowledge and appreciation for various events and skills required to perform those events.

#### **Sixth Grade**

- Hurdles
- Mile run
- 100 meter run
- 200 meter run

#### **Seventh Grade**

- 50-meter dash
- 100-meter dash
- long jump
- 4 x 100 relay
- Shot put
- Mile

#### **Eighth Grade**

- Hurdles
- Mile run
- 100 run
- 200 run
- 400 run
- Shot put
- Discus
- Hand-offs

### **Golf/Disc Golf**

#### **Sixth Grade**

Introduction of proper golf stance/grip during chipping and how to score.

- Proper Stance
- Chipping
- Driving
- Parts of the Club
- Scoring

#### **Seventh Grade**

Students have further developed into different types of swing, as well as which clubs to use at which distance. Through golf, students will be introduced to life-long fitness activities.

- Proper Stance
- Chipping
- Driving
- Parts of the Club
- When to use each club
- Scoring
- Types of Grip

### **Eighth Grade**

Students will review and practice the different types of swing and clubs. Students will have a complete understanding of scoring and knowledge of when to use each golf club (irons, wedges, driver, and woods).

- Proper Stance
- Chipping
- Driving
- Parts of the Club
- When to use each club
- Scoring
- Types of Grip

### **Softball**

#### **Sixth Grade**

Students will have a basic understanding of the rules, as well as the proper mechanics of hitting and throwing.

- Scoring
- Proper Batting Stance
- Basic rules
- Proper throwing technique

#### **Seventh Grade**

The seventh-grade softball unit is designed to develop necessary skills to play a softball game. Students will practice these skills and use them in a game situation. History, rules, as well as, offense and defensive strategies will be included.

- Scoring
- Proper throwing technique
- Proper catching technique
- Proper Batting Stance
- Situations
- Basic Rules
- History

#### **Eighth Grade**

Students will continue to develop the fundamental skills necessary for softball. Students will be able to break off into smaller games and officiate each other's games. Students will incorporate offensive and defensive strategies into gameplay.

- Scoring
- Proper Throwing Technique
- Situations
- Proper Batting Stance
- Basic Rules

## **REFERENCES**

- New Jersey Student Learning Standards for Comprehensive Health and Physical Education
- West Windsor-Plainsboro Regional School District, NJ
- Middletown Public Schools, CT