

**Belvidere Cluster Wide  
Physical Education Curriculum  
Grade 8  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format

- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Physical Education, Wellness Grade 8

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **September**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Getting active and staying active is a key component of a healthy, active lifestyle.

## Essential Questions

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Why is it difficult to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

## New Jersey Student Learning Standards

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HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

## Student Learning Objectives

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Analyze the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.

Explain body composition and evaluate health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity).

Explain how advances in technology may be used to improve personal fitness using the primary principles of training (FITT).

Differentiate between different techniques in addressing body composition.

Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness ) applying the FITT principles.

Explain and evaluate the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical).

## Instructional Activities

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Fitness Activities (Mile run, Presidential Testing, Pacer Test, and etc.)

Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)

Jump Rope Skills

FITT Power Point Presentation

Heart Rate Monitors/Pedometers- Use to create goals

Health Related/Skill Related Components Data Collection

Performance Enhancing Drugs Research Project (Tech Lab/Computer on Wheels)

**Fitness Gram Brochure Project:** <http://lessonplanspage.com/fitness-gram-brochure-project/>

**Fun and Fit:** <http://lessonplanspage.com/pfitnesslessonoutline8-htm/>

## Interdisciplinary Connections

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ELA: Research project

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## **Assessment**

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Goal Setting Project

SMART Goal Setting Worksheet (Specific, Measurable, Attainable, Relevant Timely)

Oral Presentations (Health V. Skill Related Components)

Steroid Research Project (Presentation/Brochure)

Student Created Data Sheet/Manipulation (Fitness Data-Ex. pacer, mile run time, flexibility, bmi, and etc.)

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

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## **Texts and Resources**

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<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/>

[http://www.thephysicaleducator.com/blog/files/smart\\_goals.html](http://www.thephysicaleducator.com/blog/files/smart_goals.html)

<http://www.lessonplanet.com/lesson-plans/setting-fitness-goals/all>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8093#.V3FFtfrLIU>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=927#.V3FFzPkrLIU>

**Eighth Grade Lesson Plans for Physical Education and Health**

**Subjects:** <http://lessonplanspage.com/physical-education-health/eighth-grade/>

# Unit #2, Physical Education, Movement Education/Rhythm Grade 8

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **November**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Applying feedback, technique, and knowledge of the cultural impact of movement are needed to implement isolated skills in authentic situations.

## Essential Questions

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How can understanding movement concepts improve my performance?

How does culture influence my use of movement?

Why is feedback important?

## New Jersey Student Learning Standards

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HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.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).
HPE.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.
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.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).
VPA.1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
VPA.1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

## Student Learning Objectives

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Perform movement skills learned in practice settings and transition them into applied settings.

Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments ( i.e games, sports and dance).

Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities ( i.e. games, sports, dance).

Identify equipment that's has the function of encouraging safety.

Demonstrate a planned movement sequence that incorporates feedback from teachers and peers.

Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance.

Analyze three different dance techniques and styles.

Utilize numerous movements to perform a dance compromised by the use of all major muscle groups.

## Instructional Activities

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Journal- How performance of critical components translates into good performance in gameplay

Analyze a video of a classmate performing a skill and identify force and motion aspects within the video. Then utilize what they found in a demonstration to the class.

Create a planned dance routine in groups of 3 to 4 that lasts 90 seconds.

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Safety Equipment Scavenger Hunt- Students move around the gymnasium and equipment closet look for equipment that is used to encourage safety.

Research Project- influence of culture on a game or sport.

Simon Says- The teacher will have students repeat dance styles and techniques and explain what the major differences between them are.

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## **Interdisciplinary Connections**

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ELA: Journal

## **Assessment**

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GPAI (Games Performance Assessment Instrument)

Journal Rubric

Dance Routine Rubric

Student Presentation on Culture

Graffiti Wall (Force and Motion)

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

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## **Texts and Resources**

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<https://www.google.com/search?q=Dance+rubric&biw=638&bih=639&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjFltT42cjNAhUFGD4KHUZzDMEQsAQIGw>

<http://www.icspah.org/Specialty/chenweiyun.htm>

<http://www.discoveryeducation.com/teachers/free-lesson-plans/rules-of-forces-and-motion.cfm>

<https://www.youtube.com/user/96amazinggrace>

<https://www.youtube.com/watch?v=s9ED-0agCZM>



# Unit #3, Physical Education, Cooperative Games

## Grade 8

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **January**  
Length: **30 days**  
Status: **Published**

### Enduring Understanding

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In cooperative groups students can develop their interpersonal skills and deal with conflict.

### Essential Questions

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How will working as a team enhance play for all students?

How is conflict managed in a cooperative, but competitive, setting?

How do roles within a team develop?

### New Jersey Student Learning Standards

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HPE.2.5.8.B.1

HPE.2.5.8.B.2

HPE.2.5.6.B.3

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

Assess the effectiveness of specific mental strategies applied to improve performance.

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

### Student Learning Objectives

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Compare and contrast the effectiveness of individual strategies in a variety of settings (game, sport, dance).

Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance).

Evaluate feedback received from self- evaluation and external sources to improve motor performance during cooperative activities.

Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities.

Identify and assess the effectiveness of mental strategies that are implemented to complete tasks and to improve group performance.

### Instructional Activities

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Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, and etc.

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)

Mini Olympics- Team Games

Critical Thinking Activities (Mind Puzzles/Riddles/Rebus Puzzles)

Research a cooperative game that is played in another country, create a report, and teach the game to the class.

### Interdisciplinary Connections

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ELA: Researching a cooperative game

### Assessment

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Peer/Self-Assessment-Goal Achievement

Teamwork Reflection/Group Discussion

Puzzle Worksheets

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## Self-Observation of Group Dynamics

### Group Dynamics Opinion Paper

#### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

#### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

#### **Texts and Resources**

<http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html>

<http://www.teachhub.com/6-awesome-cooperative-classroom-games>

<https://www.pinterest.com/jadevoe/team-building-cooperative-games/>

<http://www.allaboutteambuilding.com/team-building-activities-for-teens/>

[http://www.momjunction.com/articles/team-building-activities-games-and-exercises-for-teens\\_00375666/](http://www.momjunction.com/articles/team-building-activities-games-and-exercises-for-teens_00375666/)

<http://www.pecentral.org/lessonideas/pelessonplans.html>

# Unit #4, Physical Education, Individual Activities

## Grade 8

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **March**  
Length: **30 days**  
Status: **Published**

### Enduring Understanding

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Individual activities build confidence and self-esteem along with coping skills and resilience.

### Essential Questions

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How will maintaining a high level of fitness enhance personal performance in all aspects of one's life?

How can individual sports impact life-long fitness?

What impact will improved confidence have on cooperative strategies and team activities?

### New Jersey Student Learning Standards

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HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.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.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

### Student Learning Objectives

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Compare and Contrast the role of individuals and groups in achieving a goal

Explain the concepts of force and motion and be able to define them.

Apply feedback from both the teacher and peers to correct movements.

Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities.

Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities.

Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.

Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities.

### Instructional Activities

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Practice Drills (Ex. Ping Pong- Forehand, Backhand, Serve, Keep it Up, etc.)

Individual Games (Tennis, Ping Pong, Golf, Pickle Ball, Badminton, Gymnastics, Martial Arts, Track and Field, Weightlifting, and etc.)

Fitness Activities/Testing (Mile run, Presidential testing, Pacer Test, and etc.)

Dance (Group, Line, and etc.)

Safety Equipment Scavenger Hunt

### Interdisciplinary Connections

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Fine Arts: Dance routine

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## **Assessment**

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GPAI- Offensive and Defensive Strategies in Individual Sports

Individual Goal Setting- Fitness

Peer Observation of Skill Execution (Ex. ping Pong-forehand, backhand, serve, and etc.)

Exit Slip- Self Evaluation (1 Strength and 1 Weaknesses)

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

## **Texts and Resources**

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<https://www.presidentschallenge.org/challenge/physical/activities/>

<http://www.partygamespond.com/tag/individual/>

[http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8123#.V3FoR\\_krLIU](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8123#.V3FoR_krLIU)

[http://www.cwu.edu/~jefferis/unitplans/golf/golf\\_lessonplans.html](http://www.cwu.edu/~jefferis/unitplans/golf/golf_lessonplans.html)

<http://www.pecentral.org/mediacenter/videolessons.html>

# Unit #5, Physical Education, Team Activities Grade 8

Content Area: **Physical Education**

Course(s): **Physical Education**

Time Period: **May**

Length: **30 days**

Status: **Published**

## Enduring Understanding

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Through team activities students learn that teamwork and communication are essential to ensure the best possible results during game play.

## Essential Questions

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Why does communication enhance play for all students?

How can a team improve their chances of success?

## New Jersey Student Learning Standards

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HPE.2.6.8.A.4

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

HPE.2.5.8.B.1

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

HPE.2.5.8.B.2

Assess the effectiveness of specific mental strategies applied to improve performance.

HPE.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.

HPE.2.5.6.B.3

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

HPE.2.5.8.C.1

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

## Student Learning Objectives

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Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports.

Determine the importance of sportsmanship in group activities.

Analyze and explain the effectiveness of specific offensive strategies implemented against various offensive tactics.

Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games.

Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors.

Analyze how various types of equipment and products, and changes to rules and procedures, have had an impact on the evolution of safety in specific team activities and sports.

## Instructional Activities

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Team Games (Blob Tag, Monarchy, Box Ball, One Base Baseball, and etc.)

Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)

Tournaments- Round Robin, Single Elimination, Double Elimination, and Ladder

## Interdisciplinary Connections

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Math: Score keeping

## **Assessment**

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Group Discussion- Individual Role in Group Activities  
Exit Slip- Mental Strategies in Sport  
Sportsmanship T Chart (Positive and Negative)  
Safety Equipment Opinion Paper  
Safety Equipment History in a specific sport  
GPAI- Offensive and Defensive Strategies

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests  
End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

## **Texts and Resources**

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<http://www.pecentral.org/lessonideas/searchresults.asp?category=53>  
<http://www.getactivesports.com/school-clubs/invasion-games/>  
<http://www.pecentral.org/lessonideas/searchresults.asp?subcategory=cooperative+learning>  
<http://www.gophersport.com/blogentry/the-fun-factor-culminating-events-in-physical-education>  
<http://www.indiana.edu/~r324/tournamenttypes.htm>