

St. Johns County School District
PE-M/J Comprehensive Grade 7-8
Curriculum Map-(2015-2016)

Course #: 1508700	Course Name: M/J Comprehensive Gr. 7-8	Semester:	Pacing:								
Cognitive Abilities: <ul style="list-style-type: none"> • PE.7.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. • PE.8.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. 											
Benchmarks		Learning Targets/Skills	Concepts/Content								
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Ongoing Benchmarks;											
HE.8.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. <table border="1"> <tr> <td data-bbox="191 1211 489 1360">HE.8.B.6.4 :</td> <td data-bbox="489 1211 1346 1360">Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Remarks/Examples Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</td> </tr> </table>		HE.8.B.6.4 :	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Remarks/Examples Weight reduction, cost of healthier food, availability of exercise equipment, and general health.								
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HE.8.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.8.C.1.5 : Identify major chronic diseases that impact human body systems.
 Remarks/Examples
 Cancer, hypertension and coronary artery disease, asthma, and diabetes.

LACC.68.RST.2 Craft and Structure

LAFS.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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LACC.7.SL.1 Comprehension and Collaboration

LAFS.7.SL.1.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. 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.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. 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.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

MACC.7.SP.3 Investigate chance processes and develop, use, and evaluate probability models.

MAFS.7.SP.3.5 :	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
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Activities	Assessments
<ul style="list-style-type: none">• Class/Group Discussions• Sport-Related Activities and Games• Cooperative Games <p>Resources; PEcentral.org, SPARK, Presidential Fitness Challenge ,Fitness Gram, Nike Training Club, iPod/iPad Apps, Videos, DVDs, Search engines</p>	<ul style="list-style-type: none">• Teacher observations• Assignments and Projects• Tests/Quizzes/Exit Slips• Peer observations• Rating Scales

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Course #: 1508700		Course Name: M/J Comprehensive 7/8 (*8 th GRADE)		Semester:	Pacing:
Lifetime Fitness:					
<ul style="list-style-type: none"> • PE.7.L.3 Participate regularly in physical activity. • PE.8.L.3 Participate regularly in physical activity. • PE.8.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. 					
Benchmarks			Learning Targets/Skills	Concepts/Content	
PE.7.L.3 Participate regularly in physical activity.			<ul style="list-style-type: none"> • SWBAT... • Participate in daily activities in Physical Education class which promotes health-related fitness and stress management • Completion of assignments • Completing Activity Logs involving the FITT and SPO principles • Participating in Pre and Post testing for the Presidential Fitness Challenge • Completing Activity/Food Logs 	<ul style="list-style-type: none"> • MVPA • Health-Related Fitness Concepts • FITT and SPO principles • Planning and setting personal fitness goals • Adequate vs. Inadequate levels of fitness • Stress management • THR and THRZ 	
PE.7.L.3.1 :	Participate in moderate physical activity on a daily basis.				
PE.7.L.3.2 :	Participate in vigorous physical activity on a daily basis.				
PE.8.L.3 Participate regularly in physical activity.					
PE.8.L.3.5 :	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.				
PE.8.L.3.1 :	Participate in moderate physical activity on a daily basis.				
PE.8.L.3.2 :	Participate in vigorous physical activity on a daily basis.				
PE.8.L.3.3 :	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.				
PE.8.L.3.4 :	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.				
PE.8.L.3.6 :	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.				

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<p><u>PE.8.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> <p><u>PE.8.L.4.1</u> : Create, implement and assess a personal fitness program in collaboration with a teacher.</p> <p><u>PE.8.L.4.2</u> : Develop goals and strategies for a personal physical fitness program.</p> <p><u>PE.8.L.4.3</u> : Use available technology to assess, design and evaluate a personal physical fitness program.</p> <p><u>PE.8.L.4.4</u> : Develop a personal fitness program including a variety of physical activities.</p> <p><u>PE.8.L.4.5</u> : Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p>			
<p>Activities</p> <ul style="list-style-type: none"> • Class/Group Discussions • Cooperative Games • Sport-Related Activities and Games 	<p>Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Assignments • Projects • Tests/Quizzes/Exit Slips • Peer observations • Rating Scales 		
<p>Resources</p> <p>PEcentral.org, SPARK, Presidential Fitness Challenge ,Fitness Gram, Nike Training Club, iPod/Ipad Apps, Videos, DVDs, Search engines</p>			

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Course #: 1508700		Course Name: M/J Comprehensive Gr. 7-8 (*8 th GRADE)		Semester:	Pacing:
Movement Competency					
<ul style="list-style-type: none"> • PE.7.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. • PE.8.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. 					
Benchmarks			Learning Targets/Skills	Concepts/Content	
PE.7.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.			SWBAT... <ul style="list-style-type: none"> • Perform and demonstrate the proper manipulative skills needed to play a sport. • Demonstrate offensive and defensive strategies. • Take their pulse and calculate your heart rate. • Use a heart rate monitor. • Use a pedometer. 	<ul style="list-style-type: none"> • Skills needed to play each sport • Safety procedures • Relationship of offensive vs. defensive strategies • Warming up and cooling down • THR and THRZ Teamwork and communication	
PE.7.M.1.1 :	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills. Remarks/Examples Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.				
PE.7.M.1.2 :	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities. Remarks/Examples An example of a modified version of a sport or activity is a small sided game.				
PE.7.M.1.3 :	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations. Remarks/Examples Some examples are staying between opponent and goal and moving between opponent and the ball.				
PE.7.M.1.6 :	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities. Remarks/Examples Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.				
PE.7.M.1.8 :	Apply technology to evaluate, monitor and improve individual skill performance. Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.				
PE.7.M.1.9 :	Demonstrate principles of biomechanics necessary for safe and successful performance.				

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<u>PE.8.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u>			
<u>PE.8.M.1.2 :</u>	Demonstrate critical elements when striking with an object or implement.		
<u>PE.8.M.1.3 :</u>	Demonstrate body management for successful participation in a variety of modified games and activities. Remarks/Examples Some examples of body management are balance and agility.		
<u>PE.8.M.1.4 :</u>	Apply principles of biomechanics necessary for safe and successful performance.		
<u>PE.8.M.1.5 :</u>	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.		
<u>PE.8.M.1.6 :</u>	Demonstrate offensive, defensive and transition strategies and tactics.		
Activities		Assessments	
<ul style="list-style-type: none"> • Class/Group Discussions • Cooperative Games • Sport-Related Activities and Games 		<ul style="list-style-type: none"> • Teacher observations and Peer observations • Assignments • Projects • Tests/Quizzes/Exit Slips • Rating Scales 	
Resources			
PEcentral.org, SPARK, Presidential Fitness Challenge ,Fitness Gram, Nike Training Club, IPod/Ipad Apps, Videos, DVDs, Search engines			

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Course #: 1508700	Course Name: M/J Comprehensive Gr. 7-8 (8 th Grade)	Semester:	Pacing:												
Responsible Behaviors and Values: <ul style="list-style-type: none"> • PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. • PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. • PE.8.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. • PE.8.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 															
Essential Questions		Learning Targets/Skills													
Benchmarks		Concepts/Content													
PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;">PE.7.R.5.1 :</td> <td>Identify situations in which peer pressure could negatively impact one's own behavior choices.</td> </tr> <tr> <td>PE.7.R.5.2 :</td> <td>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</td> </tr> <tr> <td>PE.7.R.5.3 :</td> <td>Demonstrate responsible behaviors during physical activities. Remarks/Examples Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</td> </tr> <tr> <td>PE.7.R.5.4 :</td> <td>List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.</td> </tr> </table> PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;">PE.7.R.6.2 :</td> <td>Discuss the potential benefits of participation in a variety of physical activities. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.</td> </tr> <tr> <td>PE.7.R.6.3 :</td> <td>Participate in games, sports and/or physical activities from other cultures.</td> </tr> </table>		PE.7.R.5.1 :	Identify situations in which peer pressure could negatively impact one's own behavior choices.	PE.7.R.5.2 :	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	PE.7.R.5.3 :	Demonstrate responsible behaviors during physical activities. Remarks/Examples Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.	PE.7.R.5.4 :	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.	PE.7.R.6.2 :	Discuss the potential benefits of participation in a variety of physical activities. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.	PE.7.R.6.3 :	Participate in games, sports and/or physical activities from other cultures.	SWBAT.. (both in and out of the school setting) <ul style="list-style-type: none"> • Work cooperatively together • Follow the safety rules of the class and activity • Demonstrate responsible behavior during play • Demonstrate proper use and care of P.E. equipment • Demonstrate proper sportsmanship and teamwork 	
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PE.7.R.6.3 :	Participate in games, sports and/or physical activities from other cultures.														
		<ul style="list-style-type: none"> • Cultural Diversity • Positive and Negative Peer Pressure • Bullying • Sportsmanship • Teamwork • Safety Procedures • Respect for yourself and others • Respect for equipment 													

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PE.8.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.			
PE.8.R.5.1 :	List ways to act independently of peer pressure during physical activities.		
PE.8.R.5.2 :	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.		
PE.8.R.5.3 :	Demonstrate sportsmanship during game situations. Remarks/Examples Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.		
PE.8.R.5.4 :	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.		
PE.8.R.5.5 :	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
PE.8.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
PE.8.R.6.1 :	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
PE.8.R.6.2 :	Describe the potential benefits of participation in a variety of physical activities.		
PE.8.R.6.3 :	Compare and contrast games, sports and/or physical activities from other cultures.		
Activities		Assessments	
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Resources			
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