

St. Johns County School District
PE-Individual and Dual Sports-Grade 8
Curriculum Map-(2015-2016)

Course #:1508500	Course Name: Individual/Dual Sports-8	Semester:	Pacing:
Cognitive: <ul style="list-style-type: none"> 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
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.		SWBAT: <ul style="list-style-type: none"> Perform and demonstrate the proper manipulative skills needed to play a sport. Demonstrate offensive and defensive strategies. Safety Procedures 	<ul style="list-style-type: none"> Skills needed to play each sport Safety procedures Offensive and defensive strategies Teamwork to play a sport. Communication HR and THRZ
PE.8.C.2.1 :	Identify basic rules for individual/dual sports. Remarks/Examples Some examples are setting up to start, violating rules and keeping accurate score.		
PE.8.C.2.3 :	Explain basic offensive and defensive strategies in individual/dual sports.		
PE.8.C.2.5 :	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.		
PE.8.C.2.6 :	Identify the critical elements for successful performance in a variety of sport skills or physical activities.		
PE.8.C.2.7 :	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.		
PE.8.C.2.8 :	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. Remarks/Examples Some examples are volleyball and tennis serve and surfing and skate boarding.		
Ongoing Benchmarks; HE.8.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			
HE.8.C.2.9 :	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, desires, and impulses.		

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<p><u>LACC.68.RST.2 Craft and Structure</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; vertical-align: top;"> <p><u>LAFS.68.RST.2.4 :</u></p> <p><u>ELD.K12.ELL.SI.1</u></p> </td> <td> <p>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.</p> <p>English language learners communicate for social and instructional purposes within the school setting.</p> </td> </tr> </table> <p><u>MACC.8.SP.1 Investigate patterns of association in bivariate data.</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; vertical-align: top;"> <p><u>MAFS.8.SP.1.4 :</u></p> </td> <td> <p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> </td> </tr> </table>		<p><u>LAFS.68.RST.2.4 :</u></p> <p><u>ELD.K12.ELL.SI.1</u></p>	<p>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.</p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>	<p><u>MAFS.8.SP.1.4 :</u></p>	<p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>		
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<p>Activities</p> <ul style="list-style-type: none"> • Class/Group Discussions • Sport-Related Activities and Games • Cooperative Games 		<p>Assessments</p> <ul style="list-style-type: none"> • Teacher observations • Assignments and 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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Lifetime; <ul style="list-style-type: none"> • 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.8.L.3 Participate regularly in physical activity.				SWBAT... <ul style="list-style-type: none"> • 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 THRS
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.3.5 :	Identify the community 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.				
PE.8.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.					
PE.8.L.4.3 :	Use available technology to assess, design and evaluate a personal physical fitness program. Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.				
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, Peer observations, Assignments, Projects, Tests, Quizzes, Exit Slips, Rating Scales 		
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Course #: 150500		Course Name: Individual/Dual Sports – Grade 8		Semester:	Pacing:
Big Idea #		Movement Competency: <ul style="list-style-type: none"> PE.8.M.1 Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Individual/Dual Sports, Alternative/Extreme Sports). 			
Essential Questions					
Benchmarks		Learning Targets/Skills	Concepts/Content		
PE.8.M.1 Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Individual/Dual Sports, Alternative/Extreme Sports).		SWBAT... <ul style="list-style-type: none"> Participate in the individual/dual activities 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.8.M.1.1 :	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.				
PE.8.M.1.2 :	Demonstrate critical elements when striking with an object or implement.				
PE.8.M.1.3 :	Demonstrate body management for successful participation in a variety of modified games and activities. Remarks/Examples Some examples of body management would be balance and agility.				
PE.8.M.1.4 :	Apply principles of biomechanics necessary for safe and successful performance.				
PE.8.M.1.5 :	Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking.				
PE.8.M.1.6 :	Demonstrate offensive, defensive, and transition strategies and tactics.				
PE.8.M.1.7 :	Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.				
PE.8.M.1.8 :	Apply technology to evaluate, monitor, and improve individual motor skills. Remarks/Examples An example is exer-gaming.				
PE.8.M.1.9 :	Select and utilize appropriate safety equipment.				

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<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
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Big Idea #		Responsible Behaviors and Values: <ul style="list-style-type: none"> • 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. 			
Benchmarks				Learning Targets/Skills	Concepts/Content
PE.8.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.				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 	<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
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. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.				
PE.8.R.6.3 :	Compare and contrast games, sports and/or physical activities from other cultures.				
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 • Assignments and Projects • Tests/Quizzes/Exit Slips • Peer observations and Rating Scales 			
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