

Curriculum Map

Grade/Subject:8th Grade PE **School:**N.C. Middle School **Development Date:** **Curriculum Writer:** Chelsey Crocker and Chad Easter

PLC Team Approval Date:

Instructional Coach Approval Date:

Principal Approval Date:

<u>Quarter</u>	<u>Unit Title</u>	<u>MO Standards</u>	<u>Objective</u>	<u>Enduring Understandings and Essential Questions</u>	<u>Resources</u>	<u>Assessment</u>
1st Quarter ongoing	Physical Fitness Assessment (push ups, mile run, shuttle run, sit ups pull ups)	<p>Shape National Standard 3 - physically literate individual demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)</p> <p>Students will develop a plan of action and make appropriate decisions based on individual skill. (S5.M3.8)</p> <p>Students will develop a program of cross training to include aerobic, strength &</p>	<p><u>Unit Objectives:</u></p> <p>1. The student will achieve proficiency in health related fitness assessments.</p> <p>2.The student will determine individual strengths and weaknesses in health-related fitness to achieve proficiency in health-related fitness assessments.</p> <p>3.The student will interpret personal fitness assessments results and set individual goals for future fitness assessments.</p>	<p><u>Enduring Understandings:</u></p> <p>1. Being physically fit enhances quality of life.</p> <p>2. Fitness assessments allow an individual to identify their fitness level.</p> <p>3. Fitness assessments allow an individual to set personal fitness goals and create a plan for improvement.</p> <p><u>Essential Questions:</u></p> <p>1. What does it mean to be physically fit?</p> <p>2. Why is it important to identify your personal fitness level?</p> <p>3. How does your fitness level affect your quality of life?</p> <p>4. How can I improve my level of physical fitness?</p> <p>5. Why is it important to set personal fitness goals?</p>	Stopwatch, pull up bar, track,	<p><u>1.Pacer, Physical Fitness test mile run, shuttle run, sit ups, long jump.</u></p> <p><u>2. Participation rubric</u></p> <p><u>3. Student ACL Charts</u></p>

		endurance and flexibility training. (S3.M4.8)				
ongoing	Lifetime and Recreational Activities (walking, jogging, badminton, dance, archery)	<p>Students will physically demonstrate competency in a variety of motor skills and movement patterns</p> <p>Students will select and participate in physical activities or dance that meet the need for self-expression.</p> <p>Students will demonstrate their understanding of Social interaction Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)</p> <p>Students will describe and apply mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)</p>	<p><u>Unit Objectives:</u></p> <p>1. The student will apply terminology, rules, and safety principles appropriate for lifetime/recreational activities.</p> <p>2. The student will work with others using communication skills and strategies that promote team/ group dynamics.</p> <p>3. The student will describe the benefits of lifetime/recreational activities and how they relate to their individual fitness.</p> <p>4. The student will accept players of all skill levels in game like settings.</p>	<p><u>Enduring Understandings:</u></p> <p>1. Rules are an essential element in ensuring safety, fairness, and enjoyment of lifetime/recreational activities.</p> <p>2. Participating in lifetime/recreational activities can improve my personal level of fitness.</p> <p><u>Essential Questions:</u></p> <p>1. What are the rules associated with a lifetime/recreational activity?</p> <p>2. In what ways does participation in lifetime/recreational activities improve my personal level of fitness?</p>	Basic Equipment needed to complete that day's recreational activity. Badminton rackets, Badminton shuttlecocks, bow and arrows, archery targets.	<p><u>Given a lifetime/recreational activity situation, the student will correctly apply terminology and rules for that activity.</u></p> <p><u>Given a lifetime/recreational activity, the student will explain the terminology and rules associated with that lifetime/recreational activity.</u></p> <p><u>Given a lifetime/recreational activity, students will explain how participation in the activity can improve their personal level of fitness (written or oral assessment).</u></p> <p><u>Participation rubric</u></p>
ongoing	Individual and Dual sports (Archery,	Accepts responsibility for improving one's own levels of physical activity and fitness.	<p><u>Unit Objectives:</u></p> <p>1. The student will demonstrate the ability to apply correct elements of</p>	<p><u>Enduring Understandings:</u></p> <p>1. Individual/Dual sports have specific skills that allow you to be successful in participation of that sport.</p>	Weight room equipment: barbells, dumbbells ,	<p><u>1. Given an individual/dual sport, the students will demonstrate proficiency in the various skills associated</u></p>

	running, dance, weightlifting,	(S4.M1.8) Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day. (S3.M6.8) Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8) Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)	movement in a game situation. 2. The student will apply terminology, rules, and safety principles appropriate for individual/dual sports	2. Rules are an essential element in ensuring safety, fairness, and enjoyment of individual/dual sports. <u>Essential Questions:</u> 1. What are specific skills that allow for successful participation in an individual/dual sport? 2. What are the rules associated with an individual/dual sport?	medicine balls, fitness bands Agility drills: ladder drills, box jumps	<u>with the sport.</u> <u>2. Given an individual/dual sport, the students will demonstrate correct application of the various skills associated with that sport in a game situation.</u> <u>3. Given a game situation, the student will correctly apply terminology and rules for that sport.</u> <u>4. Given an individual/dual sport, the student will explain the terminology and rules associated with that team sport.</u>
2nd Quarter						
ongoing	Team Sports (Basketball, volleyball,	Students will catch with a mature pattern from a variety of trajectories	<u>Unit Objectives:</u> 1. The student will demonstrate	<u>Enduring Understandings:</u> 1. Team sports have specific skills that allow you to be successful in	Footballs, Volleyballs, cones, nets,	1. Given a team sport, the students will demonstrate correct

	wiffleball, kickball, soccer)	<p>using different objects in small-sided game play. (S1.M3.7)</p> <p>Students will Pass and receive with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)</p> <p>Students will throw, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Student will transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.(S2.M6.8)</p>	<p>appropriate skills as they apply to a specific activity.</p> <p>2. The student will demonstrate proper form as it applies to a specific activity</p>	<p>participation of that sport.</p> <p>2. Rules are an essential element in ensuring safety, fairness, and enjoyment of team sports.</p> <p><u>Essential Questions:</u></p> <p>1. What are the specific skills that allow for successful participation in a team sport?</p> <p>2. What are the rules associated with a team sport?</p>	scoreboard	<p><i>application of the various skills associated with that sport in a game situation.</i></p> <p>2. <i>Given a game situation, the student will correctly apply terminology and rules for that sport.</i></p> <p>3. <i>Given a team sport, the student will explain the terminology and rules associated with that team sport.</i></p>
Ongoing	Foundations	Students will identify	<u>Objectives:</u>	<u>Enduring Understandings:</u>	Weight room	<u>Assessment:</u>

	of Fitness	<p>barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)</p> <p>Students will participates in moderate to vigorous muscle- and bone-strengthening physical activity. (S3.M6.7)</p> <p>Students will analyzes the empowering consequences of being physical active. (S5.M2.8)</p> <p>Students will describe the role of flexibility in injury prevention. (S3.M10.8)</p>	<ol style="list-style-type: none">1. The student will demonstrate their understanding of how each component of fitness contributes to your overall health and fitness.2. The student will identify and implement ways to improve specific components of health related to fitness.	<p>1,There is a correct and safe way to exercise in order to prevent injury.</p> <p>2. Fitness activities can be health-related, skill-related, or both.</p> <p><u>Essential Questions:</u></p> <p><i>1.How do you calculate target heart rate?</i></p> <p><i>2. What are the correct and safe techniques in an exercise program?</i></p> <p><i>3. What activities address health-related and skill-related fitness?</i></p> <p><i>4. What are different ways to strengthen your muscles?</i></p>	<p>equipment: bar bells, dumbbells , medicine balls, fitness bands</p> <p>Agility drills: ladder drills, box jumps</p>	<p><i>1. Given a target heart rate, students will determine an individual's age.</i></p> <p><i>2. Given an exercise, students will demonstrate proper safety techniques for that exercise.</i></p> <p><i>3. Given a fitness circuit, students can categorize exercises as addressing health-related and/or skill-related fitness.</i></p> <p><i>4. Given different exercises, students will determine which muscle groups are target and/or strengthened.</i></p> <p><i>5. Given an age, students will determine the target heart rate.</i></p>
3rd Quarter						

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