

**St. Johns County School District**  
**PE-M/J Team Sports-Grade 7**  
**Curriculum Map-(2014-2015)**

| ST. JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP  |  |  |  |
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| <b>Course #:1508200</b>  | Course Name: M/J Team Sports - Grade 7   | Semester:  | Pacing:  |
| <b>Cognitive:</b> <ul style="list-style-type: none"> <li><a href="#">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.</a></li> </ul> |  |  |  |
| <b>Essential Questions</b>   |  |  |  |
| <b>Benchmarks</b>  |  | <b>Learning Targets/Skills</b>   | <b>Concepts/Content</b>  |
| <a href="#">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.</a>   |  | SWBAT.. <ul style="list-style-type: none"> <li>Participate in daily activities</li> <li>Complete assignments and projects</li> <li>Complete Activity Logs</li> <li>Demonstrate Safety procedures</li> <li>Participate in game and tournaments</li> </ul> | <ul style="list-style-type: none"> <li>Understanding Rules of Game</li> <li>Offensive and defensive strategies</li> <li>Skill patterns in different activities</li> <li>Movement skills</li> <li>Teamwork</li> <li>Communication</li> <li>Sportsmanship</li> <li>Cooperative Learning</li> </ul> |
| <a href="#">PE.7.C.2.1 :</a>   | Identify the basic rules for team sports.<br>Remarks/Examples<br>Some examples are setting up to start, violating rules and keeping accurate score.  |  |  |
| <a href="#">PE.7.C.2.3 :</a>   | Explain basic offensive and defensive strategies in modified games or activities and team sports.  |  |  |
| <a href="#">PE.7.C.2.6 :</a>   | Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.  |  |  |
| <a href="#">PE.7.C.2.7 :</a>   | Identify the critical elements for successful performance of a variety of sport skills.  |  |  |
| <a href="#">PE.7.C.2.8 :</a>   | List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.   |  |  |
| <a href="#">PE.7.C.2.9 :</a>   | Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.<br>Remarks/Examples<br>An example is slow-pitch softball and volleyball underhand serve. |  |  |

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| <p>Ongoing Benchmarks;</p> <p><a href="#"><u>HE.7.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a></p> <table border="1" data-bbox="170 418 1278 558"> <tr> <td data-bbox="170 418 447 558"><a href="#"><u>HE.7.C.2.6 :</u></a></td> <td data-bbox="447 418 1278 558">Evaluate the influence of technology in locating valid health information.<br/>Remarks/Examples<br/>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</td> </tr> </table> <p><a href="#"><u>LAFS.68.RST.2 Craft and Structure</u></a></p> <table border="1" data-bbox="170 602 1278 805"> <tr> <td data-bbox="170 602 447 805"><a href="#"><u>LAFS.68.RST.2.4 :</u></a><br/><a href="#"><u>ELD.K12.ELL.SI.1</u></a></td> <td data-bbox="447 602 1278 805">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.<br/><br/>English language learners communicate for social and instructional purposes within the school setting.</td> </tr> </table> <p><a href="#"><u>MAFS.7.SP.3 Investigate chance processes and develop, use, and evaluate probability models.</u></a></p> <table border="1" data-bbox="170 849 1278 1021"> <tr> <td data-bbox="170 849 447 1021"><a href="#"><u>MAFS.7.SP.3.5 :</u></a></td> <td data-bbox="447 849 1278 1021">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.</td> </tr> </table> | <a href="#"><u>HE.7.C.2.6 :</u></a>   | Evaluate the influence of technology in locating valid health information.<br>Remarks/Examples<br>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps. | <a href="#"><u>LAFS.68.RST.2.4 :</u></a><br><a href="#"><u>ELD.K12.ELL.SI.1</u></a> | 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.<br><br>English language learners communicate for social and instructional purposes within the school setting. | <a href="#"><u>MAFS.7.SP.3.5 :</u></a> | 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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| <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Class/Group Discussions</li> <li>• Sport-Related Activities and Games</li> <li>• Cooperative Games</li> </ul>  | <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Assignments and Projects</li> <li>• Tests/Quizzes/Exit Slips</li> <li>• Peer observations</li> <li>• Rating Scales</li> </ul>  |  |   |  |  |   |  |  |
| <p><b>Resources</b></p> <p>PEcentral.org, SPARK, Presidential Fitness Challenge ,FitnessGram, Nike Training Club, Ipod/Ipad Apps, Videos, DVDs, Search engines</p>   |   |  |   |  |  |   |  |  |

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| Course #:1508200   | Course Name: M/J Team Sports - Grade 7  | Semester:  | Pacing:   |
| <b>Lifetime Fitness:</b>   |   |  |   |
| <ul style="list-style-type: none"> <li><a href="#">PE.7.L.3 Participate regularly in physical activity.</a></li> </ul>                           |   |  |   |
| <b>Benchmarks</b>  |   | <b>Learning Targets/Skills</b>   | <b>Concepts/Content</b>   |
| <a href="#">PE.7.L.3 Participate regularly in physical activity.</a>   |   | SWBAT... <ul style="list-style-type: none"> <li>Participate in daily activities in Physical Education class which promotes health-related fitness and stress management</li> <li>Completion of assignments</li> <li>Completing Activity Logs involving the FITT and SPO principles</li> <li>Participating in Pre and Post testing for the Presidential Fitness Challenge</li> <li>Completing Activity/Food Logs</li> </ul> | <ul style="list-style-type: none"> <li>MVPA</li> <li>Health-Related Fitness Concepts</li> <li>FITT and SPO principles</li> <li>Planning and setting personal fitness goals</li> <li>Adequate vs. Inadequate levels of fitness</li> <li>Stress management</li> <li>THR and THRZ</li> </ul> |
| <a href="#">PE.7.L.3.1 :</a>   | Participate in moderate physical activity on a daily basis.   |  |   |
| <a href="#">PE.7.L.3.2 :</a>   | Participate in vigorous physical activity on a daily basis.   |  |   |
| <a href="#">PE.7.L.3.3 :</a>   | Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.<br>Remarks/Examples<br>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |  |   |
| <a href="#">PE.7.L.3.4 :</a>   | Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.  |  |   |
| <a href="#">PE.7.L.3.5 :</a>   | Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.  |  |   |
| <a href="#">PE.7.L.3.6 :</a>   | Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.   |  |   |
| <b>Activities</b>  |   | <b>Assessments</b>   |   |
| <ul style="list-style-type: none"> <li>Class/Group Discussions</li> <li>Cooperative Games</li> <li>Sport-Related Activities and Games</li> </ul> |   | <ul style="list-style-type: none"> <li>Teacher observations</li> <li>Assignments</li> <li>Projects</li> <li>Tests/Quizzes/Exit Slips</li> <li>Peer observations</li> <li>Rating Scales</li> </ul>  |   |
| PEcentral.org, SPARK, Presidential Fitness Challenge ,Fitness Gram, Nike Training Club, IPod/Ipad Apps, Videos, DVDs, Search engines             |   |  |   |

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| Course #:1508200  | Course Name: M/J Team Sports - Grade 7  | Semester:  | Pacing:  |
| <b>Movement Competency:</b><br><u>PE.7.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u> |   |  |  |
| <b>Benchmarks</b>   |   | <b>Learning Targets/Skills</b>   | <b>Concepts/Content</b>  |
| <u>PE.7.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u>                                |   | SWBAT... <ul style="list-style-type: none"> <li>• Perform and demonstrate the proper manipulative skills needed to play a sport.</li> <li>• Demonstrate offensive and defensive strategies.</li> <li>• Take their pulse and calculate your heart rate.</li> <li>• Use a heart rate monitor.</li> <li>• Use a pedometer.</li> </ul> | <ul style="list-style-type: none"> <li>•Skills needed to play each sport</li> <li>•Safety procedures</li> <li>•Relationship of offensive vs. defensive strategies</li> <li>•Warming up and cooling down</li> <li>•THR and THRZ Teamwork and communication</li> </ul> |
| <u>PE.7.M.1.1 :</u>   | Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.<br>Remarks/Examples<br>Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.                      |  |  |
| <u>PE.7.M.1.2 :</u>   | Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.<br>Remarks/Examples<br>An example of a modified version of a sport or activity is a small sided game.   |  |  |
| <u>PE.7.M.1.3 :</u>   | Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.<br>Remarks/Examples<br>Some examples are staying between opponent and goal and moving between opponent and the ball.   |  |  |
| <u>PE.7.M.1.6 :</u>   | Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.<br>Remarks/Examples<br>Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery. |  |  |
| <u>PE.7.M.1.7 :</u>   | Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.  |  |  |
| <u>PE.7.M.1.8 :</u>   | Apply technology to evaluate, monitor and improve individual skill performance.<br>Remarks/Examples<br>Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.                                    |  |  |

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| <b>PE.7.M.1.9 :</b>  | Demonstrate principles of biomechanics necessary for safe and successful performance. |   |  |
| <b>Activities</b>  |   | <b>Assessments</b>  |  |
| <ul style="list-style-type: none"> <li>• Class/Group Discussions</li> <li>• Cooperative Games</li> <li>• Sport-Related Activities and Games</li> </ul> |   | <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Assignments</li> <li>• Projects</li> <li>• Tests/Quizzes/Exit Slips</li> <li>• Peer observations</li> <li>• Rating Scales</li> </ul> |  |
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| <b>Responsible Behaviors and Values:</b> <ul style="list-style-type: none"> <li><a href="#">PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></li> <li><a href="#">PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></li> </ul> |  |  |   |
| <b>Essential Questions</b>  |  |  |   |
| <b>Benchmarks</b>   |  | <b>Learning Targets/Skills</b>   | <b>Concepts/Content</b>   |
| <a href="#">PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a>  |  | SWBAT.. (both in and out of the school setting) <ul style="list-style-type: none"> <li>Work cooperatively together</li> <li>Follow the safety rules of the class and activity</li> <li>Demonstrate responsible behavior during play</li> <li>Demonstrate proper use and care of P.E. equipment</li> <li>Demonstrate proper sportsmanship and teamwork</li> </ul> | <ul style="list-style-type: none"> <li>Cultural Diversity</li> <li>Positive and Negative Peer Pressure</li> <li>Bullying</li> <li>Sportsmanship</li> <li>Teamwork</li> <li>Safety Procedures</li> <li>Respect for yourself and others</li> <li>Respect for equipment</li> </ul> |
| <a href="#">PE.7.R.5.1 :</a>  | Identify situations in which peer pressure could negatively impact one's own behavior choices.   |  |   |
| <a href="#">PE.7.R.5.2 :</a>  | Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.   |  |   |
| <a href="#">PE.7.R.5.3 :</a>  | Demonstrate responsible behaviors during physical activities.<br>Remarks/Examples<br>Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat. |  |   |
| <a href="#">PE.7.R.5.4 :</a>  | List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.  |  |   |
| <a href="#">PE.7.R.5.5 :</a>  | Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.   |  |   |
| <a href="#">PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a>  |  |  |   |
| <a href="#">PE.7.R.6.1 :</a>  | Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.  |  |   |
| <a href="#">PE.7.R.6.2 :</a>  | Discuss the potential benefits of participation in a variety of physical activities.<br>Remarks/Examples<br>Some examples of potential benefits are physical, mental, emotional and social.  |  |   |
| <a href="#">PE.7.R.6.3 :</a>  | Participate in games, sports and/or physical activities from other cultures.   |  |   |



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