

**Curriculum Scope & Sequence**

**School: Pike Creek Charter School**

**Grade or Course: 6<sup>th</sup> Grade P.E.**

**Teacher \_\_\_\_\_**

<b>Unit Order</b> By unit title and/or time frame	<b>Learning Targets</b> Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	<b>Theme/Big Idea/Concept</b>	<b>Enduring Understandings and/or Essential Questions</b>
<p><b>August 25,2014-September 6, 2014</b>  <b><u>Unit 1: Fitness Log/Data Collection</u></b></p> <p>Psycho Motor skills- Recording and collecting Fitnessgram results</p> <p>Cognitive Skills: Data comprehension</p> <p>Affective Skills: Partner recording</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Fitness Testing</b></li> </ul> <p><b>Students will be able to track their fitness throughout the school year, collect and log their scores and share and compare fitness levels within the school, state and country.</b></p>	<p><b>EU: Tracking your physical activity is a good way to visualize movement and motor skill improvements in a variety of physical activities.</b></p> <p><b>EQ: What ways can I use fitness log data to improve my motor skills and movement patterns throughout my life?</b></p> <p><b>EU: Collecting data during physical activity is helpful when learning about movement concepts, principles, strategies and tactics.</b></p> <p><b>EQ: How does data collection help when learning concept, principles, strategies and tactics used in physical activity?</b></p> <p><b>EU: Fitness logs give us a range to compare how physically active a person is daily.</b></p> <p><b>EQ: Why is it important to collect data of our daily physically activity?</b></p> <p><b>EU: Fitness logs are essential for tracking physical activity to promote a health enhancing lifestyle.</b></p> <p><b>EQ: How does tracking my physical fitness help me achieve and maintain a health-enhancing</b></p>

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			<p><b>lifestyle?</b></p> <p><b>EU: There are personal and social behavioral expectations that can be improved with data collection for physical activity settings.</b></p> <p><b>EQ: How does data collection usage help personal and social behavioral expectations in physical settings?</b></p> <p><b>EU: Fitness logs provide guidance in a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: How do fitness logs make physical activity meaningful?</b></p>
<p><b>September 9, 2014-November 14th</b></p> <p><b>Unit 2: Team Sports</b></p> <p><b>Psycho Motor skills- Physical Activity</b></p> <p><b>Cognitive Skills: Skill Development</b></p> <p><b>Affective Skills: Safety and Rules</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Handball/Team</b></li> <li>• <b>Volleyball</b></li> <li>• <b>Soccer</b></li> <li>• <b>Football/Rugby</b></li> <li>• <b>Kickball</b></li> <li>• <b>Nature Walk</b></li> </ul> <p><b>Students will participate in team sports activities in order to improve their social skills with students in their age groups. Students will be able to participate in team sports activities that will help them increase their physical activity levels, develop motor skills, and begin to understand rules and strategies toward working with a group.</b></p>	<p><b>EU: Team sport involves using movement and motor skills with groups of people throughout your life.</b></p> <p><b>EQ: What ways can I use team sports as a catalyst for physical activities throughout my life?</b></p> <p><b>EU: Team sport uses movement concepts, principles, strategies and tactics as a group for physical activities.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity while participating with a team or group?</b></p> <p><b>EU: Team sport allows groups of people to be physically active.</b></p> <p><b>EQ: What is the importance of being physically active within a group?</b></p> <p><b>EU: Group physical fitness a great</b></p>

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			<p><b>way to teach and share health ideas throughout life.</b></p> <p><b>EQ: How does sharing health strategy promote groups to be physically fit?</b></p> <p><b>EU: As a group personal and social behavioral expectations should be discussed and improved in physical activity settings.</b></p> <p><b>EQ: What personal and social behavioral expectations should be covered in physical activity setting?</b></p> <p><b>EU: Team sports provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression within the group.</b></p> <p><b>EQ: What makes group or team physical activity meaningful for everyone involved?</b></p>
<p><b>November 18, 2014- March 6, 2015</b></p> <p><b>Unit 3: Lifetime Skills</b></p> <p><b>Psycho Motor Skills: Body Awareness</b></p> <p><b>Cognitive Skills: Movement Concepts</b></p> <p><b>Affective Skills: Rhythm</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> <li>• <b>Gymnastics</b></li> <li>• <b>Hockey</b></li> <li>• <b>Aquatics</b></li> <li>• <b>Basketball</b></li> <li>• <b>Bowling</b></li> <li>• <b>Dance</b></li> <li>• <b>Racquet Sports</b> <ol style="list-style-type: none"> <li>1. <b>Racquet ball</b></li> <li>2. <b>Badminton</b></li> <li>3. <b>Pickle ball</b></li> <li>4. <b>Table Tennis</b></li> </ol> </li> </ul> <p><b>Students will be able to differentiate between age related team sports and lifetime activities that people of all ages can participate in. Students will be able to become more aware of how their body reacts to movement while experiencing different</b></p>	<p><b>EU: Physical Activity involves using movement and motor skills throughout your life.</b></p> <p><b>EQ: What ways can I use physical activities throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics are used in a lifetime physical activities.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in lifetime physical activities?</b></p> <p><b>EU: It is important to stay physically active throughout a lifetime.</b></p> <p><b>EQ: What is the importance of</b></p>

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	<p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>examples of physical activity.</b></p>	<p><b>lifetime fitness?</b></p> <p><b>EU: Physical fitness is essential to health throughout life.</b></p> <p><b>EQ: How will a lifetime of physically fitness improve my health-enhancing level of fitness?</b></p> <p><b>EU: There are personal and social behavioral expectations in life that are used in physical activity settings.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings that should be expected from all ages?</b></p> <p><b>EU: Lifetime skills provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: What makes life long physical activity meaningful?</b></p>
<p><b>March 9, 2015- June 12, 2015</b>  <b>Unit 4: Individual and Dual Activities</b></p> <p>Psycho Motor skills: Specialized Skills</p> <p>Cognitive Skills: Concept Comprehension</p> <p>Affective Skills: Cooperation</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in</p>	<ul style="list-style-type: none"> <li>• <b>Golf</b></li> <li>• <b>Archery</b></li> <li>• <b>Tennis</b></li> <li>• <b>Lacrosse</b></li> <li>• <b>Ultimate Frisbee</b></li> <li>• <b>Baseball, Softball, Cricket</b></li> </ul> <p><b>Students will participate in sports and activities that are comprised of individual skills, partner skills and team</b></p>	<p><b>EU: Small group activities involve using movement and motor skills with partners in a variety of physical activities.</b></p> <p><b>EQ: What ways can I use small group physical activities to improve movement and motor skills throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics</b></p>

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	<p>physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>cooperation. Students will be able to gain skills and knowledge about lifetime activities that they can participate in on their own, to stay healthy. Students will also be able to compete and enjoy physical activities with a partner or a small group.</b></p>	<p><b>are used in physical activities involving large and small groups.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity as they pertain to specific group sizes?</b></p> <p><b>EU: Participating in physical fitness individually and as a group is important for lifetime fitness.</b></p> <p><b>EQ: What is more important, group or individual physically activity?</b></p> <p><b>EU: Participation in single or partner physical activity helps improve health levels throughout life.</b></p> <p><b>EQ: How does my group's health benefit from being physically fit together?</b></p> <p><b>EU: There are personal and social behavioral expectations in physical activity settings that have one or more participants.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings in individual and dual activities?</b></p> <p><b>EU: Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression for one person or many people.</b></p> <p><b>EQ: What makes physical activity meaningful?</b></p>
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## **Curriculum Scope & Sequence**

**School: Pike Creek Charter School**

**Grade or Course: 7<sup>th</sup> Grade P.E.**

**Teacher \_\_\_\_\_**

<b>Unit Order</b> By unit title and/or time frame	<b>Learning Targets</b> Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	<b>Theme/Big Idea/Concept</b>	<b>Enduring Understandings and/or Essential Questions</b>
<p><b>August 25, 2014-September 6, 2014</b>  <b><u>Unit 1: Fitness Log/Data Collection</u></b></p> <p>Psycho Motor skills- Recording and collecting Fitnessgram results</p> <p><b>Cognitive Skills: Data comprehension</b></p> <p><b>Affective Skills: Partner recording</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Fitness Testing</b></li> </ul> <p><b>Students will be able to track their fitness data from the prior school year. Work on understanding how the data can be implemented in their classroom, at home and during physical activity. Throughout the school year, collect and log their scores and share and compare fitness levels within the school, state and country.</b></p>	<p><b>EU: Tracking your physical activity is a good way to visualize movement and motor skill improvements in a variety of physical activities.</b></p> <p><b>EQ: What ways can I use fitness log data to improve my motor skills and movement patterns throughout my life?</b></p> <p><b>EU: Collecting data during physical activity is helpful when learning about movement concepts, principles, strategies and tactics.</b></p> <p><b>EQ: How does data collection help when learning concept, principles, strategies and tactics used in physical activity?</b></p> <p><b>EU: Fitness logs give us a range to compare how physically active a person is daily.</b></p> <p><b>EQ: Why is it important to collect data of our daily physically activity?</b></p> <p><b>EU: Fitness logs are essential for tracking physical activity to promote a health enhancing lifestyle.</b></p> <p><b>EQ: How does tracking my physical fitness help me achieve and maintain a health-enhancing lifestyle?</b></p>

Attachment 4: Scope and Sequence, 7<sup>th</sup> Grade Physical Education

			<p><b>EU: There are personal and social behavioral expectations that can be improved with data collection for physical activity settings.</b></p> <p><b>EQ: How does data collection usage help personal and social behavioral expectations in physical settings?</b></p> <p><b>EU: Fitness logs provide guidance in a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: How do fitness logs make physical activity meaningful?</b></p>
<p><b>September 9, 2014-November 14th</b></p> <p><b>Unit 2: Team Sports</b></p> <p>Psycho Motor skills- Physical Activity</p> <p>Cognitive Skills: Skill Development</p> <p>Affective Skills: Safety and Rules</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Handball/Team</b></li> <li>• <b>Volleyball</b></li> <li>• <b>Soccer</b></li> <li>• <b>Football/Rugby</b></li> <li>• <b>Kickball</b></li> <li>• <b>Nature Walk</b></li> </ul> <p><b>Students will participate in team sports activities in order to improve their social skills with students in their age groups. Students will focus on, what it means to be a teammate, a captain a coach and even a referee. Students will be able to participate in team sports activities that will help them increase their physical activity levels, develop motor skills, and begin to understand rules and strategies toward working with a group. Students will be able to present to the teacher what job title expectations may accompany a position during a team sports event.</b></p>	<p><b>EU: Team sport involves using movement and motor skills with groups of people throughout your life.</b></p> <p><b>EQ: What ways can I use team sports as a catalyst for physical activities throughout my life?</b></p> <p><b>EU: Team sport uses movement concepts, principles, strategies and tactics as a group for physical activities.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity while participating with a team or group?</b></p> <p><b>EU: Team sport allows groups of people to be physically active.</b></p> <p><b>EQ: What is the importance of being physically active within a group?</b></p> <p><b>EU: Group physical fitness a great way to teach and share health ideas throughout life.</b></p>

Attachment 4: Scope and Sequence, 7<sup>th</sup> Grade Physical Education

			<p><b>EQ: How does sharing health strategy promote groups to be physically fit?</b></p> <p><b>EU: As a group personal and social behavioral expectations should be discussed and improved in physical activity settings.</b></p> <p><b>EQ: What personal and social behavioral expectations should be covered in physical activity setting?</b></p> <p><b>EU: Team sports provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression within the group.</b></p> <p><b>EQ: What makes group or team physical activity meaningful for everyone involved?</b></p>
<p><b>November 18, 2014- March 6, 2015</b></p> <p><b>Unit 3: Lifetime Skills</b></p> <p>Psycho Motor skills: Body Awareness</p> <p>Cognitive Skills: Movement Concepts</p> <p>Affective Skills: Rhythm</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> <li>• <b>Dance</b></li> <li>• <b>Gymnastics</b></li> <li>• <b>Hockey</b></li> <li>• <b>Aquatics</b></li> <li>• <b>Basketball</b></li> <li>• <b>Racquet Sports</b> <ol style="list-style-type: none"> <li>1. <b>Racquet ball</b></li> <li>2. <b>Badminton</b></li> <li>3. <b>Pickle ball</b></li> <li>4. <b>Table Tennis</b></li> </ol> </li> <li>• <b>Bowling</b></li> </ul> <p><b>Students will be able to differentiate between age related team sports and lifetime activities that people of all ages can participate in. Students will be expected to discuss these activities with member of their community in hopes of motivating their community to be more active. Students will be able to</b></p>	<p><b>EU: Physical Activity involves using movement and motor skills throughout your life.</b></p> <p><b>EQ: What ways can I use physical activities throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics are used in a lifetime physical activities.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in lifetime physical activities?</b></p> <p><b>EU: It is important to stay physically active throughout a lifetime.</b></p> <p><b>EQ: What is the importance of lifetime fitness?</b></p> <p><b>EU: Physical fitness is essential to health throughout life.</b></p>



Attachment 4: Scope and Sequence, 7<sup>th</sup> Grade Physical Education

	<p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>become more aware of how their body reacts to movement while experiencing different examples of physical activity. They will be expected to collaborate with classmates to plan strategies, rules and plans that they will use in Physical Education class.</b></p>	<p><b>EQ: How will a lifetime of physically fitness improve my health-enhancing level of fitness?</b></p> <p><b>EU: There are personal and social behavioral expectations in life that are used in physical activity settings.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings that should be expected from all ages?</b></p> <p><b>EU: Lifetime skills provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: What makes life long physical activity meaningful?</b></p>
<p><b>March 9, 2015- June 12, 2015</b>  <b>Unit 4: Individual and Dual Activities</b></p> <p>Psycho Motor skills: Specialized Skills</p> <p>Cognitive Skills:</p> <p>Concept Comprehension</p> <p>Affective Skills: Cooperation</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that</p>	<ul style="list-style-type: none"> <li>• <b>Golf</b></li> <li>• <b>Archery</b></li> <li>• <b>Tennis</b></li> <li>• <b>Lacrosse</b></li> <li>• <b>Ultimate Frisbee</b></li> <li>• <b>Baseball, Softball, Cricket</b></li> </ul> <p><b>Students will participate in sports and activities that are comprised of individual skills, partner skills and team cooperation. The students will present team and individual “game plans” to improve everyday performance in Physical Education class. Students will be able to gain skills and knowledge about lifetime activities that they can</b></p>	<p><b>EU: Small group activities involve using movement and motor skills with partners in a variety of physical activities.</b></p> <p><b>EQ: What ways can I use small group physical activities to improve movement and motor skills throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics are used in physical activities involving large and small groups.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity as they pertain to specific group sizes?</b></p> <p><b>EU: Participating in physical fitness individually and as a group is</b></p>

Attachment 4: Scope and Sequence, 7<sup>th</sup> Grade Physical Education

	<p>respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>participate on their own, to stay healthy. Students will also be able to compete and enjoy physical activities with a partner or a small group.</b></p>	<p><b>important for lifetime fitness.</b></p> <p><b>EQ: What is more important, group or individual physically activity?</b></p> <p><b>EU: Participation in single or partner physical activity helps improve health levels throughout life.</b></p> <p><b>EQ: How does my group’s health benefit from being physically fit together?</b></p> <p><b>EU: There are personal and social behavioral expectations in physical activity settings that have one or more participants.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings in individual and dual activities?</b></p> <p><b>EU: Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression for one person or many people.</b></p> <p><b>EQ: What makes physical activity meaningful?</b></p>
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**Curriculum Scope & Sequence**

**School: Pike Creek Charter School**

**Grade or Course: 8<sup>th</sup> Grade P.E.**

**Teacher \_\_\_\_\_**

<p><b>Unit Order</b> By unit title and/or time frame</p>	<p><b>Learning Targets</b> Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p>	<p><b>Theme/Big Idea/Concept</b></p>	<p><b>Enduring Understandings and/or Essential Questions</b></p>
<p><b>August 25,2014-September 6, 2014</b> <b><u>Unit 1: Fitness Log/Data Collection</u></b></p> <p>Psycho Motor skills- Recording and collecting Fitnessgram results</p> <p><b>Cognitive Skills: Data comprehension</b></p> <p><b>Affective Skills: Partner recording</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Fitness Testing</b></li> </ul> <p><b>Students will be able to track their fitness data from the prior school year. Students will work on understanding how the data can be implemented in their classroom, at home and during physical activity. Throughout the school year, collect and log their scores and share and compare fitness levels within the school, state and country. As part of their capstone they will do a statistical study of their fitness throughout their middle school experience.</b></p>	<p><b>EU: Tracking your physical activity is a good way to visualize movement and motor skill improvements in a variety of physical activities.</b></p> <p><b>EQ: What ways can I use fitness log data to improve my motor skills and movement patterns throughout my life?</b></p> <p><b>EU: Collecting data during physical activity is helpful when learning about movement concepts, principles, strategies and tactics.</b></p> <p><b>EQ: How does data collection help when learning concept, principles, strategies and tactics used in physical activity?</b></p> <p><b>EU: Fitness logs give us a range to compare how physically active a person is daily.</b></p> <p><b>EQ: Why is it important to collect data of our daily physically activity?</b></p> <p><b>EU: Fitness logs are essential for tracking physical activity to promote a health enhancing lifestyle.</b></p> <p><b>EQ: How does tracking my physical fitness help me achieve</b></p>

Attachment 4: Scope and Sequence, 8<sup>th</sup> Grade Physical Education

			<p><b>and maintain a health-enhancing lifestyle?</b></p> <p><b>EU: There are personal and social behavioral expectations that can be improved with data collection for physical activity settings.</b></p> <p><b>EQ: How does data collection usage help personal and social behavioral expectations in physical settings?</b></p> <p><b>EU: Fitness logs provide guidance in a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: How do fitness logs make physical activity meaningful?</b></p>
<p><b>September 9, 2014-November 14th</b></p> <p><b>Unit 2: Team Sports</b></p> <p><b>Psycho Motor skills- Physical Activity</b></p> <p><b>Cognitive Skills: Skill Development</b></p> <p><b>Affective Skills: Safety and Rules</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> <li>• <b>Handball/Team</b></li> <li>• <b>Volleyball</b></li> <li>• <b>Soccer</b></li> <li>• <b>Football/Rugby</b></li> <li>• <b>Kickball</b></li> <li>• <b>Nature Walk</b></li> </ul> <p><b>Students will participate in team sports activities in order to improve their social skills with students in their age groups. Students will focus on, what it means to be a teammate, a captain a coach and even a referee. Students will be able to participate in team sports activities that will help them increase their physical activity levels, develop motor skills, and begin to understand rules and strategies toward working with a group. Students will be able to present to the teacher what job</b></p>	<p><b>EU: Team sport involves using movement and motor skills with groups of people throughout your life.</b></p> <p><b>EQ: What ways can I use team sports as a catalyst for physical activities throughout my life?</b></p> <p><b>EU: Team sport uses movement concepts, principles, strategies and tactics as a group for physical activities.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity while participating with a team or group?</b></p> <p><b>EU: Team sport allows groups of people to be physically active.</b></p>

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	<p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>title expectations may accompany a position during a team sports event. As part of their capstone they will do a study on a sports team and find out what that teams strategy for success includes.</b></p>	<p><b>EQ: What is the importance of being physically active within a group?</b></p> <p><b>EU: Group physical fitness a great way to teach and share health ideas throughout life.</b></p> <p><b>EQ: How does sharing health strategy promote groups to be physically fit?</b></p> <p><b>EU: As a group personal and social behavioral expectations should be discussed and improved in physical activity settings.</b></p> <p><b>EQ: What personal and social behavioral expectations should be covered in physical activity setting?</b></p> <p><b>EU: Team sports provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression within the group.</b></p> <p><b>EQ: What makes group or team physical activity meaningful for everyone involved?</b></p>
<p><b>November 18, 2014- March 6, 2015</b>  <b>Unit 3: Lifetime Skills</b></p> <p>Psycho Motor skills: Body Awareness</p> <p>Cognitive Skills: Movement Concepts</p> <p>Affective Skills: Rhythm</p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<ul style="list-style-type: none"> <li>• <b>Dance</b></li> <li>• <b>Gymnastics</b></li> <li>• <b>Hockey</b></li> <li>• <b>Aquatics</b></li> <li>• <b>Basketball</b></li> <li>• <b>Racquet Sports</b> <ol style="list-style-type: none"> <li>1. <b>Racquet ball</b></li> <li>2. <b>Badminton</b></li> <li>3. <b>Pickle ball</b></li> <li>4. <b>Table Tennis</b></li> </ol> </li> <li>• <b>Bowling</b></li> </ul>	<p><b>EU: Physical Activity involves using movement and motor skills throughout your life.</b></p> <p><b>EQ: What ways can I use physical activities throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics are used in a lifetime physical activities.</b></p>

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	<p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<p><b>Students will be able to differentiate between age related team sports and lifetime activities that people of all ages can participate in. Students will be expected to discuss these activities with member of their community in hopes of motivating their community members to be more active. Students will be able to become more aware of how their body reacts to movement while experiencing different examples of physical activity. They will be expected to collaborate with classmates to plan strategies, rules and plans that they will use in Physical Education class. As part of their capstone they will interview members of their community about their fitness habits.</b></p>	<p><b>EQ: What are the concept, principles, strategies and tactics used in lifetime physical activities?</b></p> <p><b>EU: It is important to stay physically active throughout a lifetime.</b></p> <p><b>EQ: What is the importance of lifetime fitness?</b></p> <p><b>EU: Physical fitness is essential to health throughout life.</b></p> <p><b>EQ: How will a lifetime of physically fitness improve my health-enhancing level of fitness?</b></p> <p><b>EU: There are personal and social behavioral expectations in life that are used in physical activity settings.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings that should be expected from all ages?</b></p> <p><b>EU: Lifetime skills provide a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</b></p> <p><b>EQ: What makes life long physical activity meaningful?</b></p>
<p><b>March 9, 2015- June 12, 2015</b> <b>Unit 4: Individual and Dual Activities</b></p>	<p>Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<ul style="list-style-type: none"> <li>• <b>Golf</b></li> <li>• <b>Archery</b></li> <li>• <b>Tennis</b></li> <li>• <b>Lacrosse</b></li> </ul>	<p><b>EU: Small group activities involve using movement and motor skills with partners in a variety of physical activities.</b></p>

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<p><b>Psycho Motor skills: Specialized Skills</b></p> <p><b>Cognitive Skills: Concept Comprehension</b></p> <p><b>Affective Skills: Cooperation</b></p>	<p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Creates opportunity for health, enjoyment, challenge, self expression and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> <li>• <b>Ultimate Frisbee</b></li> <li>• <b>Baseball, Softball, Cricket</b></li> </ul> <p><b>Students will participate in sports and activities that are comprised of individual skills, partner skills and team cooperation. The students will present team and individual “game plans” to improve everyday performance in Physical Education class. Students will be able to gain skills and knowledge about lifetime activities that they can participate in on their own, to stay healthy. Students will also be able to compete and enjoy physical activities with a partner or as part of a small group. As part of their capstone students will be expected to write and present a six month activity plan for someone looking to increase their weekly activity regiment.</b></p>	<p><b>EQ: What ways can I use small group physical activities to improve movement and motor skills throughout my life?</b></p> <p><b>EU: Movement concepts, principles, strategies and tactics are used in physical activities involving large and small groups.</b></p> <p><b>EQ: What are the concept, principles, strategies and tactics used in physical activity as they pertain to specific group sizes?</b></p> <p><b>EU: Participating in physical fitness individually and as a group is important for lifetime fitness.</b></p> <p><b>EQ: What is more important, group or individual physically activity?</b></p> <p><b>EU: Participation in single or partner physical activity helps improve health levels throughout life.</b></p> <p><b>EQ: How does my group’s health benefit from being physically fit together?</b></p> <p><b>EU: There are personal and social behavioral expectations in physical activity settings that have one or more participants.</b></p> <p><b>EQ: What are the personal and social behavioral expectations in physical settings in individual and dual activities?</b></p> <p><b>EU: Physical activity provides a</b></p>
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			<p><b>variety of opportunities for enjoyment, social interaction, challenge and/or self-expression for one person or many people.</b></p> <p><b>EQ: What makes physical activity meaningful?</b></p>
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