

**Jemez Valley Public Schools**  
**SIXTH – EIGHTH GRADE PHYSICAL EDUCATION • CONTENT MAP**

<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>
-------------------	--------------------	---------------------	--------------------

**6-8 Content Map**

**Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms**  
*\*Activities and their duration may vary among school sites due to the availability of facilities and equipment.\**

<p>Students will reproduce sequences of combined skills in practice situations using basic team sports skills. (year long)</p> <p>Students will display a combination of skills to a variety of activities using basic individual activity skills. (year long)</p> <p>Volleyball: forearm pass, set, serve, spike.</p> <p>Flag Football: pass, receive, punt, kickoff, hike the ball.</p>	<p>Soccer: pass, dribble, trapping, goal keeping.</p> <p>Flicker ball: catching, passing, and scoring.</p> <p>Tae Bo/Wellness Walk: punching, kicking, rhythm balance, cardiovascular.</p> <p>Team handball: passing, catching, dribbling and goal keeping skills, scoring.</p> <p>Basketball: passing, catching, dribbling, shooting, pivot.</p>	<p>Weight Training: repetitions, sets and weight log.</p> <p>Speed Away: dribbling, passing, aerial ball, and drop kick.</p> <p>Floor Hockey: forehand, back hand, passing, scoring, and goal keeping</p> <p>Bowling: scoring, rolling, approach and aim.</p> <p>Archery: address the line, knock the arrow, shooting, retrieve the arrow, scoring, safety.</p> <p>Ultimate Frisbee: passing, catching, scoring.</p>	<p>Speedball: kicking, throwing, catching, base running.</p> <p>Kick ball/Mat ball: kicking, throwing, catching, base running.</p> <p>Lacrosse: passing, receiving, goal keeping, scoring.</p> <p>Badminton/Pickle ball: stance, forehand, backhand, serve, scoring. Softball/ Mush Ball: throwing, catching, batting, base running.</p>
---	---	--	--

During team sports in a practice situation, defensive players will show and maintain proper position and techniques. Offensive players use practiced plays and deceptions to move to an open space. During dual sports in practice and game situations, students will demonstrate sequences of basic techniques and skills consisting of foot work, court position, offensive and defensive strokes, and placement of projectile in relation to their partner.

<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>
-------------------	--------------------	---------------------	--------------------

**6-8 Content Map**

**Standard II: Applies movement concepts and principles to the learning and development of motor skills.**

<p>Apply knowledge of results to correct and improve future performance. (year long)</p> <p>Identify movement patterns through observation. (year long)</p> <p>Analyze a movement pattern by using knowledge of its critical elements using self-analysis and peer observation. (year long)</p> <p>Analyze movement skills and identify how they are sequenced and applied to produce a desired outcome. (year long)</p>		
--	--	--

<p>Detect and correct errors in personal performance while participating in selected activities. (year long)</p> <p>Describe how the spatial relationship with other players affects the outcomes during play situations. (year long)</p>			
<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>
<b>6-8 Content Map</b>			
<b>Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
<p>Introduce physical activities that improve or maintain fitness such as muscular strength, endurance, flexibility, cardiovascular, body composition.</p> <p>Introduce and set personal fitness goals.</p> <p>Choose and record levels of participation in physical activities with the intent to improve and/or maintain each of the following components: muscular strength, endurance, flexibility, cardiovascular, body composition.</p> <p>Maintain heart rate within the target heart rate zone.</p> <p>Analyze and illustrate the benefits of physical activity.</p>	<p>Monitor, analyze and interpret personal fitness data in order to establish fitness/activity goals.</p> <p>Define anaerobic and aerobic fitness activities.</p> <p>Compare and contrast the difference between aerobic and anaerobic fitness activity.</p>	<p>List and describe the benefits of setting personal fitness goals.</p> <p>Learn to take heart rate.</p> <p>Explain 'target heart rate zone.</p> <p>Introduce health risks associated with in inactive lifestyle.</p>	
<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>
<b>6-8 Content Map</b>			
<b>Standard IV: Achieves and maintains a health enhancing level of physical fitness.</b>			
<p>Engage in appropriate physical activity that results in the development of cardiovascular endurance. (year long)</p> <p>Selects appropriate flexibility activities. (year long)</p>		<p>Select appropriate fitness activities that require muscular strength and endurance.</p> <p>Analyzes personal fitness data and recognizes individual strengths and weaknesses.</p> <p>Choose appropriate physical activities to maintain strengths and improve weaknesses.</p> <p>Identify the components of a fitness program and apply them to personal fitness plans.</p>	<p>Identifies the benefits of a healthy body composition versus the risks of an unhealthy body.</p>
<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>
<b>6-8 Content Map</b>			
<b>Standard V: Demonstrates responsible personal and social behavior in physical activity settings.</b>			

<p>Introduce procedures and routines and the high expectations in the Physical Education settings.</p> <p>Review locker room rules, etiquette, and general activity rules.</p> <p>Introduce making positive choices including no teasing, name calling (bullying), using positive language, following rules and identifying poor choices.</p> <p>Explain the importance of positive attitudes(all year around).</p> <p>Wear appropriate attire for Physical Education setting.</p> <p>Participate positively in team building/cooperative activities. (year long).</p> <p>Respond appropriately to fire drills and safety lock downs. (year long)</p> <p>Emphasize the importance of a good team player and how it relates to an individuals daily life.</p> <p>Reinforce general classroom and specific activity rules. (year long)</p> <p>Use problem solving techniques when in conflict.</p>	<p>List coping skills for dealing with negative behaviors.</p> <p>Accept responsibility for actions and modify behaviors accordingly. (year long)</p> <p>Makes positive choices in a variety of physical education settings. (year long)</p> <p>Identify and list components of sportsmanship and effort.</p> <p>Explain different styles of leadership using student examples.</p>	<p>Reinforce procedures and routines from August as needed.</p> <p>Reinforce making positive choices including no teasing, name calling, using positive language, following rules.</p> <p>Reinforce basic aspects of cooperative activities.</p> <p>Reinforce appropriate responses to bullying and sexual harassment.</p> <p>Reinforce the use of appropriate problem-solving techniques to handle conflict.</p> <p>Analyze cause and effect during physical activities.</p>	<p>Simulate a bullying Situation, sexual harassment situation and have students respond to and discuss the situation.</p> <p>Practice the use of conflict resolution skills for appropriate problem solving.</p>
<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>

**6-8 Content Map**

**Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings**

<p>Understand the need of game modifications to allow person with special needs to participate. (year long)</p> <p>Describe the social dynamics that occur when peers participate in cooperative activities.</p>		<p>Initiate discussion of media influences on behavior choices.</p>	<p>Integrate sports/activities from other cultures and discuss the similarities and differences.</p>
<b>Quadrant I</b>	<b>Quadrant II</b>	<b>Quadrant III</b>	<b>Quadrant IV</b>

**6-8 Content Map**

**Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.**

<p>Identify basic concepts of fair play, acceptance of rules and group communication.</p> <p>Choose to participate consistently in games,</p>	<p>Identify opportunities in school and community that allow for regular participation in physical activity.</p> <p>Demonstrate a willingness to</p>	<p>Identify a variety of physical activities that will provide satisfaction and lead to continued participation.</p> <p>Identify benefits of participating in physical activities. Keep a journal on one's own progress in</p>	<p>Appreciate the challenging aspects of competition, self, and others.</p> <p>Identify and use a variety of physical activities and</p>
---	--	--	--

<p>sports, dance and outdoor activities.</p>	<p>try an unfamiliar position within the context of a practice or a game situation.</p> <p>Exhibit appropriate protocol during dance, fine arts or other physical activity events (i.e. implement cues or key words).</p> <p>Share feelings of satisfaction felt as a result of physical activity.</p>	<p>a physical activity unit. Appreciate the skill movements of the body.</p>	<p>movements used to communicate ideas and feelings.</p>
--	--	--	--