

# Grade 7 Physical and Health Education

## Units of Study

<b>UNIT 1:</b>	<b>"BREATHE EASY" (FITNESS)</b>	<b>Duration: 7 Weeks (16 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Change, Adaptation, Energy</li> <li>• <b>Subject Specific Skills:</b> Students will measure fitness levels, identify areas to improve, set goals, develop and execute a 3-week training plan, analyse and evaluate the effectiveness of this plan.</li> <li>• <b>Learning Experiences:</b> In this unit, students will select a goal aimed to develop their cardiovascular fitness and overall health. Based on the fitness knowledge learnt, data collected from fitness tests, they will design and execute a fitness training plan over 3 weeks. Students will monitor their motivation levels and make specific changes to the program using key methods, knowledge and principles of training.</li> </ul>		
<b>UNIT 2:</b>	<b>"SEA TREK" (AQUATICS)</b>	<b>Duration: 7 Weeks (16 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Communication, Adaptation, Environment</li> <li>• <b>Subject Specific Skills:</b> Students will learn a variety of kayaking strokes/skills and forms of communication in a different environment. Strokes include; Forward, Reverse, Sweep, Stern Rudder, Capsizing. Communicating in different scenarios, conflict resolution. Develop Freestyle and Breaststroke.</li> <li>• <b>Learning Experiences:</b> Students will explain, apply and demonstrate a range of skills and techniques while kayaking. In addition, they will develop and improve their technique in two swimming strokes - freestyle, breaststroke. Students will develop their communication skills in varying situations while kayaking.</li> </ul>		
<b>UNIT 3:</b>	<b>"CLOWNING AROUND" (MOVEMENT)</b>	<b>Duration: 7 Weeks (16 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Relationships, Interaction, Function</li> <li>• <b>Subject Specific Skills:</b> Students will create, collaborate and demonstrate a movement sequence. They will adapt and refine techniques as a result of planning and goal setting.</li> <li>• <b>Learning Experiences:</b> In this unit, students will explore gymnastic movements that showcase how relationships can improve creativity. They will work in small groups to collaborate a circus themed movement sequence that is entertaining and fun for the audience. Students focus on creativity and freedom, allowing students to express themselves in a group situation.</li> </ul>		
<b>UNIT 4:</b>	<b>"TEAM WITHIN A TEAM" (WORLD SPORTS)</b>	<b>Duration: 7 Weeks (16 hours)</b>
<ul style="list-style-type: none"> <li>• <b>Concepts:</b> Communication, Balance, Function</li> <li>• <b>Subject Specific Skills:</b> Students will set goals, exercise leadership, establish communication skills in regards to verbal and non verbal skills. They will analyse and evaluate performances to improve team strategies in Football and Floor Hockey.</li> <li>• <b>Learning Experiences:</b> In this unit, students will learn to understand different roles required within a team in order function effectively. They will decide on strategies and develop knowledge of offensive and defensive skills in Football and Unihoc. Competition, cooperation, and leadership will be the core concepts in this unit.</li> </ul>		

# Grade 7 Physical and Health Education

## Unit 1: “Breathe Easy” (Fitness)

**Duration:** 7 Weeks (16 hours)

**LEARNING EXPERIENCES:** In this unit, students will construct and implement a 3-week cardiovascular plan to achieve individualised goals based on their results from the 20m shuttle fitness test. They will process data and report results from the completed fitness test. Students will follow their cardio plan and make appropriate changes (adaptations) based on methods and principles of training. This will in turn allow them to evaluate their organisation, motivation, and performance.

**KEY CONCEPT:** Change

**Related Concepts / Subject Specific:**

Adaptation, Energy/Training methods and principles

**STATEMENT OF INQUIRY:**

Implementing and adapting a plan impacts our motivation.

**INQUIRY QUESTIONS:**

**Factual:**

How can we adapt our training plan to improve our performance?

**Conceptual:**

Why is monitoring progress in fitness levels important when training?

**Debatable:**

Does being in your target training heart rate zone guarantee improvements in fitness levels?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**A: Knowing and Understanding**

i. describe physical and health education factual, procedural and conceptual knowledge  
ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations  
iii. apply physical and health terminology consistently and effectively to communicate understanding.

**B: Planning for Performance**

i. outlines goals to enhance performance  
ii. designs and explains a plan to improve physical performance and health

**D. Reflecting and Improving Performance**

ii. explains the effectiveness of a plan on the outcome

**ATLs:**

Research  
Self-Management

### RESOURCES / LITERATURE OPTIONS:

- Ipad Apps - IMuscle, Fit Testing
- Beep test - 20 m shuttle
- Heart rate monitors

### SUMMATIVE ASSESSMENT TASKS:

1. Demonstration of fitness knowledge and understanding throughout the summative tasks including goal setting; fitness research; construct a three-week training plan; describe and summarize the effectiveness of the training plan.

# Grade 7 Physical and Health Education

## Unit 2: “Sea Trek” (Aquatics)

**Duration:** 7 Weeks (16 hours)

**LEARNING EXPERIENCES:** In this unit, students will demonstrate and apply a range of skills and techniques when kayaking. In small groups they will develop their skill to communicate effectively and will learn to adapt the way they respond to environmental influences. Students will identify goals and strategize ways in which they can be more effective in their performance by using interpersonal skills.

**KEY CONCEPT:**  
Communication

**Related Concepts / Subject Specific:**  
Adaptation, Environment

**STATEMENT OF INQUIRY:**

Communication is adapted in response to the environment

**INQUIRY QUESTIONS:**

**Factual:**

When does communication start and when does it finish?  
What are the basic forms of communication?

**Conceptual:**

Why is communication important?  
How do we adapt in response to our environment?

**Debatable:**

Can we adapt without effective communication?  
Are communicators born or made?

**OBJECTIVES AND  
ASSESSMENT CRITERIA:**

**C: Applying and  
Performing**

i. demonstrate and apply a range of skills and techniques  
ii. demonstrate and apply a range of strategies and movement concepts  
iii. outline and apply information to perform effectively.

**D: Reflecting and  
Improving  
Performance**

i. describes and demonstrates strategies to enhance interpersonal skills  
ii. explains the effectiveness of a plan on the outcome  
iii. explains and evaluates performance

**ATLs:**

Communication  
Self Management  
Thinking Skills

### RESOURCES / LITERATURE OPTIONS:

- iPad Apps - Slow Pro for video analysis
- Formative Feedback - Google photos

### SUMMATIVE ASSESSMENT TASKS:

1. Performance Assessment for swimming and kayaking
2. Reflection Journal for communication and kayaking

# Grade 7 Physical and Health Education

## Unit 3: “Clowning Around” (Movement)

**Duration:** 7 Weeks (16 hours)

**LEARNING EXPERIENCES:** In this unit, students will explore gymnastic movements that showcase how relationships can improve creativity. They will work in small groups to strategize ideas and movement concepts to create a sequence to perform to the class. They will outline goals and design a plan to improve their performance, taking into consideration Force, Space, Time, and Relationships/Formations. The unit focuses on creativity and freedom, allowing students to express themselves in a group situation.

**KEY CONCEPT:**  
Relationships

**Related Concepts / Subject Specific:**  
Interaction, Function/Movement concepts

**STATEMENT OF INQUIRY:**

Exploring our relationships and roles may extend our creativity.

**INQUIRY QUESTIONS:**

**Factual:**

What different themes are there in circus?  
What is the purpose of circus?  
What are the relationships and formations found in choreography?

**Conceptual:**

How can we demonstrate relationships and our individual roles through movement?  
How can the art of circus influence my creativity?

**Debatable:**

Is individual movement more important to the outcome than the group relationships?

**OBJECTIVES AND ASSESSMENT CRITERIA:**

**B: Planning for Performance**

i. outline goals to enhance movement performance  
ii. design and explain a plan to improving physical performance and health

**C: Applying and Performing**

i. demonstrates and applies a range of skills and techniques  
ii. demonstrates and applies a range of strategies and movement concepts  
iii. outlines and applies information to perform effectively

**D: Reflecting and Improving Performance**

i. describes and demonstrates strategies that enhance interpersonal skills  
ii. explains the effectiveness of a plan based on the outcome  
iii. explains and evaluates performance.

**ATLs:**

Thinking  
Communication

### RESOURCES / LITERATURE OPTIONS:

- Online and classroom movement resources
- iPad Apps: Balance it, SloPro

### SUMMATIVE ASSESSMENT TASKS:

- Goal setting; design a plan; explain the effectiveness of movement plan to improve
- Group circus themed gymnastic movement sequence performance

# Grade 7 Physical and Health Education

## Unit 4: “Team within a Team” (World Sports)

**Duration:** 7 Weeks (16 hours)

**LEARNING EXPERIENCES:** In this unit, students will learn to understand different roles required within a team, while focusing on 5 aside football and floor hockey. Teams will decide on strategies to help the functioning of the group and develop knowledge of offensive and defensive skills. Students will collaborate ideas, understand leadership roles and use these opportunities to establish relationships within the team. To end, they will analyse and evaluate their performance and identify ways to improve game play.

<b>KEY CONCEPT:</b> Communication	<b>Related Concepts / Subject Specific:</b> Balance, Function/Invasion games strategies
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<b>STATEMENT OF INQUIRY:</b>	The balance of a team requires the effective functioning of all members.
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<b>INQUIRY QUESTIONS:</b>	
<b>Factual:</b>	What are the roles that we adopt as a member of a team? What are the functions of each position?
<b>Conceptual:</b>	How does communication change from attack to defense? Why is balance important for success? How can the player without the ball support the player with the ball?
<b>Debatable:</b>	Does the function of the player influence the game or does the game influence the player's function? Is skill more valuable than communication? When defending, is it better to watch the player with the ball or the player without the ball?

<b>OBJECTIVES AND ASSESSMENT CRITERIA:</b>	
<b>A: Knowing and Understanding</b>	i. describe physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. iii. apply physical and health terminology consistently and effectively to communicate understanding.
<b>C: Applying and Performing</b>	i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively

<b>ATLs:</b>	Thinking Social Skills
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### RESOURCES / LITERATURE OPTIONS:

- Online resources for football and floor hockey
- iPad Apps - CoachNote, video analysis
- Google Photos for formative feedback

### SUMMATIVE ASSESSMENT TASKS:

1. Written test for invasion game scenarios
2. Performance assessment for football and floor hockey