

## Wilson Area School District Planned Course Guide

**Title of planned course:** Physical Education Grade 7

**Subject Area:** Physical Education

**Grade Level:** 7th

**Course Description:** Students will experience a variety of group activities to increase their knowledge of physical fitness based on the PA State Standards.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Mike Falcone

## Curriculum Map

**August:** Introduction to PE

**September:** Game Strategies Review/Introduction

**October:** Game Strategies (offense)/Fitness 1

**November:** Game Strategies (offense)/Fitness 1

**December:** Cooperative Activities/Fitness 2

**January:** Cooperative Activities/Fitness 2

**February:** American Heart Association Activities

**March:** Net Games/Fitness 3

**April:** Track and Field 1/Fitness 3

**May:** Cooperative Diamond/Field Activities

**June:** Wrap Up

\*Warm up activities held throughout the year

## Wilson Area School District Planned Course Materials

**Course Title:** Physical Education Grade 7

**Teacher Resources:**

- PA State Standards
- Pocono Mountain School District Curriculum
- Pleasant Valley School District Curriculum
- [www.mrgym.com](http://www.mrgym.com)
- [www.pecentral.org](http://www.pecentral.org)
- [www.peuniverse.com](http://www.peuniverse.com)
- *“Adventure Curriculum for Physical Education”*
- *“Follow Me”*
- *“Outdoor Action Games”*
- *“Ready-to-Use Secondary P.E. Activities Program”*
- *“Success Oriented P.E. Activities”*
- *“Training for Speed, Agility, and Quickness”*

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Warm Up Activities

**Time frame:** Throughout the year

**State Standards:** 10.4.9.C, 10.4.9.F, 10.5.9.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze activities that improve specific parts of their fitness.
- Analyze how group members contribute to their success.
- Utilize skill-related fitness components during activities.

**Core Activities:** Students will complete/participate in the following:

- Tag
- Chase
- Flee activities

**Extensions:**

- Student creation
- Peer assistance

**Remediation:**

- Assistance from peers
- Modifications to activities

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Pinnies
- Belts
- Flags
- Cones
- Spots
- Small equipment such as animals

**Assessments:**

- Observation

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Game Strategies Review/Introduction

**Time frame:** 4 weeks

**State Standards:** 10.4.9.F, 10.5.6.F, 10.5.9.F

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze the success of a team based on interactions of the group
- Apply game strategies (give and go, one on one, peer communication to basic activities
- Understand the concept of leading a receiver
- Utilize appropriate offensive strategies to have success

**Core Activities:** Students will complete/participate in the following:

- Grid Invasion activities
- Small sided activities
- 5 pass
- Speedball

**Extensions:** Describing how strategies would work in more complex games

**Remediation:**

- Peer assistance
- Individual help

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Pinnies
- Cones
- Balls
- Flags

**Assessments:**

- Observation
- Question and answer
- Worksheets

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Game Strategies (Offense)

**Time frame:** 3-6 weeks

**State Standards:** 10.5.9.F

**Essential content/objectives:** At end of the unit, students will be able to:

- Successfully throw and catch a frisbee and football
- Understand and apply offensive concept such as leading a receiver, moving without the ball, and faking
- Utilize appropriate offensive strategies to have success in an activity
- Describe how appropriate defensive strategies can be used to stop offenses (zone, man to man)

**Core Activities:** Students will complete/participate in the following:

- Ultimate Frisbee
- Castleball
- Team handball
- Rebound ball (inside only)
- Soccer
- Illinois coneball
- Trash can ball
- Flickerball (inside only)

**Extensions:**

- Students assist fellow classmates
- Describe how strategies apply to other sports

**Remediation:**

- Peer assistance
- Small group help

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Cones
- Pinnies
- Balls
- Flags
- Polyspots
- Frisbees
- Goals

**Assessments:**

- Observation
- Question and answer
- Worksheets

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Fitness 1

**Time frame:** 2-3 weeks

**State Standards:** 10.4.6.C, 10.4.9.C, 10.4.9.D, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Understand and apply fitness room procedures
- Safely utilize equipment in the fitness room
- Safely spot fellow students
- Describe and understand the terms repetition and set

**Core Activities:** Students will complete/participate in the following:

- Fitness room introduction (explain equipment, how to use it, rules in fitness room)
- Diagnostic work on machines (students will be able to work at each machine so they learn how to use them)

**Extensions:**

- Fitness room poster creation
- Assisting peers

**Remediation:** Peer assistance

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:** Fitness Room

**Assessments:**

- Observation
- Question and answer
- Worksheets



## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Cooperative Activities

**Time frame:** 3-5 classes

**State Standards:** 10.4.9.C, 10.4.9.D, 10.4.9.F, 10.5.9.B

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze the body's cardio respiratory response to activities
- Understand how social benefits can impact activities, and how individuals respond to them
- Examine the success of an activity based on the group's interactions
- Apply specific motor skills to cooperative activities, and analyze their impact

**Core Activities:** Students will complete/participate in the following:

- Hockey
- Relay Races
- Kinball
- Alaskan Baseball
- Bowling
- Team Tag Activities
- Toxic Waste Transfer
- Tarp Moving
- Head Honcho
- Rob the Nest
- Spoons/24
- Everybody Under
- Collective Long Jump
- Toss and Go Behind
- Move the World
- Wheel Deal
- Football Bingo
- 007
- Palmball
- Touchdown
- Swedish Meetball
- Ships/Sailors
- Switch/Change/Rotate
- Mixers
- Great Communicator
- Neutral Zone

**Extensions:**

- Students create activities
- No speaking during group activities (charades)

- Assistance of peers

**Remediation:**

- Additional verbal assistance
- Assistance from peers
- Extra teacher hints during activities

**Instructional Methods:**

- Lecture
- Demonstration
- Participation
- Cooperative learning

**Materials & Resources:**

- Sticks
- Pucks
- Balls
- Tarps
- Cards
- Flags
- Belts
- Cones
- Spots
- Kinball/Matball
- Ropes
- Buckets

**Assessments:**

- Observation
- Question and answer
- Worksheets

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Fitness 2

**Time frame:** 2-3 weeks

**State Standards:** 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze the body's response to muscular strength and endurance activities based on their fitness status
- Understand how power and coordination will help in activities
- Understand the basics of specificity and how it relates to muscular strength and muscular endurance

**Core Activities:** Students will complete/participate in the following:

- Legs/back/bicep exercises
- Chest/shoulders/triceps exercises
- Muscular endurance (doing sets of 10-12) and muscular strength

**Extensions:**

- Peer assistance
- Students teach different exercises (i.e. different push ups)

**Remediation:**

- Assistance from peers
- Small group help
- Modified exercises

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:** Fitness Room

**Assessments:**

- Observation
- Question and answer
- Worksheets (activity log)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** American Heart Association Activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.B, 10.4.9.C, 10.4.9.E, 10.5.9.B, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how regular participation in physical activities benefits the cardiovascular system, and how it can help prevent heart diseases
- Describe the body's cardio respiratory response to various activities
- Explain how authentic practice of a skill helps learn the skill, and progress through the various stages

**Core Activities:** Students will complete/participate in the following:

- Basketball activities (Hoops for Heart)
- Jump rope activities
- Cardio in fitness room (ellipticals, bikes, step up boxes)
- Tag/chase/flee games
- Pacer test

**Extensions:**

- Peer assistance
- Students create cardio games
- Increase intensity

**Remediation:**

- Assistance from peers
- Modified activities

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Basketballs
- Jump ropes
- Fitness room
- Step up boxes
- Balls
- Flags
- Belts
- Cones
- Pacer CD



**Assessments:**

- Observation
- Question and answer
- Worksheets (heart rate checks)

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Net Games

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.F, 10.5.9.A, 10.5.9.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Explain how group dynamics led to the success of their team.
- Apply the components of skill-related fitness to an activity.
- Utilize practice strategies to improve skills.
- Learn how to serve and hit for control

**Core Activities:** Students will complete/participate in the following:

- Volleyball
- Tennis
- Badminton

**Extensions:**

- Students create activities
- Peer assistance

**Remediation:**

- Beach Balls
- Softer/larger balls
- Lowered nets
- Peer assistance

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Nets
- Balls
- Rackets
- Tape
- Hoops
- Tarp

**Assessments:**

- Observation
- Question and answer
- Worksheets

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Fitness 3

**Time frame:** 2-3 weeks

**State Standards:** 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze the body's response to selected activities.
- Utilize skill-related fitness components in activities
- Utilize circuit and interval training to benefit their overall fitness

**Core Activities:** Students will complete/participate in the following:

- Circuit training - students will rotate through a fitness circuit, with each station focusing on the skill related fitness components.
- Interval training - activities will be anaerobic

**Extensions:**

- Peer assistance
- Students' creation of activities

**Remediation:**

- Modifications to activities
- Assistance from peers

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Fitness room
- Mats
- Step boxes
- Ladders
- Medicine balls
- Jump ropes

**Assessments:**

- Observation
- Question and answer
- Worksheets
- Activity logs



## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Track and Field 1/ Speed and Agility

**Time frame:** 2-3 weeks

**State Standards:** 10.5.9.C, 10.5.9.E

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify different aspects of a track meet.
- Utilize practice strategies to improve specific skills.
- Understand how scientific/biomechanical principles applies to track activities, and how they translate to other activities.

**Core Activities:** Students will complete/participate in the following:

- Z-Ball activities
- Track events (sprints/hurdles/jumps)
- Speed/agility movements (jumps, quickness drills, tag games)

**Extensions:**

- Peer assistance
- Student creation of activities

**Remediation:**

- Assistance from peers
- Modifications of activities
- Round ball instead of z-ball

**Instructional Methods:**

- Lecture
- Demonstration
- Participation
- Activity Log

**Materials & Resources:**

- Z-balls
- Polyspots
- Cones
- Hurdles
- Tape
- Flags
- Belts

**Assessments:**

- Observation
- Question and answer
- Worksheets

- Timings

## Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Cooperative Diamond/Field Activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.F, 10.5.9.A, 10.5.9.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Analyze how group dynamics contributed to the success of their group
- Analyze how the skill-related components of fitness helped them succeed
- Utilize practice strategies to improve their skill set

**Core Activities:** Students will complete/participate in the following:

- Colony ball
- Super hooper
- Kickball and more
- Kickball basketball
- 3-ball
- Bucket chuck It
- Alaskan kickball
- Matball
- German kickball
- Everyone for self
- Bean bag grab
- Tandem tag
- Flag grab
- Chaos
- Fistball
- Wiffleball
- One Base
- Home Run
- Gotcha Ball
- Pinball
- Steal the treasure

**Extensions:**

- Peer assistance
- Student created activities

**Remediation:**

- Assistance from peers
- Equipment modifications

**Instructional Methods:**

- Lecture
- Demonstration
- Participation

**Materials & Resources:**

- Kickballs
- Bases
- Flags
- Belts
- Cones
- Pinnies
- Balls
- Bats
- Mats

**Assessments:**

- Observation
- Question and answer
- Worksheets

## PE Facility Schedule Grade 7

<b>Grade 7</b>	<b>Anne</b>	<b>Kathy</b>	<b>Mike</b>	<b>Joe</b>
Week 1	Cafe	Gym	Pool (just to speak)	Gym
Week 2	Cafe	Gym	Gym	Gym
Week 3	Gym	Cafe	Gym	Gym
Week 4	Gym	Gym	Cafe	Gym
Week 5	Gym	Gym	Gym	Cafe
Week 6	Fitness 1	Gym-soccer	Cafe-frisbee	Gym-soccer
Week 7	Fitness 1	Gym-soccer	Cafe-frisbee	Gym-soccer
Week 8	Cafe-frisbee	Gym-Handball	Fitness 1	Gym-Handball
Week 9	Cafe-frisbee	Gym-Handball	Fitness 1	Gym-Handball
Week 10	Gym-Soccer	Cafe-frisbee	Gym-Soccer	Fitness 1
Week 11	Gym-soccer	Cafe-frisbee	Gym-Soc	Fitness 1
Week 12	Gym-Handball	Fitness 1	Gym-Handball	Cafe-frisbee
Week 13	Gym-Handball	Fitness 1	Gym-Handball	Cafe-frisbee
Week 14	Fitness 2	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 15	Fitness 2	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 16	Cafe-Hockey	Gym-Cooperative	Fitness 2	Gym-Cooperative
Week 17	Cafe-Hockey	Gym-Cooperative	Fitness 2	Gym-Cooperative
Week 18	Gym-Cooperative	Fitness 2	Gym-Cooperative	Cafe-Hockey
Week 19	Gym-Cooperative	Fitness 2	Gym-Cooperative	Cafe-Hockey
Week 20	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness 2
Week 21	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness 2
Week 22	Fitness AHA	Gym-AHA	Cafe- AHA	Gym-AHA
Week 23	Cafe-AHA	Gym-AHA	Fitness AHA	Gym-AHA
Week 24	Gym-AHA	Fitness AHA	Gym-AHA	Cafe-AHA
Week 25	Gym-AHA	Cafe-AHA	Gym-AHA	Fitness AHA
Week 26	PSSA sometime in March...if March 12/19, then that sched. Goes here			
Week 27	Fitness 3	Gym-Net	Cafe-T/F/Agility	Gym-Net
Week 28	Fitness 3	Gym-Net	Cafe-T/F/Agility	Gym-Net
Week 29	Cafe-T/F/Agility	Gym-Net	Fitness 3	Gym-Net
Week 30	Cafe-T/F/Agility	Gym-Net	Fitness 3	Gym-Net
Week 31	Gym-Net	Fitness 3	Gym-Net	Cafe-T/F/Agility
Week 32	Gym-Net	Fitness 3	Gym-Net	Cafe-T/F/Agility
Week 33	Gym-Net	Cafe-T/F/Agility	Gym-Net	Fitness 3
Week 34	Gym-Net	Cafe-T/F/Agility	Gym-Net	Fitness 3
Week 35	Cafe	Diamond/Field	Diamond/Field	Diamond/Field
Week 36	Diamond/Field	Cafe	Diamond/Field	Diamond/Field
Week 37	Diamond/Field	Diamond/Field	Cafe	Diamond/Field
Week 38	Diamond/Field	Diamond/Field	Diamond/Field	Cafe

- In beginning and end of year, classes may go outside if weather permits
- Activities will be different per class (i.e. Net games may be volleyball, badminton, etc. activities) will be different per grade (i.e. 7<sup>th</sup> badminton, 8<sup>th</sup> volleyball)
- If a teacher in the cafe does not have a class, another teacher from gym may come down

