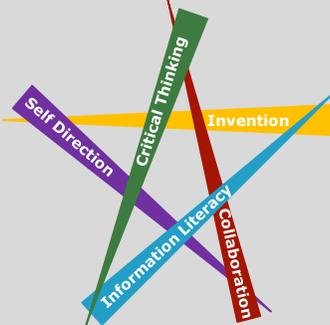


**Curriculum Development Course at a Glance
Planning for 7th Grade Physical Education**

Content Area	Physical Education	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Combine the critical elements of movement and skills concepts	PE09-GR.7-S.1-GLE.1	
2. Physical and Personal Wellness	<i>Expectations for this standard are integrated into the other standards at this grade level.</i>		
3. Emotional and Social Wellness	1. Develop strategies to communicate ideas and feelings	PE09-GR.7-S.3-GLE.1	
	2. Demonstrate inclusiveness in and out of classroom settings	PE09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Implement safety procedures in the utilization of space and equipment	PE09-GR.7-S.4-GLE.1	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*




Unit Titles	Length of Unit/Contact Hours		Unit Number/Sequence
Safe Play	1 Week/Q	2 Weeks/Sem	1
Play Nice With Others	2 Weeks/Q	4 Weeks/Sem	2
You Create it, We Play it	3 Weeks/Q	6 Weeks/Sem	3
Skills and Games	3 Weeks/Q	6 Weeks/Sem	4

**Curriculum Development Overview
Unit Planning for 7th Grade Physical Education**

Unit Title	Safe Play		Length of Unit	1 Week/Quarter	2 Weeks/Semester
Focusing Lens(es)	Safety	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.4-GLE.1		
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • If you had to skip warming up or cooling down, which one would you skip? Why? (PE09-GR.7-S.4-GLE.1-EO.a,d; IQ.1) • Why should you take environmental considerations when participating in physical activities? (PE09-GR.7-S.4-GLE.1-EO.b,c) • What are ways to avoid injury in various forms of competitive sport and other physical activities? (PE09-GR.7-S.4-GLE.1-EO.a,b,c,d; IQ.2) 				
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Prevention and Risk Management - Standard 4 				
Concepts	Identification, Participation, Awareness, Application, Knowledge				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identifying potential safety hazards in the environmental setting allows for appropriate participation in the activity selected	Name three potential safety hazards that a player and coach should check on prior to playing a basketball game.	Whose responsibility is it to check the field/court for potential obstacles/hazards? Is this different when playing somewhere you are not used to? Explain.
Knowing how to properly warm-up and cool-down before and after an activity, and applying those principals, leads to a healthier participant	What are two warm-up and cool-down practices that can be utilized for a proper workout?	Is it appropriate to consider playing the game as your warm-up? Why or why not?

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Identify and participate in safe warm-up and cool-down activities (PE09-GR.7-S.4-GLE.1-EO.a)
- Review components of safe participation in and what constitutes a safe environment (PE09-GR.7-S.4-GLE.1-EO.b)
- Follows the rules of activities to maintain safe playing conditions (PE09-GR.7-S.4-GLE.1-EO.c)
- Describe safe and unsafe practices for a variety of physical activities (PE09-GR.7-S.4-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

be able to select and participate in a variety of activities in a physically and environmentally safe way.

The Student Will.....

Academic Vocabulary:

Identify, Participate, Review, Constitutes, Rules, Describe

Technical Vocabulary:

Warm-up, Cool-down, Participation, Environment, Playing Conditions, Physical Activities

Instructional Resources:

SPARK – 6-8 – The First Five Lessons Page 3-8; Fitness: Page v; Dance: Page v; Basketball: Page v; Cooperatives: Page v; Dance: Page vi; Flying Disc: Page v; Football: Page v; Golf: Page v; Handball: Page v; Handball: Page v; Hockey: Page vi; Jump Rope: Page v; Racquets and Paddles: Page v; Soccer: Page v; Softball: Page v; Stunts and Tumbling: Page vi; Track and Field: Page v; Volleyball: Page v; World Games: Page v Limited Space: Page v
 SPARKfolio – 6-8 – The First Five Lessons Responsibility and Respect in Physical Education Cards; Football: Unit Test
 TPSR: Levels of Responsibility Page 43

Appendix 7

- Safety Written Test – 7- 1
- Self, Peer, or Teacher Assessment- 7- 2
- Effort and Responsibility Assessment – 7- 3

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	Play Nice With Others		Length of Unit	2 Weeks/Quarter	4 Weeks/Semester
Focusing Lens(es)	Teambuilding and Diversity	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.3-GLE.1 PE09-GR.7-S.3-GLE.2		
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> How can one communicate to others that he or she does not want to participate in an activity when confronted by peer pressure? (PE09-GR.7-S.3-GLE.1-EO.b; IQ.3) How could schools support a physically active environment outside of physical education classes (PE09-GR.7-S.3-GLE.2-EO.b,d; IQ.3) Why is it important to learn to cooperate with many types of individuals from diverse backgrounds? (PE09-GR.7-S.3-GLE.2-EO.a,b,d; IQ.4) 				
Physical Education Standards Addressed	<ul style="list-style-type: none"> Social and Emotional Wellness – Standard 3 				
Concepts	Relationships, Cooperation, Self-Awareness, Peer Interaction, Participation, Teamwork, Strategy, Inclusion, Diversity				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Including others of diverse backgrounds can help build relationships in and out of sports and activities.	What are three sports that are not traditional to the United States that you can participate in?	Why do the Olympics have so many sports and activities that are not traditional team sports in the United States?
Cooperation and self-awareness are key components in working with others of varying skill levels.	Name four ways that you can involve others in an activity.	Is it okay for highly skilled students to "play down" so that other students with lower skill levels can participate at a higher level? Explain.
Peer interaction is enhanced by making sure that everyone has the opportunity to participate.	What are two ways that you can modify an activity or game to include everyone?	Is it alright for the students that are less skilled to sit out and watch while the rest of the class is playing a game? Explain.

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds and demonstrate that through verbal and non-verbal behavior (PE09-GR.7-S.3-GLE.1-EO.a) and (PE09-GR.7-S.3-GLE.2-EO.d)
- Consider the consequences of various choices and make a responsible decision when confronted with negative peer pressure (PE09-GR.7-S.3-GLE.1-EO.b)
- Seek out participation with, and show respect for, peers with varying skill abilities by modifying games to allow them to participate (PE09-GR.7-S.3-GLE.2-EO.a) and (PE09-GR.7-S.3-GLE.2-EO.c)
- Participate in group cooperation games and adventure activities to encourage teambuilding and fun (PE09-GR.7-S.3-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

understand the key components to participating in a variety of activities with peers of varying skill abilities in a positive way.

Academic Vocabulary:

Demonstrate, Consider, Responsible, Participation, Respect, Encourage, Make, Modify, Allow, Recognize, Understand

Technical Vocabulary:

Verbal Behavior, Non-Verbal Behavior, Consequences, Choices, Negative Peer-Pressure, Varying Skill Ability, Group Cooperation, Adventure Activities, Team Building, Fun, Participate, Physical Activity

Instructional Resources:

SPARK – 6-8 – Cooperatives: Page 3, 11, 13, 15, 19, 27, 31, 33, 35, 39
 SPARKfolio – 6-8 – Cooperatives: Skill Cards, Human Pizza
 TPSR: Levels of Responsibility Page 21, 34, 43
 Complete Guide to Sport Education: Chapter 8
 SPARKFolio Cooperatives Coulda, Shoulda, Woulda!

Appendix 7

- Team-building Written Test- 7 - 4
- TPSR Rubric – 7 -5

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	You Create It, We Play It		Length of Unit	3 Weeks/Quarter	6 Weeks/Semester
Focusing Lens(es)	Creation and Development	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.1-GLE.1		
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How does one determine what the goal is when creating a game, movement, dance, or sport with a group? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.2) • Does the knowledge and understanding of concepts of movement skill mechanics improve performance in a specific skill? If so, What foundation does it provide for the transfer of skills in a variety of sports and activities? (PE09-GR.7-S.1-GLE.1-EO.d,e,f,g,i; N.2) • Why do some physical activities require more complex movements than others and when would it be most effective to learn the those skills in parts? (PE09-GR.7-S.1-GLE.1-EO.a,b,d,e,g; IQ.1,4) 				
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 				
Concepts	Knowledge, Teamwork, Strategy, Application, Cooperation, Transference, Creativity, Modification				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Modifying games and activities changes the strategy and requires more cooperation from their team.	What three rules can you modify in basketball to make it more team friendly (more participation from the team?)	Why is it important to be able to have different strategies in games?
In order to apply similar skills between sports and activities, one must have the knowledge of the specific skill before they can transfer it to different activities.	Name three specific skills that are similar between tennis and badminton? Soccer and Basketball? Basketball and Team Handball?	What are basic skills that you must possess to participate in any sport or activity?
To create a new game or activity that a he/she would like to teach to their peers, he/she should use skills that he/she can transfer from other activities that he/she already knows so that he/she can apply them in the new activity.	What three rules would you use from soccer to create a new game that involved a ball and a field?	What are the benefits of teaching a new game that involves similar skills versus the benefit of teaching a game with all new skills?

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Design and perform gymnastics or dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed and flow (PE09-GR.7-S.1-GLE.1-EO.a)
- Cooperate with another student or group to create, develop and refine movement routines, games, movements, dances or sports that may be based on a theme (PE09-GR.7-S.1-GLE.1-EO.b,c)
- Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities (PE09-GR.7-S.1-GLE.1-EO.h)
- Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person (PE09-GR.7-S.1-GLE.1-EO.i)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

utilize various forms of locomotor and non-locomotor skills and put them into games/routines/sequences to develop and teach to his/her peers.

Academic Vocabulary:

Design, Perform, Sequences, Cooperate, Create, Diagram, Demonstrate, Develop, Teach

Technical Vocabulary:

Gymnastics, Traveling, Balancing, Weight Transfer, Sequencing, Change in Direction, Speed, Flow, Create, Develop, Refine, Dance, Sport, Movement, Strategy, Physical Activity, Manipulative, Individual/Dual, Offensive Strategy, Scoring System

Instructional Resources:

SPARK – 6-8 – Dance: Page 17, 23, 29, 31, 37, 39, 41, 45, 55, 57, 59, 61, 63; Basketball: Page 21, 27; Football: Page 13, 17; Hockey: Page 21, 27; Soccer: Page 19, 23, 25; World Games: Page 27, 29
 SPARKfolio – 6-8 – Basketball: Passing & shooting Station Cards, Create a Routine Task Card; Football: Passing & Receiving Skill Card; Hockey: Passing & Trapping Skill Card; Soccer: Dribbling & Passing Skill Cards; Dance: Rev up the Electric Slide Task Card, Create a Poco Loco Task Card, Create a Hip-Hop Routine Task Card
 TPSR: Goal Setting and Class Contracts Page 74-80; Levels of Responsibility Page 21, 34, 43
 SPARKFolio Dance: Create a Hip-Hop Routine
 SPARKFolio Dance: Coulda, Shoulda, Woulda!

Appendix 7

- Line Dance Assessment- 7 - 6
- Student Created Games -7 -7

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	Skills and Games		Length of Unit	3 Weeks/Quarter	6 Weeks/Semester
Focusing Lens(es)	Analyze and Application	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.1-GLE.1		
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Why do some physical activities require more complex movements than others (PE09-GR.7-S.1-GLE.1-EO.a; IQ. 1) • Why do people that participate in multiple sports or activities choose activities that are similar in skills? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4-N.3) • When would it be the most effective to learn a skill in parts (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4) 				
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding - Standard 1 				
Concepts	Knowledge, Application, Self Awareness, Understanding, Analysis, Identification				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Some skills are similar in various activities and that they can apply those skills to make learning a new activity easier	What are five skills that can be transferred to more than one sport?	Is it easier to learn an activity in parts or as a whole? Explain.
Identifying the skills in an activity allows them to analyze those skills and apply them in different ways to get different results	What are three main components to any type of overhead strike/throw?	Why do you want to be able to apply skills to various activities? Is this the same with things outside of sports?

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to **(Do)**...

- Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing and catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying and be able to analyze those (and other) movement patterns and correct errors (PE09-GR.7-S.1-GLE.1-EO.d,e)
- Use principals from motor learning to establish, monitor, and meet goals for motor skill development (PE09-GR.7-S.1-GLE.1-EO.f)
- Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts (PE09-GR.7-S.1-GLE.1-EO.g)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

The Student Will.....

be able to analyze skills required to participate in activity and correct those skills to make him/her a more proficient participant.

Academic Vocabulary:

Identify, Describe, Mature Performance, Analyze, Principals, Compare and Contrast, Effectiveness

Technical Vocabulary:

Overhand, Sidearm, Underhand, Throwing, Catching, Kicking, Punting, Striking, Trapping, Dribbling, Volleying

Instructional Resources:

SPARK – 6-8 – Basketball: Page 9, 13, 15; Flying Disc: Page 3, 5, 7, 11; Football: Page 3, 21; Handball: Page 5, 7, 9; Hockey: Page 9; Racquets & Paddles: Page 7, 9, 11, 15; Soccer: Page 3, 5, 7, 9, 13, 21, 27; Softball: Page 9, 11, 15, 17; Volleyball: Page 9, 11, 13, 15
 SPARKfolio – 6-8 – Basketball: Passing Station Skill Cards; Flying Disc: Throws Skill Cards; Football: Passing/Receiving & Pitch Skill Cards; Handball: All Skill Cards; Hockey: Passing & Trapping Skill Card; Racquets & Paddles: All Skill Cards; Soccer: Dribbling & Passing Skill Card; Volleyball: All Skill Cards
 TPSR: Goal Setting and Class Contracts Page 74-80
 Complete Guide to Sport Education: Chapter 6
 Teaching Sport Concepts & Skills: Chapter 4-6, 8-11, 14
 SPARKFolio Assessment Soccer: Self-Check
 SPARKFolio Assessment Soccer: Unit Test
 SPARKFolio Assessment Volleyball: Coulda, Shoulda, Woulda!
 SPARKFolio Assessment Volleyball: Self-Check

Appendix 7