

DEPARTMENT NAME  
Health & Wellness: P.E.  
GRADE LEVEL : 7<sup>th</sup>

**YEAR AT A GLANCE**  
**Student Learning Outcomes by Marking Period**  
**2019-2020**

FIRST TERM			
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 9/5/19  Suggested Completion Date: 9/20/19	<b>**Unit:</b> Intro to PE  Unit Title examples: <b>PE 101 (Routines, Rituals and Relevance)</b>	<b>SPARK:</b> Middle School <i>The First 5 Lessons</i>  <b>SPARK:</b> Middle School <i>ASAPs</i>  <b>OPEN Phys. Ed.:</b> Middle School <i>Tabata (warm-ups)</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Construct, with a group, a set of social norms to follow for physical education (PS. 26)</li> <li>● Demonstrate a willingness to participate in physical education (LL. 35)</li> <li>● Demonstrate the ability to lead a warm-up as given by instructor (F. 52)</li> <li>● Demonstrate sportspersonship and respect in physical activity settings (PS. 25)</li> <li>● Describe the relationship between physical activity, fitness and overall wellness (F. 55)</li> <li>● Describe the ways in which fitness and movement supports academic performance (F. 56)</li> </ul>
Suggested Completion Date: 10/11/19	<b>**Unit:</b> Personal & Social: Cooperation & Problem Solving  Unit Title examples: <b>Project Adventure, Cooperative Game, Problem Solving Activities, Orienteering</b>	<b>Project Adventure:</b> Middle School <i>Grade 7</i>  <b>SPARK:</b> Middle School <i>Cooperatives</i>  <b>OPEN Phys. Ed:</b> Middle School <i>OPEN 8 Challenge</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to set and accomplish a goal with a group (PS. 23)</li> <li>● Demonstrate the ability to act as a leader as defined by instructor (PS. 24)</li> <li>● Construct a list of appropriate vs. inappropriate risks involved in group problem solving activities (PS. 27)</li> <li>● Demonstrate the ability to solve a given challenge with a large group (PS.28)</li> <li>● Apply agreed upon steps to problem solving in a group challenge (PS. 29)</li> <li>● Demonstrate the ability to work with all classmates regardless of differences (PS. 30)</li> </ul>
Suggested Completion Date: 11/8/19	Unit: Movement Skills and Concepts: Invasive Sports  Unit Title example: <u>Invasion Part 1</u> <b>Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey, Ultimate</b>	<b>SPARK:</b> Middle School <i>Basketball, Flying Disc, Hockey, Handball, Football, Soccer</i>  <b>Open Phys Ed:</b> Middle School <i>Rugby</i>  <b>Open Phys Ed:</b> Middle School <i>Ultimate Disc</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>● Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given invasive sport (M. 53, M. 54, M. 66.)</li> <li>● Apply concepts of force, accuracy and follow-through to manipulative skills used in an invasive sport (M. 55, M. 56)</li> <li>● Demonstrate the locomotor skills necessary to participate in a given invasive sport (M. 50, M.51, M. 66)</li> <li>● Identify the basic rules and scoring for an invasive sport (M. 63, M.66)</li> <li>● Describe an offensive and a defensive strategy for an invasive sport (M.61, M. 62, M. 66)</li> <li>● Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</li> </ul>
First Marking Period Ends: 11/8/19  Assessments During This Period: <i>SPARK Folio Middle School assessments; Project Adventure assessments, OPEN Phys. Ed. assessments</i>			

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SECOND TERM		Overarching/general themes and resources	
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 11/12/19  Suggested Completion Date: 11/27/19	Unit: Health Related Fitness Unit Title: <b><i>FitnessGram pre-assessment</i></b>	<b>FitnessGram: Test Administration Kit and Guide</b>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Describe the relationship between fitness, nutrition and BMI (F. 53)</li> <li>Describe the purpose of fitness assessments (F. 54, F. 55)</li> <li>Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)</li> </ul>
Suggested Completion Date: 12/20/19	Unit: Health-Related Fitness  Unit Title example: <b><i>Total Fitness, Circuit Training, Personalized Fitness Planning, Fitness and Conditioning</i></b>	<b>SPARK:</b> Middle School <i>Fitness</i>  <b>SPARK:</b> Middle School <i>Jump Rope</i>  <b>OPEN Phys. Ed.:</b> Middle School <i>Plug and Play Fitness</i>  <b>OPEN Phys. Ed.:</b> Middle School <i>Tabata</i>  <b>Project Adventure:</b> <i>Achieving Fitness</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Participate in aerobic activities for increasing periods of time without stopping (F. 41)</li> <li>Analyze the effects of changing the intensity and type of activity on improving aerobic capacity (F. 43)</li> <li>Apply concepts of health-related fitness and FitnessGram assessment scores to develop a personal fitness plan for improvement (F. 54, LL. 33, LL. 37)</li> <li>Demonstrate ability to hold own body weight for at least 30 seconds (F. 45)</li> <li>Demonstrate the ability to hold several stretch positions for at least 25 seconds (F. 48)</li> <li>Apply basic principles of strength training to help improve muscular strength and endurance (F. 44)</li> <li>Apply understanding of flexibility to create a routine that improves range of motion (F. 51)</li> </ul>
Suggested Completion Date: 1/31/20	Unit: Movement Skills & Concepts: Net/Wall Sports  Unit Title examples: <b><i>Net/wall sports 101, Volleyball, Badminton, Handball (wall style), Racquetball, Tennis, Pickleball, Squash, Spikeball, Tchoukball</i></b>	<b>SPARK:</b> Middle School <i>Volleyball</i>  <b>SPARK:</b> Middle School <i>Racquets and Paddles</i>  <b>OPEN Phys. Ed:</b> Middle School <i>Roundnet</i>  <b>BPS PE Learning Community:</b> Middle School <i>Tchoukball</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given net/wall sport (M. 53, M. 54, M. 67.)</li> <li>Apply concepts of force, accuracy and follow-through to manipulative skills used in a net/wall sport (M. 55, M. 56)</li> <li>Demonstrate the locomotor &amp; non-locomotor skills necessary to participate in a given net/wall sport (M. 50, M.51, M. 67)</li> <li>Identify the basic rules and scoring for a given net/wall sport (M. 63, M.67)</li> <li>Describe at least one offensive and one defensive strategy for a net/wall sport (M.61, M. 62, M. 67)</li> <li>Name ways to participate/practice a given net/wall sport outside of physical education (LL. 23, LL. 32)</li> </ul>
Second Marking Period Ends: 1/31/19			

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THIRD TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 2/3/20  Suggested Completion Date: 2/28/20	Unit: Movement Skills and Concepts: Invasive sports  Unit Title example: <i>Invasion Part 2</i> <b><i>Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey</i></b>	<b>SPARK:</b> Middle School <i>Basketball, Flying Disc, Hockey, Handball, Football and/or Soccer</i>  <b>Open Phys Ed:</b> Middle School <i>Rugby</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given invasive sport (M. 53, M. 54, M. 66.)</li> <li>• Apply concepts of force, accuracy and follow-through to manipulative skills used in an invasive sport (M. 55, M. 56)</li> <li>• Demonstrate the locomotor skills necessary to participate in a given invasive sport (M. 50, M.51, M. 66)</li> <li>• Identify the basic rules and scoring for a given invasive sport (M. 63, M.66)</li> <li>• Describe an offensive and a defensive strategy for a given invasive sport (M.61, M. 62, M. 66)</li> <li>• Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</li> </ul> <p><b>* Unit should be different from first term invasive sport</b></p>
Suggested Completion Date: 3/20/20	Unit: Lifelong Physical Activity Skills: Rhythms & Dance  Unit Title example: <b><i>Hip-Hop Dance, Latin Dance, Zumba, Cultural Dance, Lummi Sticks, Jump Bands, Double Dutch, DDR</i></b>	<b>SPARK:</b> Middle School <i>Dance</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to perform several rhythms and/or dance routines (LL. 27)</li> <li>• Demonstrate the skills necessary to participate in a particular physical activity outside of school (LL. 22)</li> <li>• Demonstrate the locomotor skills needed to participate in rhythms and/or dance activity (M. 51)</li> <li>• Demonstrate the non-locomotor skills needed to participate in a rhythms and/or dance activity (M. 52)</li> <li>• Construct a list of available resources needed for participating in a rhythms/dance activity outside of school (LL. 23)</li> <li>• Examine the safety risks and precautions for a rhythms/dance activity (LL. 25)</li> <li>• Analyze how participating in rhythms/dance activities outside of school can contribute to wellness (LL. 28)</li> </ul>
Suggested Completion Date: 4/17/20	Unit: Personal & Social: Inclusion  Unit Title example: <b><i>Inclusive Games, Cultural Games/Sports, World Games/Sports, Student Game Creation, Non-traditional sport medley, Obstacle</i></b>	<b>SPARK:</b> Middle School <i>Stunts and Tumbling</i>  <b>SPARK:</b> Middle School <i>World Games</i>  <b>OPEN Phys. Ed:</b> Middle School <i>OPEN 8 Challenge</i>  <b>Project Adventure:</b> Middle School <i>Grade 7</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to work with all classmates regardless of differences (PS. 30)</li> <li>• Recognize each team member’s potential to contribute effectively to the group (PS. 31)</li> <li>• Describe the strengths of self and others in a physical activity setting (PS. 31)</li> <li>• Modify activities to include all members of a group (PS. 34)</li> <li>• Construct the rules for a new game based on knowledge of prior games (M. 62)</li> </ul>

	<b>Courses, Project Adventure</b>	<b>BPS PE Learning Community: Middle School Tchoukball</b>	
Third Marking Period Ends: 4/17/20			
Assessment during this period: <i>SPARK Folio Middle School assessments; OPEN Phys. Ed. assessments, Project Adventure assessments</i>			

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FOURTH TERM	Overarching/general themes and resources		
Dates	Unit Overview	District Endorsed Curricula Resources	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):
Marking Period Starts: 4/27/20  Suggested Completion Date: 5/15/20	Unit: Movement Skills & Concepts: Field Sports  Unit Title example: <b>Field sports 101, baseball, softball, Wiffleball, Kickball, Matball, Bocce, Golf, Disc Golf, Track &amp; Field</b>	<b>SPARK:</b> Middle School <i>Softball</i>  <b>SPARK:</b> Middle School <i>Golf</i>  <b>SPARK:</b> Middle School <i>Track and Field</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to proficiently perform at least three manipulative skills needed to participate in a given field sport (M. 53, M. 54, M. 68)</li> <li>• Apply concepts of force, accuracy and follow-through to motor skills used in a field sport (M. 55, M. 56)</li> <li>• Demonstrate the locomotor skills necessary to participate in a field sport (M. 50, M.51, M. 68)</li> <li>• Identify the basic rules and scoring for a field sport (M. 63, M.68)</li> <li>• Describe an offensive and a defensive strategy for a field sport (M.61, M. 62, M. 68)</li> <li>• Name ways to participate/practice a given invasive sport outside of physical education (LL. 23, LL. 32)</li> </ul>
Suggested Completion Date: 5/29/20	Unit: Health-Related Fitness Unit Title: <b>FitnessGram post-assessment</b>	<b>FitnessGram:</b> <i>Test Administration Kit and Guide</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the ability to improve scores in at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)</li> <li>• Evaluate personal outcomes as related to the FitnessGram assessment (LL. 32, LL. 37)</li> <li>• Evaluate personal behaviors that served to support or retract from fitness goals and plan (LL. 32, LL. 33, LL. 37)</li> </ul>
Suggested Completion Date: 6/17/20	Unit: Lifelong Physical Activity Skills: Leisure & Wellness  Unit Title examples: <b>Biking, Walking, Yoga, Pilates, Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Martial Arts , Spikeball, Yard or Lawn Games</b>	<b>SPARK:</b> Middle School <i>Golf</i>  <b>SPARK:</b> Middle School <i>Flying Disc</i>  <b>OPEN Phys. Ed.:</b> Middle School <i>Roundnet</i>  <b>Open Phys Ed:</b> Middle School <i>Flying Disc</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> <li>• Demonstrate the movement skills needed to participate in a given physical activity outside of school (LL. 22)</li> <li>• Construct a list of available resources needed for participating in a particular leisure activity outside of school (LL. 23)</li> <li>• Describe how physical activities may be modified in regards to weather and seasons (LL. 24)</li> <li>• Examine the safety risks and precautions for a particular leisure activities (LL.25)</li> <li>• Analyze how participating in a given physical activity outside of school can contribute to wellness (LL. 28)</li> <li>• Demonstrate skills necessary to perform physical activities that reduce stress and increase relaxation (LL. 31)</li> </ul>
Fourth Marking Period Ends:			

6/19/20  
Assessment during this period: *FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio Middle School assessments; OPEN Phys. Ed. assessments, Project Adventure assessments*