

Wilson Area School District Planned Course Guide

Title of planned course: Physical Education

Subject Area: Physical Education

Grade Level: 7th Grade

Course Description: During each lesson in physical education, students will be expected to learn and exercise.

Seventh grade physical education students are exposed to a variety of activities throughout the school year with the main purpose behind all activities being to drive the following big ideas:

- Team Skills
 - Work through the steps of problem solving when presented with various challenges
 - Apply principles of trust and trustworthiness within team setting
 - Demonstrate understanding of leadership skills in the framework of a team
- Athletic Skills
 - Ability to make oneself available for a reception and ability to identify open targets for a pass in the various activities
 - Ability to follow and cover in various defensive roles
 - Ability to choose proper method of manipulating objects with upper and lower body based on game situation
 - Precise and accurate use of sporting equipment within the various sports
- Fitness
 - Explain how various sports and activities impact the components of fitness
 - Understand the role of fitness in overall healthful living throughout a lifetime
 - Understand how to improve muscular endurance and muscular strength respectively

Time/Credit for this Course: One full academic year

Curriculum Writing Committee: Brandon Tigar, Nicholas Woodward

Curriculum Map

August: Introduction to PE

September: Invasion game strategies and fitness 1

October: Invasion game strategies and fitness 2

November: Invasion game strategies and fitness 3

December: Cooperative activities and fitness 4

January: American Heart Association activities and fitness 5

February: Net games and fitness 6

March: Net games and fitness 7

April: Yard games and fitness 8

May: Diamond games

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
- <https://openphysed.org/>
- www.mrgym.com
- www.pecentral.org
- "The cooperative sports and game book"
- *"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: 10.3.9.D, 10.4.9.D-F, 10.5.9.A-D

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

- Investigate the role of individual responsibility for safety during organized individual and group warm-up activities.
- Analyze the effects of regular participation in moderate to vigorous warm-up activities in relation to adolescent health improvement.
- Engage in warm-up activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- Evaluate the effects of positive and negative interactions of adolescent group members in warm-up activities.
- Demonstrate positive communication skills and strategies to help my team have a safe and enjoyable warm-up.
- Create open space by staying spread on offense, cutting and passing quickly, and using off-the-ball fakes.
- Demonstrate the skill cues for catching and successfully catching high fly balls thrown by my partner.
- Safely and actively participate in Empire Tag in order to warm up my muscles.
- Discuss how skill-related fitness is related to performance at work and in life's pursuits.
- Discuss the importance of cooperation and how cooperative behavior relates to learning.
- Demonstrate self control and respect for the etiquette of physical education class.
- Participate and stay active in order to increase my heart rate.
- Discuss ways to improve my overall fitness.
- Accurately toss/catch or volley with a variety of partners.
- Stay actively engaged and prepare my body for physical activity.

Core Activities: Students will participate in but not limited to:

- Dynamic warm-up/stretch
- Walk and talk
- Tag games
- Aerobic Numbers
- Capture the Corner
- Center Field Relay
- Empire Tag
- Name Noodle
- Party Control Patrol
- RPS Victory Lap
- Toss 3
 - [Warm-up activities](#)

Extensions:

- Use a variety of sizes of game balls (e.g., larger foam balls for throwing, smaller PG balls as targets).
- Add skill/locomotor combinations based on the unit that you're teaching. For example, students can hand or foot dribble to the cards.
- Add throws of different trajectories (e.g., line drives). Give each player a softball glove to catch with.
- No name can be repeated until all players' names are called.
- Pair students. Each pair will create a handshake/cheer and perform it while the ball is in the air. When the ball lands, everyone will become still and silent.
- Incorporate dribbling/ball control skills from any middle school invasion games. Students dribble a basketball, soccer ball, or floor hockey ball during their victory laps.
- Increase the number of Tosses/Volleys any odd number. Odd numbers maintain the change of possession as students change partners.

Remediation:

- Increase/decrease the activity space as needed.
- Use modified equipment as needed.
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Allow student choice of equipment that is a variety of sizes, colors, and weights.
- Allow teammates to hand the ball off rather than passing/tossing if needed.
- Play using different equipment and skills (e.g., soccer, lacrosse, etc.).

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 1 complete deck of cards
- 6 to 10 cones
- 4 cones (12" or larger)
- 4 playground balls
- 1 foam ball per pair
- 4 spot markers per pair
- 1 softball (plastic or foam)
- 4 spot markers per pair
- 1 softball (plastic or foam)
- 1 foam noodle per 7 students
- 1 spot marker per 7 students
- 1 foam ball (or juggling scarf)

- 4 cones for boundaries
- 1 ball per pair 4 cones (For racquet activities, each partner with a racquet and 1 shuttle or ball per pair.)

Assessments:

- Teacher observation and questioning
- Discussion

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Invasion games

Time frame: 6 weeks

State Standards: 10.3.9.D, 10.4.9.A-F, 10.5.9.A-D.F

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

- Analyze the role of individual responsibility for safety during organized individual and group invasion game activities.
- Engage in invasion game activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- Diagnose factors that affect invasion game activity preferences of adolescents.
- Identify and apply practice strategies for invasion game skill improvement.
- Describe and apply game strategies to invasion games and physical activities.
- Move to create open space when I do not have an object in my hand.
- Identify how to create and close space during an invasion game.
- Stay actively engaged throughout in order to increase my heart rate.
- Support teammates by communicating with respectful and encouraging language.
- Apply offensive and defensive strategies to assist my team to move the ball and score.
- Discuss strategies that helped my team be successful.
- Show integrity by playing fair and communicating using positive language.
- Demonstrate throwing and catching cues to pass and shoot accurately.
- Identify and discuss basic skills and strategies needed to gain an offensive advantage.
- Remain actively engaged throughout the activity.
- Communicate with teammates using positive and encouraging language.
- Use a combination of skills and movement concepts.
- Identify strategies to create open space.
- Remain actively engaged in order to enhance my fitness level.
- Work safely and with consideration for others.
- Demonstrate teamwork during this activity.
- Identify communication strategies that promote teamwork and cooperation.
- Cooperate with teammates and resolve conflicts using respectful communication.
- Move into open space to get open for a pass from my teammate.
- Discuss which offensive strategies and tactics were successful during game play.
- Increase my heart rate by actively engaging in activity.
- Demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.
- Describe how to be accountable for my words and actions.
- Demonstrate respect for myself and my classmates by showing accountability for my words and actions during the game.
- Combine locomotor skills with throwing and catching.
- Identify and apply offensive and defensive strategies.
- Demonstrate a variety of skill-related fitness components.
- Work safely with my partners and teammates.

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

- Invasion games (soccer, football, basketball, hockey, etc.)
- See It, Move It
- 4 to Score
- Switch
- Team Handball
- Swat Smash
- Ultimate Aussie
- Ricochet
- Crazy Cones
 - [Invasion core activities](#)

Extensions:

- Allow defenders to guard the person with the object.
- Play as described with a football. Defenders can now rush the quarterback after a “7 Mississippi” count.
- Add a second ball to the activity.
- Change possession if the ball hits the ground after a pass (a shot at the goal is not considered a pass).
- Play as described, but without catching. Teams must continuously strike the ball.
- Allow students to take a maximum of 2 steps with the ball before passing it to a teammate.

Remediation:

- Increase/decrease the activity space as needed.
- Use modified equipment as needed.
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Allow student choice of equipment that is a variety of sizes, colors, and weights.
- Allow teammates to hand the ball off rather than passing/tossing if needed.
- Play using different equipment and skills (e.g., soccer, lacrosse, etc.).

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 6 low profile cones per group
- 1 tossable object per group (offer a variety for students to choose from: foam ball, football, etc.)
- Cones to create an activity space for each group

- 1 ball for each group (offer a variety of sizes and weights for students to choose from: foam ball, football, etc.)
- 1 target per 12 students (cone with a ball or die on top)
- 1 ball per 12 students
- 8-12 spot markers per 12 students
- 6 pinnies or colored wristbands (same color) per 12 students
- 2 goals per 12 students
- 1 ball per 12 students
- 12 spot markers per goal
- 4 large cones per activity space
- 4 Multi-Purpose Goals or Pop-up Goals
- Pool noodles (cut to 2 feet long)
- Noodle slices
- Baskets or hoops to hold noodle slices
- Low profile cones
- 1 all-sport ball per 6 students
- Cones to create grids per 6 students
- 3 pinnies or colored wristbands per 6 students
- 2 multi-goals per grid
- 1 ball per 6 students (rugby type ball or foam football)
- Cones to create grids and end zones per 6 students
- 3 pinnies or colored wristbands per 6 students
- 2 pop-up goals per 12 students
- 1 ball per 12 students

Assessments:

- Academic Language Quiz
- Performance Rubric
- Exit Slips

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Fitness 1-2

Time frame: 2 weeks

State Standards: 10.3.9.D, 10.4.9 A-E, 10.5.9.A.D.

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

- Examine the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Investigate factors that affect the responses of body systems during moderate to vigorous physical activities.
- Demonstrate fitness activities with proper form and attention to safety.
- Identify and discuss each of the components of the FITT formula.
- Complete the FITT formula activity log to plan for and track my physical activity. •
- Stay focused on safe and appropriate participation while working cooperatively with my classmates.
- Pace my exercise intensity to work within my target heart rate zone.
- Compare my heart rate with my rate of perceived exertion (RPE) and discuss how this relates to exercise intensity.
- Identify the component of fitness related to each station activity.
- Participate safely with a focus on exercise form and injury prevention.
- Maintain proper body alignment while performing fitness activities.
- Discuss the difference between aerobic and anaerobic exercise.
- Monitor my heart rate while performing aerobic and anaerobic exercise.
- Participate safely with attention to exercise form and injury prevention.

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

- Aerobic and anaerobic activities (weight machines, ellipticals, etc.)
- Coach D's FITTness warm-up
- AMRAP teamwork
- Cupid Fitness Capacity Shuffle
 - [Fitness core activities](#)

Extensions:

- Allow students to create their own FITTness routines using the blank FITTness Routine Cards. For each exercise, students will identify a component of health-related fitness to focus on.
- Discuss ways to modify exercises to increase intensity and move students higher on the RPE scale.
- Use heart rate monitors and prompt students to adjust their exercise intensity in order to stay in the heart health heart rate zone.
- Complete both versions of dance and then approximate the calorie burn from the activity. Next, compare calorie burn to the calories in various snacks.
- Compete both versions of the dance in 2 consecutive classes. First, students will use heart rate monitors to adjust workout intensity. Next, they will use monitors to track average heart rate, but they won't look at them during the activity. Instead, use RPE to adjust intensity.

Remediation:

- Modify routine cards and exercises to meet the needs of all students.
- Decrease the intensity of this activity by providing a longer rest interval.
- Modify AMRAP Task Cards and exercises to meet the needs of all students.
- Decrease the intensity of this activity by providing a longer rest interval.
- Modify both versions of this dance to meet the needs of all students.
- Focus only on aerobic steps as students become comfortable and understand RPE.
- Prompt students to take another popular party dance and develop their own progression that shows aerobic and anaerobic capacity.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 12 cones
- 12 task tents
- Coach D's FITTness Warm-Up Cards
- 10+ cones
- 6+ task tents
- 6+ AMRAP Teamwork Station Signs
- 6+ AMRAP Task Cards
- Cupid Shuffle Song (iTunes)
- 1 spot marker per student
- 1 Cupid Anaerobic Capacity Task Card
- 1 Cupid Aerobic Capacity Task Card

Assessments:

- Self-Assessment
- Holistic Performance Rubric
- FITT Formula Activity Log
- Exit Slips
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: Physical education grade 7

Unit: Cooperative activities

Time frame: 3-5 weeks

State Standards: 10.3.9.D, 10.4.9.A.F, 10.5.9.C

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

- Analyze and engage in cooperative activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- Analyze the effects of positive and negative interactions of adolescent group members in cooperative game activities.
- Identify and apply practice strategies for skill improvement.

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

- Variations of capture the flag
- Variations of dodgeball
- Variations of tag
- Snatch and grab
- [Collective blanket ball](#)
- [The great escape](#)
- [Beat the clock](#)
- [Set..Hike..](#)
- [Snatch and grab](#)
- Magic carpet

Extensions:

- Limit how close defenders can get to a goal to protect it
- Removed defensive moves that player can use to avoid chaser
- Reduce the size of the ball that will be passed through the air
- Expand the playing area
- Artificial reduce the best time for a team to beat
- Increase the distance to hike the ball
- Prevent players from holding flags in their hand
- Decrease the size of the carpet
- increase the number of students per carpet

Remediation:

- Increase number of flags that are being protected
- Provide a central location from where extra flags can be replenished
- Increase the size of the ball being tossed
- Shorten the distance that that ball must be thrown
- Lower/remove the height of the net that the ball must pass over
- Remove the time element
- shorten the distance to hike the ball
- Increase the size of the carpet
- Reduce the number of students per carpet

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- Cones
- Flag belts
- Tarp
- Net
- Foam balls
- Noodles

Assessments:

- Teacher observation
- Student created game
- Student create rules to expand game
- Exit tickets

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Fitness 3-4

Time frame: 2 weeks

State Standards: 10.3.9.D, 10.4.9 A-E, 10.5.9.A.D.

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

- Examine the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Investigate factors that affect the responses of body systems during moderate to vigorous physical activities.
- Perform each dynamic warm-up exercise safely and with correct form.
- Define emotional health and discuss ways to enhance personal emotional health.
- Participate in (and/or design) a warm-up routine that prepares my heart and muscles for movement.
- Discuss the connections between personal fitness and emotional health.
- Perform fitness exercises with proper form and a focus on safety.
- Choose fitness activities in order to maintain or improve my overall level of fitness.
- Use a heart rate monitor to track and adjust exercise intensity so that I am working in my target zone.
- Work independently and with consideration for others.
- Participate in dynamic stretching activities that involve locomotor movements and balance activities.
- Discuss the difference between static and dynamic stretches.
- Perform all dynamic stretches with a focus on form and safety.
- Work with others by following the rules and etiquette of the game.

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

- Aerobic and anaerobic activities (weight machines, ellipticals, etc.)
- Emotional health warm-up
- Tabata to improve
- Stretch armstrong
 - [Fitness core activities](#)

Extensions:

- Allow students to choose from a collection of activity cards to be used as re-entry stations.
- Give students time to create activity cards to be used as re-entry stations. As a class, develop cool-down routines with dynamic and static stretches to be used at the end of class.
- Allow students to create custom Tabata to Improve Station Cards based on personal fitness test results and improvement plan.
- The students will design their own Super Stretch Task Cards with developmentally appropriate dynamic stretches.

Remediation:

- Use balloons (or other objects) instead of foam balls and draw emojis before playing.
- Create activity cards based on student needs and abilities.
- Adjust the duration of work and rest intervals to meet the needs of your students.
- Provide modifications at each station and allow students to work at a level of their choice.
- Limit student speed to fast walking pace.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphosed.org
- Fitness Room and related equipment (ladders, step boxes, medicine balls, jump ropes)
- 4–6 Face 'Em Tuff Balls (or colored foam balls)
- 4–6 cones
- 4–6 task tents
- 4–6 Emotional Health Activity Cards
- Tabata to Improve Station Cards
- Blank Tabata Station Cards (optional)
- Tabata audio cues (Tabata timer app)
- Heart rate monitors (optional)
- 1 foam ball
- 4 Stretch Arm Strong Task Cards

Assessments:

- Self-Assessment
- Holistic Performance Rubric
- FITT Formula Activity Log
- Blank Tabata Card
- Exit Slips
- Summer Fitness Plan & Tracker
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: School-wide 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 the end of the unit students will be able to::

- Examine the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Investigate factors that affect the responses of body systems during moderate to vigorous physical activities.
- Examine how lifelong participation in activities can help reduce heart disease
- Describe the body's cardiorespiratory response to various activities
- Track heart rate during a variety of activities
- Explain the various stages of skill development and how authentic practice can help a student process through each stage
- Understand that the heart is a muscle that can be strengthened with cardio activities
- Explore different activities that help get the heart in the target heart rate zone

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

- Aerobic activities
- Basketball small sided games
- Basketball skill stations
- Jump rope activities
- Cardio in fitness room (ellipticals, bikes, step up boxes)
- Tag/chase/flee games
- Pacer test

Extensions:

- Student creation of activities
- Peer assistance
- Performing activities for a longer time

Remediation:

- Increase/decrease the activity space as needed.
- Use modified equipment as needed.
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Allow student choice of equipment that is a variety of sizes, colors, and weights.
- Allow teammates to hand the ball off rather than passing/tossing if needed.
- Play using different equipment and skills (e.g., soccer, lacrosse, etc.).

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

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

Assessments:

- Observation
- Question and answer
- Worksheets

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Net Games

Time frame: 3-5 weeks

State Standards: 10.3.9.D, 10.4.9.A-F, 10.5.9.A-D.F

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

- Evaluate factors that impact the relationship between regular participation in invasion games and motor skill improvement.
- Describe and apply the components of skill-related fitness to net game performance.
- Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement in net games.
- Control the paddle and ball using the correct grip.
- Identify and discuss the skill-related fitness components developed through net game practice.
- Actively participate, with a focus on developing my skill-related fitness.
- Demonstrate safe behaviors and use net game equipment responsibly.
- Move safely while balancing a ball on my paddle.
- Discuss ways to improve my skill- and health related fitness.
- Compare and contrast skill- and health-related fitness.
- Demonstrate respect for others by following the rules and etiquette of each activity.
- Perform the skill cues for volley and lob shots.
- Implement specific feedback to improve my net game performance.
- Work to improve my muscular endurance by maintaining posture and balance in the ready position.
- Volley continuously with a partner, demonstrating controlled and balanced weight transfer and striking form.
- Describe and discuss the importance of weight transfer and timing.
- Actively engage in all activities, with a focus on developing my skill and fitness.
- Work with a variety of partners and use positive language to encourage everyone that I work with.
- Discuss the concepts of power and accuracy.
- Remain actively engaged in all rally drills.
- Perform a legal underhand serve with a focus on following cues and accurate placement.
- Recall all skill cues for an underhand serve.
- Identify the skill-related fitness components involved in both serves and returns.
- Help and encourage the players in my group with positive language and cooperative behaviors.
- Perform both forehand and backhand strokes during Fronton game play.
- Use net game strategy to attempt to win points for my team.
- Stay actively engaged with a focus on developing my fitness.
- Provide encouragement and safely cooperate with my peers.

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

- Net games (volleyball, tennis, badminton, ping pong, pickleball, etc.)
- Pancake flipper

- Pickleball tag
- Toss drills
- 1 bounce partner scramble
- Partner rally drills
- Serve drills
- Fronton rally
 - [Net game core activities](#)

Extensions:

- Prompt students to attempt more than 10 self-volleys before volleying to a partner. 8th: Prompt students to attempt both forehand and backhand self-volleys.
- Prompt students to create the health- and skill-related tasks to be completed.
- Allow each student to perform their choice of health- or skill related task based on their personal fitness goals.
- Balance practice time between forehand and backhand striking.
- Prompt students to alternate between forehand and backhand strikes during each rally.
- Focus on power and accuracy with strikes that move partners from side to side and front to back.
- Prompt students to provide constructive feedback and encouragement to their peers.
- Record the percentage of successful serves. Provide specific feedback for improving performance.
- Focus strategy on shot placement and moving the opposing player front to back and side to side.
- Focus strategy on varying shot placement, force, and timing to prevent an opposing player's shot anticipation.

Remediation:

- Provide paddles and balls in a variety of sizes and constructions. Allow students to choose which equipment best meets their needs. Encourage them to experiment with all of the equipment in order to find the right fit.
- Provide a variety of objects to balance (e.g., shuttlecock, beanbag, foam ball, etc.) and allow students to choose which object they want to use.
- Create a static practice task by using cones at varying heights as striking tees. Students strike off the cones at a variety of levels to practice different pickleball shots.
- Allow students to use balloons with foam paddles.
- Provide a variety of different balls and paddles for students to choose from (e.g., size, shape, texture, color, bounce).
- Use floor lines or jump ropes instead of standard nets.
- Modify activity rules to allow for multiple bounces.
- Use equipment to match student skills and preferences.
- Use a batting tee or cone to hold the ball at the correct level for striking.
- Use balloons to slow down the motion and technique.
- Allow students who struggle with serving to perform a drop hit (with a bounce) to start play.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion

- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- 1 paddle per student
- 1 pickleball per student
- 4 cones to mark boundaries
- 6 pinnies (3 of 1 color and 3 of another color)
- 1 Level 1 Toss Drills Play Card per pair of students
- 1 jump rope per pair of students
- 1 net per pair of students (use jump ropes as nets as needed)
- Serve Drill Scorecard (optional)
- 2 task tents per court
- 2 Pickleball Strategy Cards per court

Assessments:

- Self-Assessment Worksheet
- Holistic Performance Rubric
- Academic Language Quiz
- Partner & Doubles Rally Tally Feedback & Score Cards

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Fitness 5-8

Time frame: 4 weeks

State Standards: 10.3.9.D, 10.4.9 A-E, 10.5.9.A.D.

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

- Examine the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Investigate factors that affect the responses of body systems during moderate to vigorous physical activities.
- Perform health-related fitness activities in personal and general space.
- Design a MyPlate meal with a focus on balanced nutrition.
- Identify foods in each of the 5 food groups.
- Use positive communication and encouraging language with my teammates.
- Demonstrate correct technique for basic yoga poses.
- Identify and discuss positive and negative results of stress and appropriate ways of dealing with each.
- Demonstrate basic movements used in the stress-reducing activity of yoga.
- Identify positive mental and emotional aspects of participating in yoga.

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

- Aerobic and anaerobic activities (weight machines, ellipticals, etc.)
- Fitness warm-up
- Make a MyPlate meal
- Emotional health warm-up
- Freeze yoga
- Stretch armstrong
- Tabata to improve
 - [Fitness core activities](#)

Extensions:

- Students create their own MyPlate Activity Card with appropriate activities and realistic barriers related to maintaining an active lifestyle.
- Students complete the Nutrition Knowledge Exit Slip.
- Students complete the Mental and Emotional Health Exit Slip.
- Introduce Tai Chi to students and allow them to choose to complete yoga poses or Tai Chi movements when the music stops. See OPEN's High School Tai Chi module for ideas.

Remediation:

- Provide students with large pictures of food.
- Change the size of the activity area to meet the needs of all students.
- Students complete all components of this activity with a partner.
- Give students longer than 5 seconds to move into a pose.
- Project 1 or 2 poses onto the wall. When the music stops, students all perform the same pose together.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphs.org
- Fitness room equipment
- Yoga mats
- Step boxes
- Ladders
- Medicine balls
- Ab rollers
- Food Group Cards
- 6 cones and 6 task tents
- 6-color set of foam dice
- MyPlate Dice Chart
- MyPlate Activity Card
- 4 Freeze Yoga Pose Posters
- Slow to medium music and music player

Assessments:

- Self-Assessment
- Holistic Performance Rubric
- FITT Formula Activity Log
- Blank Tabata Card
- Exit Slips
- Summer Fitness Plan & Tracker
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Yard games

Time frame: 3-5 weeks

State Standards: 10.3.9.D, 10.4.9.A.D-F, 10.5.9 A-C.E.

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

- Investigate the role of individual responsibility for safety during organized individual and group yard game activities.
- Engage in yard game activities that are developmentally/individually appropriate and support achievement of activity goals.
- Analyze the effects of positive and negative interactions of adolescent group members in yard game activities.
- Evaluate factors that impact the relationship between regular participation in yard games and motor skill improvement.
- Describe and apply the components of skill-related fitness to yard game performance.
- Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement in yard games.
- Work to roll the ball close to the pallino.
- Focus my attention on the challenge in an effort to improve my team's score.
- Stay actively engaged during this activity.
- Use positive and encouraging communication with my teammates.
- Work to underhand toss the beanbag to the target.
- Identify ways my team can work together cooperatively during the game.
- Stay actively engaged during this activity.
- Use positive and encouraging communication with my teammates.
- Demonstrate a variety of Roundnet skills required to score points for my team.
- Identify ways my team can work together cooperatively during the game.
- Stay actively engaged during this activity.
- Demonstrate integrity, and proper etiquette by respecting others and following the rules of the game.
- Focus on accuracy and distance when chipping a golf ball.
- Identify ways to chip for accuracy and distance.
- Stay actively engaged throughout the activity.
- Use positive self-talk and encouraging language with partner during Bucket Golf challenges.
- Complete the disc golf course in the fewest strokes possible.
- Identify strategies to help with distance and accuracy when throwing.
- Identify ways to work safely and independently during physical activities both in and outside of school.

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

- Recreational games (ladderball, quoits, cornhole, kan jam, etc.)
- Backyard bocce
- Beanbag toss
- Spike it up
- Bucket golf

- Disc golf
 - [Yard game core activities](#)

Extensions:

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Accepts differences among teammates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- Exhibits etiquette and adherence to rules in a variety of physical activities.
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

Remediation:

- Increase/decrease the activity space as needed.
- Use modified equipment as needed.
- Use verbal cues and visual aids along with demonstrations.
- Use peer partners as appropriate.
- Allow student choice of equipment that is a variety of sizes, colors, and weights.

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check
- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- openphysed.org
- Bocce Set per 8 students
- 4 Medium cones per 8 students
- 2 Low profile cones per 8 students
- Baggo Bean Bag Toss Set per 4 students (can also use hoops and spot markers if needed)
- 4 Low profile cones per 4 students
- 1 Spikeball® net (or hoop) and 1 ball per group of 4 students
- Use hoops and foam balls if you do not have enough Spikeball® sets for entire class
- Bucket Golf 6-Hole or 9-Hole Set
- 1 club and one plastic golf ball per 2 students

Assessments:

- Self-Assessment
- Holistic Performance Rubric
- Exit Slips
- Academic Language Quiz

Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Diamond/Field Activities

Time frame: 3-5 weeks

State Standards: 10.3.9.C, 10.4.9.D, 10.4.9.F, 10.5.9.C, 10.5.9.F

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

- Strikes with a mature swing constituted by proper form
- Throws with a mature arm and lower body movement
- Selects offensive hits/strikes based on opponent's location (hit where opponent is not)
- Demonstrates cooperation skills by establishing team strategies and execution plan
- Show cooperation by establishing rules and guidelines for resolving conflicts
- Analyze the effect of positive social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates

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

- Diamond games (kickball, wiffleball, baseball, softball, ect.)
- Two team kickball
- Six team mini tournament
- Tennis baseball
- Hand-kickball
- British longball
- Matball
- Black ops
- Two team capture the flag
- Four team capture the flag

Extensions:

- Non-dominant striking
- Single hand catching
- Racket fielding (Tennis baseball)
- Reduced players to cover defensive field

Remediation:

- Larger bat
- Larger ball
- Shorter base path
- Extra attempts at bat
- Stationary target to strike
- Increased team size to improve offensive advantage

Instructional Methods:

- Explicit instruction
- Practice
- Reciprocal
- Self-check

- Inclusion
- Guided discovery
- Problem-solving
- Individual
- Learner initiated
- Self-teaching

Materials & Resources:

- Throw down bases
- Playground ball
- Wiffle ball bats
- Wiffle balls
- Tennis rackets
- Foam tennis balls
- Volley balls
- Cones
- Field paint
- Noodles
- Flag belts

Assessments:

- Teacher observation
- Situational based strategy application quiz
- Exit ticket explanations
- Student created plays/strategies

PE Facility Schedule Grade 7

Grade 8	Kratz	Woodward	Watts	Tigar
Week 1	Cafe- Intro activity	Gym-Intro activity	Gym-Intro activity	Gym-Intro activity
Week 2	Fitness 1	Gym-soccer	Cafe-frisbee	Gym-soccer
Week 3	Fitness 2	Gym-soccer	Cafe-frisbee	Gym-soccer
Week 4	Cafe-frisbee	Gym-Handball	Fitness 1	Gym-Handball
Week 5	Cafe-frisbee	Gym-Handball	Fitness 2	Gym-Handball
Week 6	Gym-Soccer	Cafe-frisbee	Gym-Soccer	Fitness 1
Week 7	Gym-soccer	Cafe-frisbee	Gym-Soccer	Fitness 2
Week 8	Gym-Handball	Fitness 1	Gym-Handball	Cafe-frisbee
Week 9	Gym-Handball	Fitness 2	Gym-Handball	Cafe-frisbee
Week 10	Fitness 3	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 11	Fitness 4	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative
Week 12	Cafe-Hockey	Gym-Cooperative	Fitness 3	Gym-Cooperative
Week 13	Cafe-Hockey	Gym-Cooperative	Fitness 4	Gym-Cooperative
Week 14	Gym-Cooperative	Fitness 3	Gym-Cooperative	Cafe-Hockey
Week 15	Gym-Cooperative	Fitness 4	Gym-Cooperative	Cafe-Hockey
Week 16	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness 3
Week 17	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness 3
Week 18	Gym-Cooperative	Cafe-Hockey	Gym-Cooperative	Fitness 4
Week 19	Fitness 5	Gym-Basketball	Cafe- Basketball	Gym-Basketball
Week 20	Cafe-Basketball	Gym-Basketball	Fitness 5	Gym-Basketball
Week 21	Gym-Basketball	Fitness 5	Gym-Basketball	Cafe-Basketball
Week 22	Gym-Basketball	Cafe-Basketball	Gym-Basketball	Fitness 5
Week 23	Fitness 6	Gym-Badminton	Gym-Badminton	Cafe-Speedminton
Week 24	Gym-Badminton	Fitness 6	Cafe-Speedminton	Gym-Badminton
Week 25	Gym-Badminton	Cafe-Speedminton	Fitness 6	Gym-Badminton
Week 26	Cafe-Speedminton	Gym-Badminton	Gym-Badminton	Fitness 6
Week 27	Fitness 7	Cafe-Volleyball	Gym-Volleyball	Gym-Volleyball
Week 28	Gym-Volleyball	Fitness 7	Cafe-Volleyball	Gym-Volleyball
Week 29	Gym-Volleyball	Gym-Volleyball	Fitness 7	Cafe-Volleyball
Week 30	Cafe-Volleyball	Gym-Volleyball	Gym-Volleyball	Fitness 7
Week 31	Grade wide Newcomb Ball tournament			
Week 32	Gym- Invasion application: Football, Basketball and handball	Fitness 8	Gym- Invasion application: Football, Basketball and handball	Cafe-Yard games
Week 33	Fitness 8	Gym- Invasion application: Football, Basketball and handball	Cafe-Yard games	Gym- Invasion application: Football, Basketball and handball
Week 34	Rebound Ball	Cafe- Yard games	Rebound Ball	Fitness 8
Week 35	Pacer Test			

Week 36	Diamond - indoor	Diamond - indoor	Diamond - indoor	Diamond - indoor
Week 37	Diamond - outdoor	Diamond - outdoor	Diamond - outdoor	Diamond - outdoor
Week 38	Gym-Yard games	Gym-Yard games	Gym-Yard games	Gym-Yard games
Week 39	Cooperative invasion (indoor)	Cooperative invasion (indoor)	Cooperative invasion (indoor)	Cooperative invasion (indoor)
week 40	Cooperative invasion (outdoor)	Cooperative invasion (outdoor)	Cooperative invasion (outdoor)	Cooperative invasion (outdoor)

- In beginning and end of year, classes may go outside if weather permits
- Activities will be different per class based on the skill application and practice needed to meet specific objectives
- If a teacher in the cafe does not have a class, another teacher from gym may come down