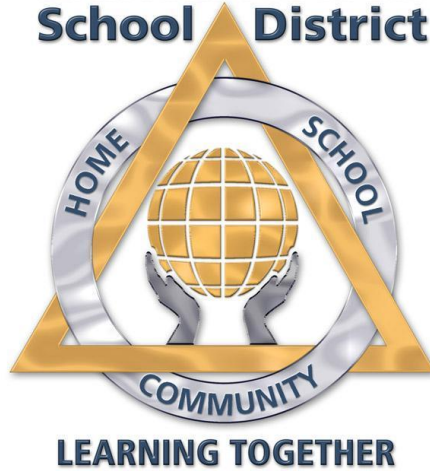


7th Grade Physical Education

Curriculum

**Francis Howell
School District**



Board Approved: June 2, 2022

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Physical Education Graduate Goals

Upon completion of their Physical Education study in the Francis Howell School District, students will be able to:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Statement on Accessibility in Physical Education

It is the goal of physical education in Francis Howell to provide all students with the opportunity to partake in appropriate and engaging physical activity. Teachers in physical education make every attempt to provide modifications and accommodations to activities so that students of all abilities can be an active participant in their physical education class.

Course Rationale

Health behaviors, the most common predictors of current and future health status, are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed.

Fostering healthy children is the shared responsibility of families, communities and schools. A comprehensive school health program can motivate students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. It can provide students with the knowledge and skills necessary to be healthy for a lifetime.

A strong physical education program contributes to the development of a physically educated person who has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

The combination of a quality physical education program and health education program allows students to become physically educated and health literate individuals. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding and develop physical and social skills necessary for a healthy, active life.

Course Description

Seventh grade physical education will continue to focus on the development of fundamental motor skills, manipulative skills and movement experiences. Students will begin to develop a basic understanding of offensive and defensive strategies used in a variety of games and activities. Students will recognize that participation in moderate to vigorous activity has both positive effects on the body and positive effects on both mental and physical health. They will discover the joy of playing with friends and how social interaction can make activities more fun.

Physical Education 7 Curriculum Team

Curriculum Committee

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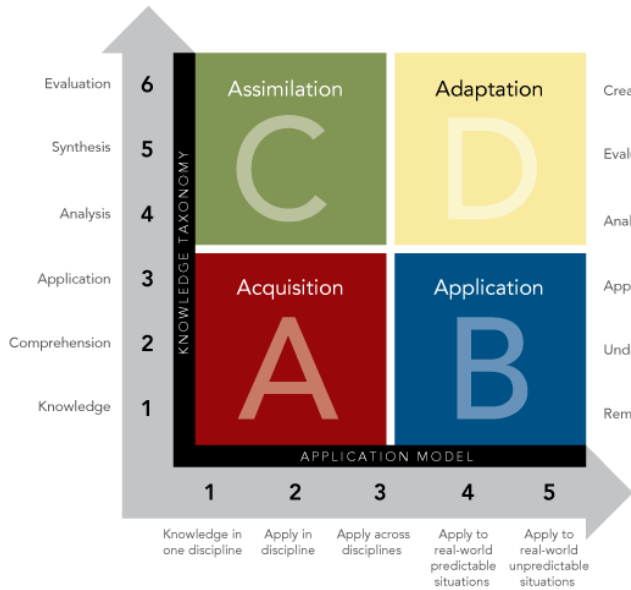
Curriculum Cycle Work: [Middle School Physical Education Step 1](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Physical Education State Standards

[Missouri K-12 PE GLE's](#)

Missouri Learning Standards for Literacy

<https://dese.mo.gov/media/pdf/curr-mls-standards-ela-6-12-sboe-2016>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Course Overview

Units & Standards Overview

Physical Fitness Assessments	Team Sports	Individual/Partner Activities	Personal Fitness Activities
3 weeks total *Early September *December *Early May	Throughout the course	Throughout the course	Daily for 5-10 minutes Throughout the course
PE Assessment: S3.M15.7	PE Assessment: NA	PE Assessment: NA	PE Assessment: NA
<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>	<i>Unit Standards (Priority in bold) (supporting standards)</i>
S3.M15.7	S1.M2.7	S1.M1.7	S3.M1.7
S3.M3.7	S1.M3.7	S1.M12.7	S3.M2.6
S3.M5.7	S1.M4.7	S1.M13.7	S3.M4.7
S3.M9.7	S1.M5.7	S1.M14.7	S3.M6.7
S4.M1.7	S1.M6.7	S1.M16.7	S3.M7.7
S4.M7.7	S1.M7.7	S1.M18.7	S3.M10.7
S5.M6.7	S1.M8.7	S1.M22.7	S3.M11.7
	S1.M9.7	S1.M24.7	S3.M12.7
	S1.M10.7	S2.M12.7	S3.M14.7
	S1.M11.7	S2.M13.7	S3.M15.7

	S1.M12.7	S3.M2.6	S3.M16.7
	S1.M13.7	S3.M4.7	S3.M17.7
	S1.M14.7	S3.M12.7	S3.M18.7
	S1.M15.7	S4.M2.7	S4.M2.7
	S1.M16.7	S4.M3.7	S5.M1.7
	S1.M17.7	S4.M5.7	S5.M2.7
	S1.M19.7	S4.M6.7	S5.M4.7
	S1.M20.7	S5.M3.7	S5.M5.7
	S1.M21.7		
	S1.M22.7		
	S2.M1.7		
	S2.M2.7		
	S2.M3.7		
	S2.M4.7		
	S2.M5.7		
	S2.M6.7		
	S2.M7.7		
	S2.M8.7		
	S2.M9.7		
	S2.M10.7		
	S2.M11.7		

	S2.M13.7		
	S3.M2.6		
	S3.M12.7		
	S4.M2.7		
	S4.M3.7		
	S4.M4.7		
	S5.M3.7		

Course Map

	Unit Description	Performance Event Summary	PE Standards
Personal Fitness Goals-Course Assessment 3-4 weeks	Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test.	<p>Students will complete the Fitnessgram physical fitness assessment three times a year. The baseline test will be administered in early September, the mid-year in December, and the final in late April/early May. The tests assess students on cardiovascular health, muscular strength and endurance, and flexibility.</p> <p>After each fitness assessment, students will be asked to review their results from a reflective lens, set health and fitness goals for themselves, and describe the actions that they will take to reach the goals. In the mid-year and final, they will reflect on whether they met their goals or not, and the reasons behind their status.</p>	S3.M15.7

Team Sports Throughout year	Students will participate in activities/games involving two or more participants per team. They will learn offensive and defensive skills and strategies. They will also learn individualized skills that pertain to the overall activity.	NA	N/A
Individual/ Partner Activities Throughout year	Students will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability.	NA	N/A
Personal Fitness Activities Daily	Students will focus on activities that are traditionally performed to improve personal fitness. Modifications will be made to accommodate class size and equipment availability.	NA	N/A

Personal Fitness Goals- Course Assessments

Content Area: Physical Education	Course: 7th Grade Physical Education	UNIT: Personal Fitness Goals- Course Assessments
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<p>Unit Description: Students will participate in the Fitnessgram a minimum of 3 times per year. Students will reflect upon their scores and set goals for the next test. Modifications will be made to accommodate class size and equipment availability.</p>	<p>Unit Timeline: Approximately 3 Weeks -Early September -December -Early May</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Setting goals related to one’s own physical fitness, and reflecting on the progress towards your goal, increases the probability of reaching your goals.
3. Individuals who view themselves as unathletic, or find themselves uninterested in traditional sports, can still find enjoyment in other physical activities, and can lead healthy, active lifestyles.

Essential Questions: Students will keep considering...

An Essential Question is meant to:

- What are the current realities of my own physical fitness, as indicated on the Fitnessgram test?
- What areas of my personal physical fitness would I like to improve upon?
- How will I use Fitnessgram to help monitor my progress towards meeting my physical fitness goals?
- What steps will I take to improve my overall fitness and my Fitnessgram scores?

Students will know/understand ...	Standard	Students Will Be Able to ...
Know the health related fitness standards and what the healthy fitness zones are. What exercises would improve areas of weakness in the various healthy fitness zones.	S3.M15.7	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)
What it means to actively participate in strength and endurance fitness activities. How to get involved and participate in these strength and endurance activities.	S3.M3.7	Participate in a variety of strength- and endurance-fitness activities such as pilates, resistance training, body- weight training and light free-weight training. (S3.M3.7)
What activities are considered a lifetime dual and individual sport. How to participate in lifetime activities and individual sports.	S3.M5.7	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)
Know the difference between dynamic and static stretching. Understand the benefits of dynamic and static stretching.	S3.M9.7	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)
Understand what responsible behavior and inclusive behavior are and what they look like.	S4.M1.7	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

How to act and know what these behaviors are in order to show them to their classmates.		
How to use exercise equipment independently. What is considered appropriate and safe strategies. How to use the exercise equipment safely on their own.	S4.M7.7	Independently uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)
How to help encourage others in a positive manner. How to interact socially with others, and using positive encouragement.	S5.M6.7	Demonstrates the importance of positive social interaction by helping and encouraging others and providing support to classmates. (S5.M6.7)

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2	S3.M15.7	<p>Description of Assessment Performance Task(s): Students will complete the Fitnessgram physical fitness assessment three times a year. The baseline test will be administered in early September, the mid-year in December, and the final in late April/early May. The tests assess students on cardiovascular health, muscular strength and endurance, and flexibility.</p> <p>After each fitness assessment, students will be asked to review their results from a reflective lens, set health and fitness goals for themselves, and describe the actions that they will take to reach the goals. In the mid-year and final, they will reflect on whether they met their goals or not, and the reasons behind their status.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Can students utilize the SMART Goal template to set a realistic fitness goal for themselves? 2. Can students think reflectively on their own progress, and re-structure goals as necessary? 3. Can students use appropriate terminology related to physical fitness, physical activity, and overall health in their reflections? <p>Performance:</p> <p>Mastery: <i>Students will show that they really understand when they...</i> Can use fitness and health terminology appropriately when writing reflections, and can set realistic fitness goals for themselves. This is indicated by scoring a 3 or higher in each category of the rubric.</p> <p>Scoring Guide: 7th Grade PE Assessment and Reflection Sheet; 7th Grade PE Rubric</p>	<p>21 Century</p> <p>B, C</p> <p>Critical Thinking</p>

Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

This may include:

- Push Up- Teacher Cadence [▶ FitnessGram Push Up Test Cadence](#)
- Curl Up- Teacher Cadence [▶ Curl Up Test Cadence](#)
- Pacer- Teacher Cadence [▶ FitnessGram 20-Meter PACER Test OFFICIAL AUDIO \(Part 1\)](#)
- Fitness Gram Healthy Zone Standards - <https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/6154/StandardsTable.pdf>

Vocabulary:

Abdominals- Of, in, on, or for the abdomen.

Biceps- A biceps muscle, especially the one at the front of the upper arm.

Cardiovascular Endurance - A measure of how well you can do exercises that involve your whole body at moderate to high intensity for an extended time.

Curl Up- To adopt a reclining position with the legs close to the body and the back rounded.

Muscular Endurance- Refers to the ability of a given muscle to exert force, consistently and repetitively, over a period of time.

Muscular Strength- The maximum amount of force that a muscle can exert against some form of resistance in a single effort.

Pace- A rate of activity, progress, growth, performance, etc; tempo.

Push Up- An exercise in which a person, keeping a prone position with the hands palms down under the shoulders, the balls of the feet on the ground, and the back straight, pushes the body up and lets it down by an alternate straightening and bending of the arms.

Team Sports

Content Area: Physical Education	Course: 7th Grade Physical Education	UNIT: Team Sports
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Unit Description: Students will participate in activities/games involving two or more participants per team. They will learn offensive and defensive skills and strategies. They will also learn individualized skills that pertain to the overall activity. Modifications will be made to accommodate class size and equipment availability.	Unit Timeline: Ongoing through both semesters.
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: *Students will keep considering...*

- How does your participation in team sports promote your daily warm-up, your levels of cardiovascular fitness, and physical activity that supports the Fitnessgram assessment?
- How does your participation in a variety of physical activities build confidence and preferences that will maintain an active lifestyle?

Students will know/understand ...	Standard	Students Will Be Able to ...
<p>How to throw the ball.</p> <p>Mechanics of which foot and hand to throw with.</p>	S1.M2.7	<p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p>
<p>How to catch a variety of trajectories using different objects.</p> <p>The way to catch an object in different situations.</p>	S1.M3.7	<p>Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)</p>
<p>How to pass a ball with the instep of the foot.</p> <p>When is appropriate time and space to pass a ball while playing soccer or speedball?</p>	S1.M4.7	<p>Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)</p>
<p>How to throw a ball using opposite hand and foot relationships.</p> <p>Time and spacing for proper throw to lead a receiver and hit a moving target.</p>	S1.M5.7	<p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p>
<p>How to perform various movements to create space while playing a game.</p> <p>When is the appropriate time to use various movements to create space.</p>	S1.M6.7	<p>Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p>
<p>What defensive pressure looks like, what a pivot and fake is, and understand what a give and go is.</p> <p>How to play offense and defense, and how/why to use a pivot, give and go, and fake.</p>	S1.M7.7	<p>Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)</p>
<p>How to dribble, and which hand is dominant and nondominant.</p> <p>What speed they can dribble at, while controlling the ball.</p>	S1.M8.7	<p>Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)</p>
<p>What dribbling is and how to perform it, along with how to</p>	S1.M9.7	<p>Foot-dribbles or dribbles with an implement combined with</p>

pass the ball. How to dribble and pass while in motion.		passing in a variety of practice tasks. (S1.M9.7)
Need to understand the rules of the game to play a side game, and how to shoot the ball on goal.	S1.M10.7	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)
How to slide and shuffle without crossing feet. How to perform slides and shuffles to play defense.	S1.M11.7	Slides in all directions while on defense without crossing feet. (S1.M11.7)
How to serve the ball, and understand what they are aiming for.	S1.M12.7	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)
What a mature overarm pattern looks like. How to strike the ball in motion.	S1.M13.7	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)
Proper technique for forehand and backhand strokes. When is the appropriate time to use the forehand and backhand stroke depending on ball placement.	S1.M14.7	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)
How to properly transfer weight during striking patterns, along with understanding striking patterns. How to transfer weight during the actual striking pattern.	S1.M15.7	Transfers weight with correct timing using low to or high striking patterns for a variety of manipulative movements. (S1.M15.7)
How to perform a forehand and backhand volley. The appropriate time to use a forehand or backhand volley.	S1.M16.7	Forehand- and backhand-volleys with a mature form and control using a short handled implement. (S1.M16.7)
How to set pass a volleyball in a live environment. When is appropriate time to set pass a volleyball depending on ball and player placement on the court.	S1.M17.7	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)
How to strike the stationary object.	S1.M19.7	Strikes, with an implement, a stationary object for accuracy

How to be accurate and judge the distance when striking the object.		and distance in activities such as croquet, shuffleboard or golf. (S1.M19.7)
How to strike a pitched moving ball. The speed and accuracy used to have a successful strike.	S1.M20.7	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)
How to catch using two hands to grasp an object. The trajectory from which the object is traveling from and how to catch.	S1.M21.7	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)
What techniques are needed for the skill. The correct techniques that are needed to successfully perform the skill.	S1.M22.7	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)
What is considered open space and what are movement concepts. How using a combination of movement concepts and locomotor movements can help reduce spaces/angles.	S2.M1.7	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)
What offense is, along with the variety of passes. What pivots, fakes, and give and go's are. Which tactics need to be used during certain situations.	S2.M2.7	Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes, give and go. (S2.M2.7)
How to play offense, and need to know what/how to cut and pass. Why they are creating open space, and how to move and receive the pass while moving.	S2.M3.7	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)
When in the defensive zone, how to identify offensive players and that they need to be guarded. How to stay close and guard an opponent when in the	S2.M4.7	Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)

defensive zone.		
How to track a ball in the air while on defense. Appropriate timing related to tracking and/or deflecting a ball in the air for the purpose of interception or deflection.	S2.M5.7	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)
How to use the location of teammates and the ball in order to quickly transition from offense to defense and defense to offense.	S2.M6.7	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)
By creating open space, varying force and direction of an object important to gameplay. The relationship of strategic play by varying force and direction shifting the opponent side to side.	S2.M7.7	Creates open space in net/wall games with a long-handled implement by varying force and direction, causing the opponent to move from side to side. (S2.M7.7)
What are offensive shots and how are they performed? What is the layout/position on a court? Why it is important to strike an object in the opponent's open court.	S2.M8.7	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)
Why varying the speed and/or trajectory of a shot based on location of an object is important to gameplay. The relationship of strategic play by varying speed and/or trajectory of a shot.	S2.M9.7	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)
A variety of shots and where the open space should be. How to properly hit the object in the open space.	S2.M10.7	Uses a variety of shots (e.g. slap and run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)
The correct defensive play depending upon the situation. The offense and defense aspects of a game allow for good defensive decisions to be made.	S2.M11.7	Selects the correct defensive play based on the situation (e.g. number of outs). (S2.M11.7)

<p>What situations are considered safe and unsafe.</p> <p>How safety is important to an individual and others.</p>	S2.M13.7	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)
<p>The importance of physical activity in daily life.</p> <p>The importance of exercising within the target heart rate zone for 20 minutes at a frequency of three times per week.</p>	S3.M2.6	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
<p>The importance of warm-up and cool down.</p> <p>The benefits of a warm-up and cool down regime.</p>	S3.M12.7	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)
<p>What intrinsic and extrinsic motivation is.</p> <p>How and when to use intrinsic and extrinsic motivation during physical activities.</p>	S4.M2.7	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)
<p>What proper feedback looks like, and understand what tones and communication skills are needed in order to be successful.</p> <p>How and why we use corrective feedback in a positive way.</p>	S4.M3.7	Provides corrective feedback to a peer, using teacher-generated guide- lines, and incorporating appropriate tone and other communication skills. (S4.M3.7)
<p>What are cooperation skills? What are the rules and guidelines for resolving conflicts?</p> <p>Why establishing rules and guidelines can help solve conflict.</p>	S4.M4.7	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)
<p>Knowledge on a variety of strategies to help problem solve in certain situations.</p> <p>When a disagreement arises, and how to handle it in a civil manner.</p>	S5.M3.7	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)

Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S1.M1, S1.M2, S1.M5, S1.M15 S2.M1.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7	<p>1. Title of Activity: Softball: Catch and Throw; Wiffle Ball; Pumpkin Ball; Home-Run Derby; Kickball; 100s</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Softball Catch and Throw: Students will catch and throw a softball using proper throwing and catching skills. Students will have a partner and catch and throw a softball, using the proper technique. Pumpkin Ball: Students are in two teams (one fielding and one hitting). The fielding team pitches the ball underhand and the ball must bounce before the hitting team can hit the ball. If the students hit the ball, they run the bases like kickball or softball. You can play 3-6 outs depending on the class size. Students are out on a fly ball, thrown out at the base, 3 strikes, or tagged with the ball. Wiffle Ball: Students are in two teams (one fielding and one hitting). The fielding team pitches the ball underhand. If the students hit the ball, they run the bases like kickball or softball. You can play 3-6 outs depending on the class size. Students are out on a fly ball, thrown out at the base, 3 strikes, or tagged with the ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Softballs, gloves, bat, small playground ball, outdoor volleyball</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking

1, 2	S1.M4, S1.M6, S1.M10, S1.M15 S2.M1.7 S2.M6.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7	<p>2. Title of Activity: Hockey: Hockey Skills; Ring Hockey; QTip Hockey; Scooter Hockey</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Ring Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The foam ring is passed and carried around the court with a short straight stick. Only one stick is allowed inside the ring at a time (more will rip the ring). Rules are the same as hockey. QTip Hockey: Students will be divided into two teams. Each team has up to six players and a goalie. The ball is passed and dribbled around the court with a stick that has a round foam end. Rules are the same as hockey.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Scooters, hockey sticks (foam or plastic), pucks, floor hockey ball, foam ring, ring hockey sticks, small foam ball, qtip hockey sticks</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking
1, 2	S1.M4.7 S1.M6.7 S1.M7.7 S1.M9.7 S1.M10.7 S1.M11.7 S2.M1.7 S2.M2.7 S2.M3.7 S2.M4.7 S2.M6.7 S2.M11.7 S2.M13.7	<p>3. Title of Activity: Soccer: Small Sided Games; 4 Corner Soccer; Crab Soccer; Number Soccer; Line Soccer</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: 4 Corner Soccer: Students will be divided into four teams. Each team has one goalie and two defenders. All other students are trying to score goals in the other three goals. Play for 6-8 minutes. Report score counting the number of goals that are scored in your goal only. Play 3-4 rounds counting the score each round. Number Soccer: Divide the class into four even groups. Give each student a number. Each team will supply a goalie. The teacher will call out numbers and</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing	A, B, C Communication Collaboration Critical Thinking

	S4.M3.7 S5.M3.7	<p>say “go”. The students will then report to the field and play against numbers for 2-3 minutes. After the game, all students report back to the bench, and new numbers are called.</p> <p>Soccer: Students will be divided into two teams. They will be taught offensive and defensive positions. They will attempt to score on the opposing goal. Students will learn the basic concepts of the game of soccer.</p> <p>Scooter Soccer: Students will play a soccer game while sitting on the scooters. Students should make an attempt to keep all hands on the scooter. They will use their feet to move the ball around the gym and score a goal.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Soccer balls, pug goals, cones, pinnies, floor mats, scoreboard</p>	Effort Providing Recognition Providing Practice	
1, 2	S1.M12.7 S1.M13.7 S1.M17.7 S2.M6.7 S2.M7.7 S2.M8.7 S2.M13.7 S4.M3.7 S5.M3.7	<p>4. Title of Activity: Volleyball: Volley Skills, Modified Games, Nitro Ball, Serving Games</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Keep it Up: Divide students into four groups (or however many you prefer), and provide each group with one ball. Each group of students will make one large circle with their group. To start the activity one student will toss the ball in the air and the other students in their group will try to strike the ball using a bump or set. The object of the game is to hit the ball with your own group of players in your circle without the ball hitting the ground. Once each group has had time to practice, then you can see which group can keep the ball up the longest with the most amount of hits.</p> <p>Volleyball Game: Divide the class into 3-4 groups depending on the amount of players. Have students play an actual game of volleyball with one team versus another team, applying the rules of volleyball, such as: rallying scoring, boundary lines, serving skills, etc.</p> <p>Nitro Ball: This is played with volleyball boundary lines, volleyball, and a volleyball net that is lowered to the ground like a tennis net. The ball can be hit</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing	A, B, C Communication Collaboration Critical Thinking

		<p>up to three times per side, but must bounce in between each hit. The game begins when the ball is served with a bounce and you strike it underhanded. You use rally scoring to score the game.</p> <p>Volley Skills: Students will practice in small groups the following skills: bump, set, underhand serve, overhand serve.</p> <p>Modified Volleyball Games: Modifications may include but are not limited to: more than six players on the court, more than three hits per side, use of a beach ball.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Volleyball net, volleyball, beach ball, training volleyball, scoreboards</p> <p>Appendix Documents: https://www.youtube.com/watch?v=RpyWG1i9gDA</p>	Practice	
1, 2	<p>S1.M6.7 S1.M7.7 S1.M8.7 S1.M10.7 S1.M11.7 S2.M1.7 S2.M2.7 S2.M3.7 S2.M4.7 S2.M6.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7</p>	<p>5. Title of Activity: Basketball: King of the Court; Knockout; Numbers Basketball; Scooter Basketball; 3v3 Basketball; Hamper Basketball; BasketBowl</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Numbers Basketball: Students are divided evenly among the baskets in the gym. Assign all students a number, then decide if you are playing with three or four players. Call out numbers to create team one, then call out other numbers to create team two. The numbers left will be the score keeper. Play for 5-6 minutes, then switch up the numbers.</p> <p>IE: 1:2 3:4 1, 2, 3 line up of Free throw line 5:6 4, 5, 6 line up under the basket 7:8 7-8 keep score</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>After five minutes return to your basket, and set new numbers and create new teams. All students stay in the same basket. They will only play the students at the basket they are assigned.</p> <p>Knock Out: Students will get in a line at the free throw line. The first person takes a shot. The second person in line will then shoot. If the second person makes a shot before the first person, then player one is “knocked out” of the game. The cycle repeats until the game is over.</p> <p>HORSE/PIG: Students will pair up. The first person can take a shot from anywhere in the court. If player one makes the shot then player two must make the same shot. If player two misses the shot then they will get the letter “H”. This cycle repeats until the the word “horse” or “pig” is spelled. The first player to spell a word loses.</p> <p>Basketball Golf: The basketball court will be set up with 18 random spots. They will be numbered to represent a “hole”. Students will work their way around the gym and take a shot from each spot. They will record the number of tries it takes to make a shot. The person with the lowest score wins.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Basketballs, Basketball hoops, scoreboards, number chart</p> <p>Appendix Documents: https://www.printyourbrackets.com/roundrobin.html Basketball Golf</p>	Practice	
1, 2	S1.M2.7 S1.M3.7 S1.M5.7 S1.M6.7 S1.M7.7 S1.M21.7 S2.M1.7 S2.M2.7 S2.M3.7 S2.M4.7	<p>6. Title of Activity: Football: Flag Football; Ultimate Football; QB Challenge; Capture the Flag; Ultimate Frisbee</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Ultimate Football/Frisbee: Play in an open space. Students will throw and catch the football/frisbee moving down the field. The students need to keep the ball/frisbee off the ground. If the ball hits the ground, it is a turnover. Other</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback	A, B, C Communication Collaboration Critical Thinking

	<p>S2.M5.7 S2.M6.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7</p>	<p>team takes possession where the ball/frisbee hits. Score in the end zone with a catch.</p> <p>Throwing and Catching: Students will pair up and work on throwing and catching a football. The teacher will emphasize throwing with opposition. Students will also learn how to catch a football using a diamond formation with the nose of the foot ball in the middle of the diamond.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance. ● Muscular Strength. ● Muscular Endurance. ● Flexibility. <p>Resources: Football, frisbee, pinnies, cones, flags</p> <p>Appendix Documents: https://www.youtube.com/watch?v=3tGm-p3obvg https://www.youtube.com/watch?v=WQHtf2Fa5jc https://www.youtube.com/watch?v=803CND760i4</p>	<p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
<p>1, 2</p>	<p>S1.M2.7 S1.M3.7 S1.M21.7 S2.M1.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7</p>	<p>7. Title of Activity: Dodgeball Variety: Toga, Jailbreak Dodgeball, Survivor, Titanic, 4 Corner Dodgeball, Gaga Ball, Bowling Pin Dodgeball, Fitness Dodgeball, Traitor Ball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Skill/Strategy Practice: throwing, catching, agility, offense, defense</p> <p>Activity: Students must first have a basic understanding of throwing and catching mechanics. Students are placed on teams. The objective is to get other players “out” by throwing the ball and hitting an opponent somewhere on their body.</p> <p>Basic Dodgeball: The dodgeballs are lined up on the centerline and the students are lined up against their wall. When the teacher says go, students run to the centerline and attempt to grab one of the dodgeballs. They must return to their wall before making any plays. If you are hit by a ball (shoulders and below) you are out. If you throw a ball and it is caught in the air, you are</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>out. Any ball that hits a wall, floor, ceiling, etc, is considered dead and no play can be made. You may use a dodgeball in your hand to block dodgeballs that are being thrown at you.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Dodgeball Variations word document, dodgeballs</p>		
1, 2	<p>S1.M2.7 S1.M3.7 S1.M5.7 S1.M6.7 S1.M7.7 S1.M10.7 S1.M21.7 S2.M1.7 S2.M2.7 S2.M3.7 S2.M4.7 S2.M5.7 S2.M6.7 S2.M11.7 S2.M13.7 S4.M3.7 S5.M3.7</p>	<p>8. Title of Activity: Team Handball</p> <p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Team Handball Students will divide into two teams. They are limited in steps (depending on location/facilities). The goal is for students to score a goal by throwing in the opposing goal.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Goals, gator skin ball</p> <p>Appendix Documents: Team Handball Rules</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- <https://www.pecentral.org/>
- [PE Warm-up](#)

Vocabulary:

- [PE Terms](#)

Individual/Partner Activities

Content Area: Physical Education

Course: 7th Grade Physical Education

UNIT: Individual/Partner Activities

Unit Description:

The unit, Individual/Partner Activities, will focus on activities that are traditionally played as an individual or with a partner. Modifications will be made to accommodate class size and equipment availability.

Unit Timeline:

Ongoing through both semesters.

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – Students will understand that... (Big Ideas)

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: Students will keep considering...

- How does your participation in daily warm-up promote your levels of cardiovascular fitness and physical activity that supports the Fitnessgram assessment?
- How does your participation in a variety of physical activities build confidence and preferences that will maintain an active lifestyle?

Students will know/understand ...	Standard	Students Will Be Able to ...
What rhythm and pattern may look like for folk, social, creative, line, and world dance. Why rhythm and pattern for each different dance is important.	S1.M1.7	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)
How to serve the ball, and understand what they are aiming for. How/when to strike the ball to have a successful serve.	S1.M12.7	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)
What a mature overarm pattern looks like. How to strike the ball in motion.	S1.M13.7	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)
Proper technique for forehand and backhand strokes. When is the appropriate time to use the forehand and backhand stroke depending on ball placement.	S1.M14.7	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)
How to perform a forehand and backhand volley. The appropriate time to use a forehand or backhand volley.	S1.M16.7	Forehand and backhand volleys with a mature form and control using a short handled implement. (S1.M16.7)
How to step with opposite hand and foot while swinging arm in underhand pattern for target games. How to modify the underhand throwing pattern for various	S1.M18.7	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)

games such as bowling, bocci, and horseshoes.		
What techniques are needed for the skill. The correct techniques that are needed to successfully perform the skill.	S1.M22.7	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)
What techniques are needed for the individual activity. The techniques that would be successful in the individual performance activity.	S1.M24.7	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity. (S1.M24.7)
What are the principles of movement and the different types of dances and movements? How to move during these dances, and when to do the movements.	S2.M12.7	Identifies and applies principles of motion to various dance or movement activities. (S2.M12.7)
What situations are considered safe and unsafe. They need to understand how safety is important to an individual and others.	S2.M13.7	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)
The importance of physical activity in daily life. The importance of exercising within the target heart rate zone for 20 minutes at a frequency of 3 times per week.	S3.M2.6	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
The health benefits of participating in a variety of strength and endurance activities. The importance of participating in a variety of strength and endurance activities.	S3.M4.7	Participates in a variety of strength and endurance fitness activities such as weight or resistance training. (S3.M4.7)
The importance of warm-up and cool down. The benefits of a warm-up and cool down regime.	S3.M12.7	Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.7)
What intrinsic and extrinsic motivation is.	S4.M2.7	Demonstrates both intrinsic and extrinsic motivation by

How and when to use intrinsic and extrinsic motivation during physical activities.		selecting opportunities to participate in physical activity outside of class. (S4.M2.7)
What proper feedback looks like, and understand what tones and communication skills are needed in order to be successful. How and why we use corrective feedback in a positive way.	S4.M3.7	Provides corrective feedback to a peer, using teacher generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)
Thoughts and ideas of how to problem solve during activities. How to problem solve while participating in these activities.	S4.M5.7	Problem solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)
The etiquette and rules of the activities in order to self-officiate the activities.	S4.M6.7	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)
Knowledge on a variety of strategies to help problem solve in certain situations. When a disagreement arises, and how to handle it in a civil manner.	S5.M3.7	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)

Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S1.M1.7 S1.M24.7 S2.M12.7 S2.M13.7 S4.M3.7 S4.M5.7 S4.M6.7	<p>1. Title of Activity: Cardio-Endurance Activity</p> <p>Objective: Students will be able to increase heart rate into the target heart rate zone by engaging in various physical activities.</p> <p>Activity:</p> <p>Roller Skating: This is an optional activity that must be approved by the principal. Teachers can coordinate with a local business that provides the skates and safety equipment. This may be an opt out activity if any parents feel it is unsafe for their child. With proper documentation from parents, students will receive no penalty for opting out.</p> <p>Yoga: Teachers can utilize free online resources for age appropriate yoga. Focus on stretching, balance, and relaxing the body.</p> <p>Dance/ Zumba: Teachers can provide lessons in various types of fun dance, or combination dance and aerobics such as Zumba. Free online resources are available for routines and steps for students to follow.</p> <p>Kickboxing: Buildings with kickboxing equipment may offer this as an activity. Students will practice punches and kicks on the bags, working on proper form, while also engaging in an aerobic activity.</p> <p>Step Aerobics: A lower impact type of aerobic that teachers may choose to use. Free online resources available with routines for teachers to use.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance- Mile, Pacer ● Muscular Strength- Curl-up, Push-up ● Muscular Endurance- Curl-up, Push-up ● Flexibility- Sit and Reach, Shoulder Stretch <p>Resources: Roller skates, safety guards/helmets, music, steps, mats for yoga</p>	Kinesthetic Movement Models and Manipulatives Setting Objectives and Providing Feedback Reinforcing Effort Providing Recognition Providing Practice	A, B, C Communication Collaboration Critical Thinking

		<p>Appendix Documents: https://www.youtube.com/watch?v=ka0cORdAffc</p>		
1, 2	<p>S1.M22.7 S2.M13.7 S4.M3.7 S4.M5.7 S4.M6.7</p>	<p>2. Title of Activity: Archery</p> <p>Objective: Students will know and demonstrate safety procedures for Archery as outlined in the National Archery in the Schools Program (MoNASP). Students will understand and perform the 10 Steps to Archery Success.</p> <p>Activity: Unit is taught according to guidelines provided through the Missouri National Archery in the Schools Program that is taught by the Missouri Conservation Department.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Bow, arrows, targets, archery net</p> <p>Appendix Documents: MoNASP https://nature.mdc.mo.gov/discover-nature/teacher-portal/monasp</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	<p>S1.M24.7 S2.M13.7 S3.M4.7 S4.M3.7 S4.M6.7 S5.M3.7</p>	<p>3. Title of Activity: Wrestling</p> <p>Objective: Students will know the safety procedures of wrestling, and be able to demonstrate that during a wrestling match. Students will demonstrate basic knowledge of proper wrestling forms and moves. *Wrestling is an optional activity. Teachers will coordinate so that another activity is also available on the days wrestling is an option.</p> <p>Activity: Students will practice the proper stance, how to shoot at the feet, lifting your opponent, knowing how to pin, and learning how to escape.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength 	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<ul style="list-style-type: none"> ● Muscular Endurance ● Flexibility ● <p>Resources: Wrestling mats</p> <p>Appendix Documents: https://docs.google.com/document/d/1BqXSKh43ma0aTV3hl5PhwefvS8P4AEchoaPwSgX1las/edit?usp=sharing</p>	<p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	<p>S1.M22.7 S1.M24.7 S2.M13.7 S3.M4.7 S4.M3.7 S4.M6.7 S5.M3.7</p>	<p>4. Title of Activity: Track and Field</p> <p>Objective: Students will understand the procedures and rules for each track and field event they participate in. While participating, they will be able to use the correct form for that specific activity (ex: passing the baton in relay).</p> <p>Activity: 50, 100, 200 meter dash; 4x100 relays; mile; field events Field Events such as shot put, discus, high jump, and long jump Practice proper technique for relay handoffs; https://www.youtube.com/watch?v=P7I73zl7eNA</p> <p>Warm up with tag games to help improve cardiovascular fitness. Ex: Sharks and Minnows: Pick 3-5 people to wear a pinny to be the sharks (tagger) and stand at the center of the gym. The minnows (runners) will stand along the baseline of the basketball court and will attempt to run to the other side of the gym without being tagged by a shark. If they do get tagged by a shark, then they will sit out until everyone gets out and the game is over.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: High jump mats, high jump pole, baton, shot put, discus, measuring tape, stop watch</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	<p>S1.M12.7 S1.M13.7</p>	<p>5. Title of Activity: Net Sports (Pickleball, Speedminton, Badminton, Ping Pong, Tennis)</p>	<p>Kinesthetic Movement</p>	<p>A, B, C</p>

	<p>S1.M14.7 S1.M16.7 S2.M6.7 S2.M7.7 S2.M8.7 S2.M13.7 S4.M3.7</p>	<p>Objective: Students will successfully demonstrate the use of skills in modified games of increased complexity.</p> <p>Activity: Pickleball: A sport that borrows elements from both tennis and ping-pong and turns them into their own unique sport. Each team is set on opposite sides of the net, with the intention of causing the other team to commit a fault, such as hitting a ball out of bounds or causing a double bounce on the same side of the court. Badminton: A sport in which light rackets are used to volley an object—called a shuttlecock, shuttle, birdie, or bird—back and forth over a high net. Unlike other similar sports, such as tennis, badminton is not played with a ball—the shuttlecock is a kind of feathered cone with a cork head. Tennis: A game in which two or four players strike a ball with rackets over a net stretched across a court.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Pickleball nets (volleyball nets can be used), pickleball paddles, (similar to ping pong paddle), wiffle ball type ball, playing court the size of a badminton court</p> <p>Appendix Documents:Pickleball rules, https://manualzz.com/doc/45332389/badminton-rules-and-etiquette https://manualzz.com/doc/45387733/tennis</p>	<p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
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Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- <https://www.pecentral.org/>
- [PE Warm-up](#)

Vocabulary:

- [PE Terms](#)

Personal Fitness Activities

Content Area: Physical Education	Course: 7th Grade Physical Education	UNIT: Personal Fitness Activities
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Unit Description: The unit will focus on Personal Fitness Activities that are traditionally performed to improve personal fitness. Modifications will be made to accommodate class size and equipment availability.	Unit Timeline: Warm-Ups take place daily for the first 5-7 minutes of class time. Other activities may be done throughout the semester.
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

Students will be able to participate in physical activity and set personal fitness goals in order to discover preferences that will maintain an active lifestyle.

Understandings – *Students will understand that... (Big Ideas)*

1. Daily participation in warmup, cardiovascular activity, and other physical fitness activities improves individual physical fitness, and can help develop lifelong healthy habits.
2. Participation in a variety of physical activities builds confidence and preferences that will maintain an active lifestyle.

Essential Questions: *Students will keep considering...*

- How does participation in daily warm-up, cardiovascular activity, and physical activity support the Fitnessgram assessment?
- How does participation in a variety of physical activities build confidence and preferences that will help a student maintain an active lifestyle?

Students will know/understand ...	Standard	Students Will Be Able to ...
<p>Barriers to maintaining an active lifestyle.</p> <p>That these barriers can hurt us while trying to maintain a physically active lifestyle.</p>	S3.M1.7	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)
<p>The importance of physical activity in daily life.</p> <p>The importance of exercising within the target heart rate zone for 20 minutes at a frequency of 3 times per week.</p>	S3.M2.6	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
<p>The health benefits of participating in a variety of strength and endurance activities.</p> <p>The importance of participating in a variety of strength and endurance activities.</p>	S3.M4.7	Participates in a variety of strength and endurance fitness activities such as weight or resistance training. (S3.M4.7)
<p>What is considered moderate to vigorous levels and what are examples of bone and muscle strengthening physical activities.</p> <p>What type of activities are muscle and bone strengthening physical activities.</p>	S3.M6.7	Participates in moderate to vigorous muscle and bone strengthening physical activity. (S3.M6.7)
<p>The definition of health related and skill related fitness.</p> <p>The similarities and differences of both health related and skill related fitness.</p>	S3.M7.7	Distinguishes between health-related and skill-related fitness. (S3.M7.7)
<p>What is the role of exercise and nutrition when it comes to weight management?</p> <p>Why proper nutrition and exercise are important when it comes to our weight management.</p>	S3.M10.7	Describe the role of exercise and nutrition in weight management. (S3.M10.7)
<p>What the definition of the overload principle is and what the formula and principles are and how they relate to fitness.</p>	S3.M11.7	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect

The FITT principle, formula and how it is used.		fitness. (S3.M11.7)
The importance of warm-up and cool down. The benefits of a warm-up and cool down regime.	S3.M12.7	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)
What muscles pull on bones to create movement when contracting and relaxing.	S3.M14.7	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)
The health related fitness standards and what the healthy fitness zones are. What exercises would improve areas of weakness in the various healthy fitness zones.	S3.M15.7	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)
What a nutrition log is, understand what activity levels are and what the proper nutrition is. How activity levels and nutrition levels go hand and hand.	S3.M16.7	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)
What is considered to be healthy food, the proper water intake amount, and the proper amount of daily physical activity. How eating a balance of food with snacks, water intake and physical activity can help one's health.	S3.M17.7	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)
Knows strategies for dealing with stress. Understands how to deal with stress.	S3.M18.7	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. (S3.M18.7)
What intrinsic and extrinsic motivation is. How and when to use intrinsic and extrinsic motivation during physical activities.	S4.M2.7	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)
What the positive effects of physical activity are and the role they play on our health.	S5.M1.7	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)

The benefits and effects to the body of physical fitness activities.		
What it means to have positive mental and emotional status during a physical activity. How to remain positive mentally and emotionally while performing in physical activities.	S5.M2.7	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)
Self-selected physical activities. How to select physical activities that they like to do.	S5.M4.7	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)
The proper way to express oneself and the physical activities that can provide lifelong enjoyment. How to find physical activities that make them happy and that they can enjoy for a lifetime.	S5.M5.7	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)


Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>1. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Wolfpack: 2-3 students are “it” and start in the center of the gym wearing a flag belt and holding a dodgeball. When the teacher says go, the students who are “it” are trying to tag the others with the dodgeballs. If a dodgeball touches</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>the running student in any way, they are also “it” and must put on a flag belt and assist in tagging the other students. Rule #1: You cannot take any steps if you have a dodgeball in your hand. Rule #2: Students should work together to use strategy, communicate, and move around (like a wolfpack) to get the rest of the students out. Play as many rounds as desired.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Flag belts, 2-3 dodgeballs</p>	<p>Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>2. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Dragontails (Flag Tag): 1 student is “it” and tries to get other students out by pulling their flag off. Play as many rounds as needed.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Flag belts</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>3. Title of Activity: Warmup</p>	<p>Kinesthetic Movement</p>	<p>A, B, C</p> <p>Communication</p>

		<p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Deck of Cards/ Fitness Dice: The students begin by jogging around the perimeter of the gym (1-2 minutes). The students are prompted to stop and a student is chosen to pick a card out of the deck. The card value has a predetermined correlating exercise that is posted somewhere in the gym. For example, if a student chooses the “queen” card, the teacher can announce that they will now do 10 burpees. Students are then prompted to begin jogging again (or skipping, hopping, grapevine, etc). Alternatively, instead of picking a card, they can roll the dice in the middle of the gym. Each number on the dice has a correlating exercise. Total time is up to 10 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Soft sided dice, fitness dice, playing cards, white board</p>	<p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>4. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: Exercise prompts via workout websites that lead students through a range of stretches, aerobic exercises, strength exercises, etc. These websites allow you to customize the theme (which fitness component you want to focus on), choose the specific exercise, how long each one is done, how long the total warmup is, etc.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility 	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>Resources: Laptop, projector, screen, speaker</p> <p>Appendix Documents: https://sworkit.com, https://www.fitnessblender.com/cosmic yoga - youtube, www.fluencyandfitness.com</p>	Providing Practice	
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>5. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity Fitness Stations: Students are placed in groups and rotate through various fitness stations. Each station has the following posters posted. Name of station and the fitness component incorporated. Station examples can be sit ups, plank variations, yoga poses, squat jumps, tricep dips, push ups, lunges, jump rope, bicep curls, medicine ball hand off, step ups, etc. Students spend approx 1 minute at each station and total warmup time is approx 10-12 minutes.</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance • Muscular Strength • Muscular Endurance • Flexibility <p>Resources: Fitness posters (see appendix documents), equipment will vary (mats, free weights, medicine balls, jump ropes, etc)</p> <p>Appendix Documents: https://docs.google.com/document/d/12O1yQI84XG7Pb_WFM1lte8Skug_kKk1NHhgZ9oAqXq8/edit</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>6. Title of Activity: Warmup</p> <p>Objective: Students will engage in a warm up activity in order to raise the heart rate and warm up the muscles before the daily lesson.</p> <p>Activity: YouTube Challenges</p> <ul style="list-style-type: none"> • Plank Challenge – Cha Cha Slide  Cha Cha Slide Plank Challenge - DJ Casper 	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<ul style="list-style-type: none"> ● Baby Shark Ab Challenge ▶ Baby shark abs challenge!! ● Uptown Abs ▶ Uptown Abs workout at Gymtastics Gym Club <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Flexibility <p>Resources: Computer, projector, screen, speakers</p>	<p>Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	
1, 2	S3.M4.7 S3.M6.7 S5.M1.7	<p>7. Title of Activity: Walking Fitness</p> <p>Objective: Students will walk in various settings (indoor/outdoor) in order to reach 7-8 on the RPE Effort Scale.</p> <p>Activity: Nature Walk, Track Walking, etc</p> <p>Types of Fitness Components Supported:</p> <ul style="list-style-type: none"> ● Cardiovascular Endurance <p>Resources: https://maximizepotentialtx.com/blogs/sports-performance-training/the-rating-of-perceived-exertion-rpe-scale</p>	<p>Kinesthetic Movement</p> <p>Models and Manipulatives</p> <p>Setting Objectives and Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Providing Practice</p>	<p>A, B, C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

Unit 4: Resources

UNIT RESOURCES
Teacher Resources: <ul style="list-style-type: none">• https://www.pecentral.org/• PE Warm-up
Vocabulary: <ul style="list-style-type: none">• PE Terms