

Standards-Based Yearly Plan (7th Grade)

All units are included in this yearly plan to provide teachers with the flexibility to choose from a variety of units/activities to address each standard that best meets the needs of individual circumstances (facilities, equipment, ability levels, etc.).

Fitness is meant to be a year-round unit, scheduled weekly to reinforce and teach the importance of routine MVPA.

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
Self-Responsibility	<ul style="list-style-type: none"> Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities. Accept responsibility for individual improvement. 	<i>Peer Coach</i> <i>Self Check</i> <i>Teacher Rubrics</i> <i>Coulda Shoulda Woulda</i> (all units)	<ul style="list-style-type: none"> <i>Radio Control</i> 	Cooperatives
Social Interaction	<ul style="list-style-type: none"> Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity. 	<i>MS Unit Written Tests</i> <i>Peer Coach</i> <i>Self Check</i> <i>Teacher Rubrics</i> <i>Coulda Shoulda Woulda</i> (all units)	<ul style="list-style-type: none"> <i>Phone Home</i> <i>Down the Line</i> <i>Turnstile</i> 	Cooperatives
Group Dynamics	<ul style="list-style-type: none"> Evaluate the effect of expressing encouragement to others while participating in a group physical activity. Identify the responsibilities of a leader in physical activity. 	<i>MS Unit Written Tests</i> <i>Peer Coach</i> <i>Self Check</i> <i>Teacher Rubrics</i> <i>Coulda Shoulda Woulda</i> (all units)	<ul style="list-style-type: none"> <i>Pattern Tosses</i> <i>Adv Racing 101</i> <i>Cross the Pond</i> <i>Log Jam</i> <i>Poker Ad Race</i> <i>Seconds to Spare</i> <i>Centipede Pass</i> <i>Indiana Jones</i> <i>Corridor Challenge</i> <i>Hands Free</i> <i>Cooperative Adventure Race</i> <i>Cross the Great Divide</i> <i>Radioactive River</i> <i>Karrimor International Mountain Marathon</i> 	Cooperatives

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<p>Fitness Concepts and Principles</p>	<ul style="list-style-type: none"> • Identify physical activities effective in improving each of the components of health-related physical fitness. • Explain the effects of physical activity on heart rate during exercise, the recovery phase, and while the body is at rest. • Describe the role of physical activity and nutrition in achieving physical fitness. • Identify and apply the principles of overload in safe, age-appropriate activities. • Explain progression, overload, and specificity as principles of exercise. • Discuss the effect of growth rates on physical fitness. 	<p><i>MS Unit Written Tests</i> (all units)</p>	<ul style="list-style-type: none"> • <i>Gotta Have Heart</i> • <i>Aerobic Capacity Circuit</i> • <i>Heart Rate Highway</i> • <i>Basic Exercise Techniques</i> • <i>Fitness in the Middle</i> • <i>Resistance Band Workout</i> • <i>Stability & Medicine Ball Workout</i> • <i>Range of Motion Circuit</i> • <i>Balancing Strength and Flexibility Circuit</i> • <i>Introduction to Yoga</i> • <i>Introduction to Pilates</i> • <i>Combining Aerobic Capacity and Flexibility</i> • <i>Body Composition Circuit</i> • <i>Body Composition BINGO</i> • <i>Build a Pyramid</i> • <i>Nutrition Team Challenge</i> • <i>Fruit Smoothie</i> 	<p>Fitness</p>
<p>Fitness Goal Development</p>	<ul style="list-style-type: none"> • Develop individual goals, from standards, for each component of health-related fitness. • Assess periodically the attainment of, or progress toward, personal physical fitness goals. Make necessary adjustments to a personal physical fitness program. 	<p><i>MS Unit Written Tests</i> <i>Peer Coach Self Check</i> <i>Teacher Rubrics (Fitness)</i></p>	<ul style="list-style-type: none"> • <i>SPARKfit Fitness Lab</i> 	<p>SPARKfit / Personally Fit</p>

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Fitness Participation	<ul style="list-style-type: none"> Participate in moderate to vigorous physical activity a minimum of four days each week. 	<i>Home Activity Challenges</i> (all units)	<ul style="list-style-type: none"> <i>Gotta Have Heart</i> <i>Aerobic Capacity Circuit</i> <i>Heart Rate Highway</i> <i>Basic Exercise Techniques</i> <i>Fitness in the Middle</i> <i>Resistance Band Workout</i> <i>Stability Ball and Medicine Ball Workout</i> <i>Combining Aerobic Capacity and Flexibility</i> <i>Body Composition Circuit</i> <i>Body Composition BINGO</i> <i>Build a Pyramid</i> <i>Nutrition Team Challenge</i> <i>Fruit Smoothie</i> 	Fitness
Fitness Planning	<ul style="list-style-type: none"> Match personal preferences in physical activities with each of the five components of health-related physical fitness. Plan a weekly personal physical fitness program in collaboration with the teacher. Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness. 	<i>MS Unit Written Tests</i> <i>Peer Coach Self Check</i> <i>Teacher Rubrics (Fitness)</i> <i>SPARKfit Student Portfolio (SPARKfit)</i>	<ul style="list-style-type: none"> <i>SPARKfit Fitness Lab</i> 	SPARKfit / Personally Fit

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<p>Fitness Assessment</p>	<ul style="list-style-type: none"> Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment. Evaluate individual measures of physical fitness in relationship to patterns of physical activity. 	<p><i>SPARKfit Student Portfolio (SPARKfit)</i></p>	<ul style="list-style-type: none"> <i>SPARKfit Fitness Lab</i> 	<p>SPARKfit / Personally Fit</p>
<p>Rhythmic skills Jump Rope</p>	<ul style="list-style-type: none"> Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 	<p><i>Teacher Rubric Self-Check Peer Coach (Jump Rope)</i></p>	<ul style="list-style-type: none"> <i>Individual Warm-Up Routines (ASAP)</i> <i>Partner Warm-Up Routines (ASAP)</i> <i>Double Dutch</i> <i>Create a Routine</i> 	<p>Jump Rope</p>
<p>Movement concepts Jump Rope</p>	<ul style="list-style-type: none"> Use principles of motor learning to establish, monitor, and meet goals for motor skill development. Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test Teacher Rubric Self-Check Peer Coach Coulda, Woulda, Shoulda (Jump Rope)</i></p>	<ul style="list-style-type: none"> <i>Free Individual Jumping (ASAP)</i> <i>Free Long Rope Jumping (ASAP)</i> <i>Tag Team Traveling (ASAP)</i> <i>Individual Trick Circuit</i> <i>Partner Trick Circuit</i> <i>Long Rope Skills</i> 	<p>Jump Rope</p>

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<p>Rhythmic skills Dance</p>	<ul style="list-style-type: none"> • Perform multicultural dances. 	<p><i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Dance)</p>	<ul style="list-style-type: none"> • <i>La Bomba Poco Loco</i> • <i>Rev up the Bomba Poco Loco</i> • <i>Hip Hop Basic Moves Jigsaw</i> • <i>Merengue Etiquette Basics</i> • <i>Merengue Jigsaw (Lady's Turns, Gentleman's Turns)</i> • <i>Merengue Sweetheart</i> • <i>Merengue Mixer!</i> 	<p>Dance</p>
<p>Combinations of movement patterns and skills Dance</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 	<p><i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Dance)</p>	<ul style="list-style-type: none"> • <i>Create a Hip Hop Routine</i> • <i>Create Your Own Merengue Move</i> 	<p>Dance</p>
<p>Movement concepts Stunts and Tumbling</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Self Check</i> <i>Peer Coach</i> (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> • <i>Self-Guided Tour</i> • <i>Partner Stunts</i> 	<p>Stunts and Tumbling</p>
<p>Combinations of movement patterns and skills Stunts and Tumbling</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 	<p><i>Teacher Rubric</i> (Stunts and Tumbling)</p>	<ul style="list-style-type: none"> • <i>Creating Combinations</i> • <i>Stunts and Tumbling Buffet</i> • <i>Create a Routine</i> 	<p>Stunts and Tumbling</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Basketball</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhand, and underhand throwing; catching; dribbling (hand). • Identify/describe key elements in mature performance of overhand, sidearm, & underhand throwing; catching; dribbling. • Explain/demonstrate spin and rebound principles for performing manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Basketball)</p>	<ul style="list-style-type: none"> • <i>Dribbling to Open Space</i> • <i>Position and Pivot</i> • <i>Partner Passing</i> • <i>Passing Stations</i> • <i>Pass or Dribble?</i> • <i>Introduction to Shooting</i> 	<p>Basketball</p>
<p>Movement concepts Basketball</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare/contrast the effectiveness of practicing skills as a whole & practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Basketball)</p>	<ul style="list-style-type: none"> • <i>Moving to Open Space</i> • <i>Give and Go</i> • <i>Basketball Adventure Race</i> 	<p>Basketball</p>
<p>Combinations of movement patterns and skills Basketball</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram/demonstrate basic offense & defense strategies. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Basketball)</p>	<ul style="list-style-type: none"> • <i>Give and Go with Post Players</i> • <i>Defensive Challenge</i> • <i>Zone and Player-to-Player Defenses</i> • <i>Keep Away (2 on 1)</i> • <i>Keep Away (3 on 2)</i> • <i>3-Catch with a Post Player</i> • <i>3-on-3 Basketball</i> • <i>Create a Routine</i> • <i>FIBA World Championships</i> 	<p>Basketball</p>

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<p>Manipulative skills Football</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting. • Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Football)</p>	<ul style="list-style-type: none"> • <i>Passing and Receiving</i> • <i>Pitching</i> • <i>Punting</i> 	<p>Football</p>
<p>Movement concepts Football</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Football)</p>	<ul style="list-style-type: none"> • <i>Ball-Carrying</i> 	<p>Football</p>
<p>Combinations of movement patterns and skills Football</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory outdoor activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Football)</p>	<ul style="list-style-type: none"> • <i>Receiver Patterns</i> • <i>Football Adventure Race</i> • <i>Defense</i> • <i>Flag-Pulling</i> • <i>2-Minute Drill</i> • <i>Under Pressure</i> • <i>Quick-Play Mini-Football</i> 	<p>Football</p>

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<p>Manipulative skills Flying Disc</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching. • Identify and describe key elements in the mature performance of throwing; catching. • Demonstrate body management and object-manipulation skills needed for success in individual and dual physical activities. • Explain and demonstrate spin and rebound principles for performing manipulative skills. • Demonstrate body management and object-manipulation skills needed for success in introductory outdoor activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric Self Check</i> <i>Peer Coach (Flying Disc)</i></p>	<ul style="list-style-type: none"> • <i>Backhand Throw and Clap Catch</i> • <i>Forehand Throw and 2-Hand C Catch</i> • <i>Hammer Throw and 1-Hand C Catch</i> • <i>Distance and Accuracy Disc Throw</i> • <i>Disc Throwing Stations</i> • <i>Disc Golf</i> • <i>Give and Go</i> • <i>Flying Disc Adventure Race</i> 	<p>Flying Disc</p>
<p>Movement concepts Flying Disc</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric Self Check</i> <i>Peer Coach (Flying Disc)</i></p>	<ul style="list-style-type: none"> • <i>Backhand Throw and Clap Catch</i> • <i>Forehand Throw and 2-Hand C Catch</i> • <i>Hammer Throw and 1-Hand C Catch</i> • <i>Distance and Accuracy Disc Throw</i> • <i>Disc Throwing Stations</i> • <i>Corner-to-Corner Pass and Go</i> 	<p>Flying Disc</p>
<p>Combinations of movement patterns and skills Flying Disc</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric (Flying Disc)</i></p>	<ul style="list-style-type: none"> • <i>Zone and Person Defense</i> • <i>Keep Away (3 on 1)</i> • <i>3-Catch Disc</i> • <i>Ultimate Flying Disc</i> • <i>Durango Boot</i> • <i>WFDF World Overall Flying Disc Championship</i> 	<p>Flying Disc</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Soccer</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhead throwing; kicking/punting; striking; trapping; dribbling (foot); and volleying. • Identify and describe key elements in the mature performance of overhead throwing; kicking/punting; striking; trapping; dribbling (foot); and volleying. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Soccer)</p>	<ul style="list-style-type: none"> • <i>Ball Control Drills</i> • <i>Dribbling Drills</i> • <i>Passing Drills</i> • <i>Bullseye and Long Shot</i> • <i>Shooting and Goaltending</i> • <i>Throw-ins and Punts</i> 	<p>Soccer</p>
<p>Movement concepts Soccer</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare/contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Soccer)</p>	<ul style="list-style-type: none"> • <i>Ball Control Drills</i> • <i>Dribbling Drills</i> • <i>Pass and Follow</i> • <i>Corner-to-Corner Pass and Go</i> 	<p>Soccer</p>
<p>Combinations of movement patterns and skills Soccer</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Soccer)</p>	<ul style="list-style-type: none"> • <i>Soccer Adventure Race</i> • <i>Tackling</i> • <i>Zone and Player-to-Player Defenses</i> • <i>Dribble Keep Away</i> • <i>Keep Away (3-on-1)</i> • <i>Mini-Soccer</i> 	<p>Soccer</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Hockey</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: striking; trapping; dribbling (stick). • Identify and describe key elements in the mature performance of striking; trapping; dribbling (stick). • Explain and demonstrate spin and rebound principles for performing manipulative skills. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Hockey)</p>	<ul style="list-style-type: none"> • <i>Introduction to Stick Handling</i> • <i>Dribbling Drills</i> • <i>First to 4</i> • <i>Passing Drills</i> • <i>Face-off</i> • <i>Shooting Drills</i> 	<p>Hockey</p>
<p>Movement concepts Hockey</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Hockey)</p>	<ul style="list-style-type: none"> • <i>Pass and Follow</i> • <i>Corner-to-Corner Pass and Go</i> • <i>Hockey Adventure Race</i> 	<p>Hockey</p>
<p>Combinations of movement patterns and skills Hockey</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Hockey)</p>	<ul style="list-style-type: none"> • <i>Zone Defense</i> • <i>Dribble Keep Away</i> • <i>Keep Away (2-on-1)</i> • <i>3-Trap Hockey</i> • <i>Mini-Hockey</i> 	<p>Hockey</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Golf</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: striking. • Identify and describe key elements in the mature performance of striking. • Demonstrate body management and object-manipulation skills needed for successful participation in individual physical activities. • Explain and demonstrate spin and rebound principles for performing manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Golf)</p>	<ul style="list-style-type: none"> • <i>Putting</i> • <i>Putting to Targets</i> • <i>Chipping</i> • <i>Pitching</i> • <i>Bocce Golf</i> 	<p>Golf</p>
<p>Movement concepts Golf</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Golf)</p>	<ul style="list-style-type: none"> • <i>Putting</i> • <i>Putting to Targets</i> • <i>Chipping</i> • <i>Pitching</i> • <i>Target Golf</i> 	<p>Golf</p>
<p>Combinations of movement patterns and skills Golf</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Golf)</p>	<ul style="list-style-type: none"> • <i>Miniature Golf</i> • <i>Chip and Put Course</i> • <i>A Round of Golf</i> 	<p>Golf</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Volleyball</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: striking; and volleying. • Identify and describe key elements in the mature performance of striking; and volleying. • Explain and demonstrate spin and rebound principles for performing manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Volleyball)</p>	<ul style="list-style-type: none"> • <i>Forearm Pass (Bump)</i> • <i>Overhead Pass (Set)</i> • <i>Underhand Serve</i> • <i>Overhand Serve</i> 	<p>Volleyball</p>
<p>Movement concepts Volleyball</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Volleyball)</p>	<ul style="list-style-type: none"> • <i>Serving Challenges</i> • <i>Volleyball Stations</i> 	<p>Volleyball</p>
<p>Combinations of movement patterns and skills Volleyball</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Volleyball)</p>	<ul style="list-style-type: none"> • <i>Volley Tennis</i> • <i>Mini-Volleyball</i> • <i>Royal Court</i> • <i>Volleyball Adventure Race</i> • <i>Volleyball Xtreme</i> 	<p>Volleyball</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Handball</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: striking; and volleying. • Identify and describe key elements in the mature performance of striking; and volleying. • Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities. • Explain and demonstrate spin and rebound principles for performing manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Handball)</p>	<ul style="list-style-type: none"> • <i>Introduction to the Overhand Stroke</i> • <i>Introduction to the Sidearm Stroke</i> • <i>Introduction to the Underhand Stroke</i> • <i>Introduction to the Handball Serve</i> 	<p>Handball</p>
<p>Movement concepts Handball</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Handball)</p>	<ul style="list-style-type: none"> • <i>Target Ball</i> • <i>Extreme Rally</i> • <i>Serve, Return, Catch</i> • <i>Advanced Shots</i> 	<p>Handball</p>
<p>Combinations of movement patterns and skills Handball</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Handball)</p>	<ul style="list-style-type: none"> • <i>Handball Adventure Race</i> • <i>Singles/Doubles Game Play</i> • <i>Royal Court</i> 	<p>Handball</p>

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Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Racquets and Paddles</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: and volleying. • Identify and describe key elements in the mature performance of striking; and volleying. • Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities. • Explain and demonstrate spin and rebound principles for performing manipulative skills. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> • <i>Introduction to the Forehand Stroke</i> • <i>Introduction to the Backhand Stroke</i> • <i>Introduction to the Lob</i> • <i>Introduction to the Serve</i> 	<p>Racquets and Paddles</p>
<p>Movement concepts Racquets and Paddles</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> • <i>Extreme Rally</i> • <i>Serve, Return, Catch</i> • <i>Target Ball</i> 	<p>Racquets and Paddles</p>
<p>Combinations of movement patterns and skills Racquets and Paddles</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. • Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Racquets and Paddles)</p>	<ul style="list-style-type: none"> • <i>Racquets and Paddles Adventure Race</i> • <i>Volley Tennis</i> • <i>Singles, Doubles Game Play</i> • <i>Royal Court</i> 	<p>Racquets and Paddles</p>

Standards-Based Yearly Plan (7th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative skills Softball</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; striking. • Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; striking. • Explain/demonstrate spin and rebound principles for performing manipulative skills. • Demonstrate body management and object-manipulation skills needed for successful participation in introductory activities. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Softball)</p>	<ul style="list-style-type: none"> • <i>Fly Out Throw Out</i> • <i>Triangle Fielding</i> • <i>Batting Practice</i> 	<p>Softball</p>
<p>Movement concepts Softball</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Softball)</p>	<ul style="list-style-type: none"> • <i>Beat the Ball</i> • <i>Up the Valley</i> 	<p>Softball</p>
<p>Combinations of movement patterns and skills Softball</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor/ nonlocomotor skills into movement patterns. • Diagram/demonstrate basic offensive/defensive strategies. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (Softball)</p>	<ul style="list-style-type: none"> • <i>Tee Ball Derby</i> • <i>2 Pitch Stickball</i> • <i>7v7 Modified Softball</i> 	<p>Softball</p>

Standards-Based Yearly Plan (7th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Manipulative Skills World Games</p>	<ul style="list-style-type: none"> • Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. • Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (World Games)</p>	<ul style="list-style-type: none"> • <i>Individual Juggling</i> • <i>Target Practice</i> • <i>Pairs Bowling</i> • <i>Give and Go</i> 	<p>World Games</p>
<p>Movement concepts World Games</p>	<ul style="list-style-type: none"> • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (World Games)</p>	<ul style="list-style-type: none"> • <i>Partner Juggling</i> • <i>Sepak Pass and Serve</i> • <i>Kin-Ball 4-Square</i> • <i>Back to the Hoop</i> • <i>Tee, Jump, Field</i> • <i>2 V 1 Just for Fun</i> 	<p>World Games</p>
<p>Combinations of movement patterns and skills World Games</p>	<ul style="list-style-type: none"> • Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> (World Games)</p>	<ul style="list-style-type: none"> • <i>Sepak Takraw</i> • <i>Kin-Ball Sport</i> • <i>Modified Cricket</i> • <i>Defenders of the Cone</i> • <i>Modified Team Handball</i> 	<p>World Games</p>

Standards-Based Yearly Plan (7th Grade)

Primary Concepts Addressed	Primary Standards	Suggested Assessments	SPARK Activities	Unit
<p>Movement concepts Track and Field</p>	<ul style="list-style-type: none"> • Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities. • Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities. • Analyze movement patterns and correct errors. • Use principles of motor learning to establish, monitor, and meet goals for motor skill development. • Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. 	<p><i>MS Unit Written Test</i> <i>Teacher Rubric</i> <i>Self Check</i> <i>Peer Coach</i> (Track and Field)</p>	<ul style="list-style-type: none"> • <i>Sprinting</i> • <i>Hurdling</i> • <i>Jumps</i> • <i>Sprint and Jump Circuit</i> • <i>Shot Put</i> • <i>Throw and Sprint Circuit</i> • <i>800m Run</i> • <i>1600m Run</i> • <i>Baton Relay</i> • <i>Track and Field Adventure Race</i> 	<p>Track and Field</p>