Quinton Township School District
Physical Education
Grade 7
Pacing Guide

Unit	1	**Unit Title:**	Fitness Through Movement	**Pacing:**	5 Days

Unit Summary: Fitness involves many different aspects of movement. In this first unit of seventh grade Physical Education, students assess their current fitness level and explore how they can positively impact their fitness level by applying FITT principles. Additionally, students examine how technology has revolutionized the fitness industry, making it easier for individuals to monitor their own fitness. Finally, students build movement skills in isolated practice and applied settings, creating movement sequences or dances for exercise and self expression.

Essential Question:

How can I be fit for life?
How does effective and appropriate movement affect wellness?

Objectives:

- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.
- Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity).
- Determine how advances in technology may be used to improve personal fitness using the primary principles of training (FITT).
- Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e games, sports and dance).
- Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

NJSLS-CHPE Standards: 2.1.8.PGD.1, 2.2.8.LF.4, 2.2.8.LF.5, 2.2.8.PF.1, 2.2.8.PF.3, 2.2.8.PF.5, 2.2.8.MSC.1, 2.2.8.MSC.2, 2.2.8.MSC.4		
Interdisciplinary Connections: SL.PE.7.1		
Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Establish physical education routines and rules for outdoor and gymnasium spaces. • Assess students' fitness levels and introduce students to the FITT principle. • Have students create a data-based personal physical activity program to improve health and well-being and explore how to use technology to help them monitor progress. • Examine body composition and healthy strategies for weight management through articles, videos, and/or guest speakers. • Conduct movement activities such as dance or aerobic routines to practice movement sequences. • Conduct drills, relays, and games based on sports such as football, soccer, and basketball to strengthen movement sequences and coordination in applied settings.	**Core Materials** PE Central The FITT Principle FITT Video Body Composition 101 PE Equipment **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Conduct yoga-like movements such as crescent moon, tree, downward dog and butterfly during warm ups and cool downs.		

Assessments	
Formative Assessments • Fitness Data • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
• **Modify and accommodate as listed in student IEP or 504 plan.** • **Communicate clear, concise directions and repeat, reword, modify as necessary.** • **Use visual aids in lessons.** • **Assign positions on the field that suit students' needs and ability** • **Every student has their own equipment to work at their own pace** • **Assign partners with similar abilities.**	• **Partner with native-language-speaking teacher/paraprofessional as available.** • **Use target words and cognates to understand directions.** • **Translate directions in the students' native language.** • **Provide and model sentence frames to help students participate in discussion.** • **Provide word banks to help students write.**	• **Make modifications to instructional plans based on I and RS Plan.** • **Utilize wait time effectively.** • **Develop a record system to encourage good behavior and completion of work.** • **Utilize scaffolding to support instruction.** • **Utilize strategic grouping with a positive academic role model.**	• **Allow self-directed learning for growth though independent projects.** • **Allow to lead activities, design a movement sequence, and serve as peer mentor.** • **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Physical Education
Grade 7

Unit	2	**Unit Title:**	Fitness in Cooperative Activities	**Pacing:**	9 Days

Unit Summary: Being able to work cooperatively with others helps make a person a successful member of society. During this unit, students engage in a variety of cooperative activities to learn how verbal and nonverbal communication can influence cooperative outcomes and consider how best to respond to constructive criticism. Additionally, students explore healthy ways individuals can gain, maintain, or lose weight safely in our body-conscious culture.

Essential Questions:

Why is it important to work well with others?
How does effective and appropriate movement affect wellness?

Objectives:

- Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity).
- Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative activities.
- Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance).
- Evaluate feedback received from self-evaluation and external sources to improve motor performance during cooperative activities.

NJSLS-CHPE Standards: 2.2.8.LF.1, 2.2.8.LF.3, 2.2.8.PF.2, 2.2.8.MSC.1, 2.2.8.MSC.3, 2.2.8.MSC.6, 2.2.8.MSC.7, 2.2.8.N.1, 2.2.8.N.4

Interdisciplinary Connections: SL.PE.7.1

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.2, 9.4.8.CI.4		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Examine body composition and healthy strategies for weight management through articles, videos, and/or guest speakers. • Practice cooperative games and activities such as Skyscrapers or Cross the River to build group communication skills. • Apply cooperative and movement skills in sports and games, improving performance in response to feedback. • Conduct yoga-like movements such as tree, downward dog, butterfly and crescent moon through warm up and cool down.	**Core Materials** PE Central Cooperative Games Skyscrapers Cross the River PE Equipment: balls, frisbees, mats **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Self Evaluation • Fitness Data • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt,	**Alternative Assessments** • Alternative Choice Projects	

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

content-specific benchmarks)	• Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
• **Modify and accommodate as listed in student IEP or 504 plan.** • **Communicate clear, concise directions and repeat, reword, modify as necessary.** • **Use visual aids in lessons.** • **Reteach and review skills daily.** • **Demonstrate skills.** • **Assign positions on the field that suit students' needs and ability** • **Every student has their own equipment to work at their own pace** • **Assign partners with similar abilities.**	• **Partner with native-language-speaking teacher/paraprofessional as available.** • **Use target words and cognates to understand directions.** • **Translate directions in the students' native language.** • **Provide and model sentence frames to help students participate in discussion.** • **Provide word banks to help students write.**	• **Make modifications to instructional plans based on I and RS Plan.** • **Utilize wait time effectively.** • **Develop a record system to encourage good behavior and completion of work.** • **Utilize scaffolding to support instruction.** • **Utilize strategic grouping with a positive academic role model.**	• **Allow self-directed learning for growth though independent projects.** • **Allow to lead activities, design a movement sequence, and serve as peer mentor.** • **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Physical Education
Grade 7

Unit	3	**Unit Title:**	Developing Individual Performance	**Pacing:**	4 Days

Unit Summary: Fair evaluation of others and offering constructive feedback are difficult skills to develop. In this unit, students work independently and with partners to strategize ways to improve their individual fitness and movement skills. Through a variety of activities and games, students practice sportsmanship in applying rules of play.

Essential Questions:

What can I do to improve my performance in fitness and in games?
Why is strategy important if I have talent or skill in an activity or sport?
How can I constructively help others improve their performance?

Objectives:

- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Provide fair and honest skill specific feedback to a partner which will be integrated into game play (tennis, pickleball, badminton).
- Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities.

NJSLS-CHPE Standards: 2.2.8.LF.2, 2.2.8.LF.7, 2.2.8.PF.4, 2.2.8.MSC.2, 2.2.8.MSC.3, 2.2.8.MSC.4, 2.2.8.MSC.6

Interdisciplinary Connections: SL.PE.7.1

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2, 9.4.8.CI.4, 9.4.8.CT.2

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Explore different practice and training methods to improve movement skills and game play. • Devise different offensive and defensive strategies to apply to game situations. • Participate in a variety of individual and cooperative activities such as track and field events, self evaluate performance, and reflect on partner performance to design suggestions for improvement. • Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	**Core Materials** PE Central Sample PE Assessments PE Equipment: mats, balls, targets, bats, sticks **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Fitness Data • Self Evaluation • Peer Evaluation • Teacher Observation	**Summative Assessments** • Oral Assessments • Skill Demonstration • Participation Rubric	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems	

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Reteach and review skills daily. • Demonstrate skills. • Assign positions on the field that suit students' needs and ability • Every student has their own equipment to work at their own pace • Assign partners with similar abilities.	• Partner with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand directions. • Translate directions in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model.	• Allow self-directed learning for growth though independent projects. • Allow to lead activities, design a movement sequence, and serve as peer mentor. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Physical Education
Grade 7

Unit	4	**Unit Title:**	Fitness in Team Activities	**Pacing:**	9 Days

Unit Summary: In this final unit of seventh grade Physical Education, students participate in team activities to hone their understanding of how individual performance contributes to team success. Focusing on what team truly means, students work to improve the game experience for all group members through safety, sportsmanship, and strategy. Finally, students apply their knowledge of skill and health related fitness to create a plan for an active summer.

Essential Questions:

How do team activities combine many elements of fitness?
How does strategy influence performance in competitive games and activities?

Objectives:

- Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.
- Analyze individual play, defined by role responsibility, in team activities and games.
- Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance.
- Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports.

NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.1.8.SSH.3, 2.2.8.LF.1, 2.2.8.LF.3, 2.2.8.PF.2, 2.2.8.MSC.1, 2.2.8.MSC.3, 2.2.8.MSC.4, 2.2.8.MSC.6, 2.2.8.MSC.7

Interdisciplinary Connections: SL.PE.7.1

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Career Readiness, Life Literacies & Key Skills: 9.4.8.CI.1, 9.4.8.CI.2		
Computer Science & Design Thinking: 8.1.8.CS.3, 9.4.8.TL.3		
Career Education: 9.2.8.CAP.3		
Overview of Activity/Focus	**Instructional Materials**	**Technology Infusion**
• Through articles/videos and personal experiences, explore the differences between practicing a skill versus a sport and training for endurance versus performance. • Play a variety of team games and sports such as soccer, baseball/softball, Pickleball, and Handball to develop strategies for offense and defense and practice applying rules and sportsmanship. • Through articles, videos, or guest speakers, examine the psychology of sports and how athletes work to maintain mental toughness and a competitive edge. • Create individual data-based fitness plans to remain active over summer vacation. • Conduct yoga movements through warm-up and cool-down activities, such as tree, downward dog, butterfly, and crescent moon.	**Core Materials** PE Central PE Team-Building Games and Activities Pickleball Group Activities Building a Team Handball Unit 10 Sports Psychology Mental Training Tips PE Equipment: mats, balls, bats **Supplemental Resources** PBSLearning: PE	Smart Board Applications Fresh Start Fitness Empower Tools Fitness Apps IPad Student-Created Movement Music Playlists
Assessments		
Formative Assessments • Fitness Data • Self Evaluation • Peer Evaluation	**Summative Assessments** • Summer Fitness Plan • Oral Assessments • Skill Demonstration	

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Teacher Observation	• Participation Rubric
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	**Alternative Assessments** • Alternative Choice Projects • Oral Assessments with Sentence Stems

Differentiation			
Special Education	**MLL**	**At Risk**	**Gifted and Talented**
• **Modify and accommodate as listed in student IEP or 504 plan.** • **Communicate clear, concise directions and repeat, reword, modify as necessary.** • **Use visual aids in lessons.** • **Reteach and review skills daily.** • **Demonstrate skills.** • **Assign positions on the field that suit students' needs and ability** • **Every student has their own equipment to work at their own pace** • **Assign partners with similar abilities.**	• **Partner with native-language-speaking teacher/paraprofessional as available.** • **Use target words and cognates to understand directions.** • **Translate directions in the students' native language.** • **Provide and model sentence frames to help students participate in discussion.** • **Provide word banks to help students write.**	• **Make modifications to instructional plans based on I and RS Plan.** • **Utilize wait time effectively.** • **Develop a record system to encourage good behavior and completion of work.** • **Utilize scaffolding to support instruction.** • **Utilize strategic grouping with a positive academic role model.**	• **Allow self-directed learning for growth though independent projects.** • **Allow to lead activities, design a movement sequence, and serve as peer mentor.** • **Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.**

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI