

Physical Education Grade 7

Content Area:	Physical Education
Course(s):	Grade 7
Time Period:	Academic Year
Length:	3 Marking Periods or Approximately 135 Days
Status:	Not Published

Summary of the Course

The updated NJSL focus on awareness of a student's mental/emotional, physical and social health while participating in a variety of physical activities. The seventh grade Physical Education Curriculum is designed to increase student knowledge and application of team sports, individual sports, fitness, dance and recreational activities while progressing from skill-based activities into modified game settings. It is expected that students have a background of introductory skills from grades K-6 and are working towards mastery of isolated skills and moving towards game application in a safe environment that encompasses all sides of the health triangle. Students will work on applying communication skills to a physically active environment demonstrating appropriate social skills including behavior management, providing positive feedback and working towards self-officiating activities. Students will continue to develop proper techniques and skills while being introduced to activities that they can participate in as a lifelong learner both in school and in the community. Using various units, the 7th grade curriculum will promote skill progression, self-expression, cooperative learning as well as an understanding and application of spatial and emotional awareness in a physically active environment. .

Enduring Understandings

Students will be able to demonstrate understanding of how:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Competent and confident age-appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
- Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
- Community resources can provide participation in physical activity for self and family members.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Movements in team sports are not isolated, but are done in connection with other movements
- Body awareness is important in all sports and fitness
- Performing movement and skills in a technically correct manner which improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in specific skills and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies necessary for all players to be successful in game situations.
- Group success includes safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Tolerance, appreciation and understanding of individual differences are necessary to establish healthy relationships.
- Awareness of and appreciation for cultural differences is critical to avoiding barriers to productive and positive interaction
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Character can be developed and supported through individual and group activities.
- For all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

Student Outcomes:

After successfully completing this course, the student will:

- Understand the importance of personal wellness.
- Identify the role and use of technology in sports
- Demonstrate effective communication skills in various social settings
- Identify resources available in the community to participate in physical activity in an individual or team setting
- Identify popular sports/activities in different cultures
- Identify and perform cultural and popular dances
- Understand the impact of physical activity on your health triangle
- Utilize physical activity as a stress management strategy
- Assess the degree of risk involved in different types of physical activity as well as proper safety protocols
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Demonstrate the ability to self-officiate
- Develop strategies for advanced play in team and individual sports
- Learn and demonstrate appropriate sport etiquette
- Analyze more advanced biomechanical principles to learn, assess, refine, and combine movement skills used in activities.

- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Perform trending and social dances across various time periods
- Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school
- Dance requires a fundamental understanding of body alignment and applied kinesthetic principles.
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural morays and personal aesthetics throughout the ages.

Essential Questions

- How do you utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle?
- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- What is the minimum amount of exercise I can do to stay physically fit?
- What physical fitness activities can I do on my own in my environment?
- Why does performing movement skills in a technically correct manner improve overall performance?
- What role does strategy play in competitive games and activities?
- What team, individual and recreational activities are available to me in my community?
- Why is it important to set a goal for a healthy future?
- What fitness services and events are available in my community?
- What is lifelong fitness?
- What factors may positively or negatively influence your fitness level?
- How do you realize age-appropriate fitness activities?
- Why is it important to have recurring check in's when performing fitness tests?
- What role does physical activity play in stress management?
- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What is a skillful player in activities?
- How do team sports differ?
- What skills to participate in a team sport?
- How do we interact with others during physical activity?
- Why is communication important in team sports?
- How do I demonstrate respect for myself and the team on the field?
- What's the difference between health- and skill related fitness?
- How can I show support for my classmates during game play?

Summative Assessment and/or Summative Criteria

Assessments will be in the form of both formal and alternate. Rubrics will be used to assess physical, mental emotional and social skills across all activities. Students will use self and peer assessments when participating in activity. Teachers will observe student participation and safety as well as self-evaluate for future lessons.

Resources

Glencoe Teen Health

Movement Skills and Concepts:

- [Special Olympics NJ Unified Physical Education](#) (K–12)
- [Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education](#) (K–12)
- [State University of New York at Brockport Adaptive PE Camp Abilities](#) (K-12)
- [NCPEID What is Adapted Physical Education](#) (K-12)

Physical Fitness:

- [OPEN Physical Education Modules](#) (6–8)
- [OPEN Physical Education Modules](#) (9–12)
- [Unified Physical Education and Physical Activity](#) (K–12)

Lifelong Fitness:

- [All Kids Bike](#)
- [Health moves minds SEL](#) (K-12)
- [NFL Play 60 Discovery Education](#) (K–8)
- [New York Road Runners](#) (9–12)
- [United States Tennis Association Teachers Resources](#)

www.darebee.com

www.openphysed.org

[OPEN PE Unit Plan](#)

www.shapeamerica.org

www.njapherd.org

www.artsednj.org/dance

www.cdc.gov/healthyschools

www.nj.gov/education

www.movethisworld.com/social-emotional-learning/sel-in-physical-education/

www.thepespecialist.com

www.pheamerica.org

www.sonj.org

<https://usacricknet.org/rookie-league/modified-games/>

www.pga.com

New Jersey Organizations

- Center for Disease and Prevention New Jersey (CDCNJ)

- NJ Department of Children and Families
- New Jersey Department of Health
- New Jersey Healthy Community Network
- Rutgers University Healthy Kids
- School Health New Jersey
- SHAPE New Jersey/NJAHPERD
- Special Olympics New Jersey
- New Jersey Chapter Academy of Pediatrics

National Organizations

- American Public Health Association
- American School Health Association
- Aspen Institute
- Society of Health and Physical Educators (SHAPE America)
- Society for Public Health Education (SOPHE)
- The National Academy of Health & Physical Literacy
- The National Consortium for Physical Education for

Pacing Guide:

Team Sports	70-75 Days
Individual Sports	28-30 Days
Yard/Leisure Games	5 Days
Fitness	10-15 Days
Cooperative/Large Group Activities	10-15 Days
Dance, Rhythm, and Movement	10-15 Days

Instructional Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Team Sports 70-75 Days	<p>Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p>	<ul style="list-style-type: none"> ● Skill Review ● Skill Practice ● Modified Games ● Small side games 	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric Self-Assessments via rubric Teacher Observation Homework Classwork - Q & A</p> <p><i>4 - Consistently</i> <i>3 - Frequently</i> <i>2 - Inconsistently</i> <i>1 - Unsuccessfully</i></p>	<p>2.3.8.PS.1 2.1.8.SSH.3 2.2.8.MSC.1 2.2.8.MSC.4 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.3</p>

<p>Soccer 5 Days</p>	<p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p> <p>Soccer skills include dribbling, passing, receiving, scoring, strategy, defense, and offense</p> <p>Demonstrate mastery or approaching mastery of soccer specific skills</p> <p>Demonstrate use of inside and outside of foot to contact the ball</p> <p>Demonstrate proper passing and trapping skills</p> <p>Identify field and player positioning</p>	<p>Soccer:</p> <ul style="list-style-type: none"> ● Safety ● Dribbling <ul style="list-style-type: none"> ○ Dominant ○ Non-Dom ● Passing <ul style="list-style-type: none"> ○ Dominant ○ Non-Dom ● Trapping ● Throw In ● Positions <ul style="list-style-type: none"> ○ offense ○ Defense ● Modified games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Small group dribbling inside and outside of foot ● Shape passing and trapping 	<ul style="list-style-type: none"> ● <i>Identifies the importance of safety when performing activities</i> ● <i>Demonstrates celebrating success with group members and classmates.</i> ● <i>Demonstrates appropriate language when addressing others</i> ● <i>Demonstrates problem solving techniques.</i> ● <i>Identifies the importance of the core concepts by scoring 80% or above on written assessments</i> ● <i>Demonstrates correct form when applying sport specific skills</i> <ul style="list-style-type: none"> ○ <i>Passing</i> ○ <i>Dribbling</i> ○ <i>Trapping</i> ● <i>Demonstrates conflict resolution during active play</i> ● <i>Demonstrates basic knowledge of soccer positioning</i> <p>Invasion Games Rubric</p> <p>Invasion Game Vocabulary</p> <p>Soccer Performance Rubric</p> <p>Soccer Vocabulary</p>	
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<p>Basketball 10 Days</p>	<p>Identify court and player positioning</p> <p>Apply proper safety precautions</p> <p>Demonstrate mastery or approaching mastery of basketball specific skills</p> <p>Demonstrate dribbling skills with dominant and non dominant hands</p> <p>Demonstrate various passing methods</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Basketball:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Dribbling ● Shooting ● Defense/Offense ● Positions ● Modified games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Dribbling lines ● Passing lines ● Relays ● Shooting spots ● Defensive positioning ● Offensive positioning <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● King of the court ● Hot Spots ● 30 ● 21 ● Around the world ● HORSE ● Sideline basketball ● small sided games 	<p>PE Teacher Evaluation Basketball</p> <p>SEL Reflection Journal Basketball</p> <p>Self Assessment Basketball</p> <p>Basketball Performance Rubric</p> <p>Basketball Vocabulary</p>	
<p>Floor Hockey 5 Days</p>	<p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Demonstrate basic application of sport specific skills</p>	<p>Hockey:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Shooting ● Defense/Offense <p>Positions</p> <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Use of implementation and safety - stick handling 	<p>Floor Hockey Skill Rubric</p>	

<p>Field Hockey 3 Days</p>	<p>Demonstrate appropriate stick handling</p> <p>Demonstrate proper technique for receiving a pass and controlling the puck.</p> <p>Pass the puck effectively to teammates, considering distance and movement.</p> <p>Perform offensive and defensive skills and strategies as part of a team</p> <p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Demonstrate basic knowledge of sport specific skills</p> <p>Develop accurate passing techniques, including short and long passes.</p> <p>Demonstrate defensive stops including jab, block and reverse.</p> <p>Demonstrate offensive hits including sweep, lift, flick, push and hit.</p> <p>Demonstrate basic offensive and</p>	<ul style="list-style-type: none"> ● Station Work ● Shooting accuracy ● Passing accuracy ● Goalie Skill <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Cones drills ● Accuracy drills ● Hockey bowling ● Scooter hockey ● small Side games ● Pin Ball <p>Field Hockey:</p> <ul style="list-style-type: none"> ● Safety ● Dribbling ● Block & Tackle ● Shooting ● Defense/Offense <p>Positioning</p> <ul style="list-style-type: none"> ● Modified games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Grip/Passing Circuit ● Cone Drills ● Accuracy ● Receiving ● Tackle Boxes <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Four Corners ● Rob the Nest ● Queen of the court ● Red light, green light ● STB ● Mine Field ● Fruit Salad ● Small sided games 	<p>Field Hockey Resources</p> <p>Beginner Drills</p>	
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<p>Lacrosse 5 Days</p>	<p>defensive strategies, such as positioning and movement.</p> <p>Identify field and player positioning</p> <p>Apply proper safety precautions</p> <p>Demonstrate proper grip on the lacrosse stick.</p> <p>Demonstrate the ability to scoop the ball off the ground</p> <p>Demonstrate passing and catching techniques</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Lacrosse:</p> <ul style="list-style-type: none"> ● Safety ● Cradling ● Passing ● Catching ● Scooping ● Defense/Offense Positions ● Modified Games <p>Skill practice:</p> <ul style="list-style-type: none"> ● Cone drills ● Line drills ● Shooting accuracy ● Pick ups ● Lacrosse Drill Cards <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Lacrosse golf ● 2v2 Coneball ● Ultimate Lacrosse ● Small sided games ● Lacrosse Lead Up Games 	<p>Lacrosse Performance Rubric</p> <p>Lacrosse Vocabulary</p> <p>USA Lacrosse Lessons</p>	
<p>Rugby 5 Days</p>	<p>Identify field and player positioning</p> <p>Demonstrate a basic understanding of rugby specific skills</p> <p>Demonstrate progression from basic to advanced passing</p>	<p>Rugby:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Receiving ● Defense/Offense Positions ● Modified Games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Receiving ● Basic Pass ● Advanced Pass ● Running with the ball 	<p>Rookie Rugby Skill Cards</p> <p>Rugby Performance Rubric</p> <p>Rugby Vocabulary</p> <p>PE Teacher Evaluation - Rugby</p>	

<p>Volleyball 15 Days</p>	<p>softball/baseball rules and scenarios</p> <p>Perform offensive and defensive skills and strategies as part of a team</p> <p>Identify court boundaries and player positioning</p> <p>Apply proper safety precautions</p> <p>Demonstrate mastery or approaching mastery of basic volleyball skills</p> <p>Student can successfully perform the bump, set and serve the majority of attempts.</p> <p>Identify proper player positioning during a volleyball match.</p>	<ul style="list-style-type: none"> ● Homerun Derby ● Tee Hitting ● Baserunning ● Tag ● Regulation style game play <p>Volleyball:</p> <ul style="list-style-type: none"> ● Safety ● Bump ● Set ● Serve ● Modified Games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Bump circles ● Set circles ● Keep it up ● Serving lines ● Rotation and player positioning <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Eclipse Ball ● Tournament play 	<p>Performance Rubric Volleyball</p> <p>Volleyball Vocabulary</p> <p>PE Teacher Evaluation - Volleyball</p> <p>Volleyball Cues</p>	
<p>Handball/Speedball 5 Days</p>	<p>Identify field boundaries and player positioning</p> <p>Successfully perform sport specific skills and apply them to a speedball setting</p> <p>Demonstrate the ability to advance the</p>	<p>Handball/Speedball:</p> <ul style="list-style-type: none"> ● Safety ● Passing ● Shooting ● Dribbling ● Modified Games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Shooting on goal ● Basketball Shot ● Touchdown - receiving ● Moving with the ball 	<p>IHF Handball Resources</p>	

<p>Cricket 3-5 Days</p>	<p>ball down the field using various skills such as soccer dribbling, basketball dribbling and passing</p> <p>Integrate the skill elements of soccer, basketball and football into the game of speedball</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p> <p>Identify field boundaries and player positioning</p> <p>Demonstrate a basic understanding of cricket skills.</p> <p>Perform with increasing success batting, fielding and bowling skills.</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<ul style="list-style-type: none"> ● Passing <ul style="list-style-type: none"> ○ Stationary ○ On the move <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Handball only ● Speedball - basketball, soccer, football rules <p>Cricket:</p> <ul style="list-style-type: none"> ● Safety ● Batting ● Bowling ● Fielding ● Modified Games <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Batting drills ● Fielding drills ● Bowling drills ● Pairs target throwing ● Rapid fire bowling <p>Activities/Modified games:</p> <ul style="list-style-type: none"> ● Skill practice ● Anywhere Cricket ● Diamond Cricket ● Quick Cricket ● Pairs Cricket <p>Tchoukball:</p> <ul style="list-style-type: none"> ● Safety ● Shooting ● Passing ● Rebounding ● Modified Games 	<p>USA Cricket Resources</p>	
<p>Tchoukball 3-5 Days</p>	<p>Identify field boundaries and player positioning</p>	<p>Tchoukball:</p> <ul style="list-style-type: none"> ● Safety ● Shooting ● Passing ● Rebounding ● Modified Games 	<p>USA Tchoukball</p>	

	<p>Demonstrate a basic understanding of Tchoukball skills.</p> <p>Perform with increasing success throwing and catching off the rebounder</p> <p>Apply proper safety precautions</p> <p>Perform offensive and defensive skills and strategies as part of a team</p>	<p>Skill Practice:</p> <ul style="list-style-type: none"> • Throwing off the rebounder • Catching off the rebounder • Passing on the move • Receiving on the move <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> • Skill practice • Shooting/Rebounding competition • Game play 		
<p>Individual Sports/Recreational Activities 28-30 Days</p>	<p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.</p> <p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p> <p>Demonstrates respect for self and others in activities and games by following the rules, proper etiquette, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p>	<ul style="list-style-type: none"> • Skill Review • Skill Practice • Modified Games • Small sided games 	<p>Formal Assessments</p> <ul style="list-style-type: none"> • Quizzes • Tests <p>Peer Assessments via rubric Self Assessments via rubric Teacher Observation Homework Classwork - Q & A</p> <p>4 - Consistently 3 - Frequently 2 - Inconsistently 1 - Unsuccessfully</p> <ul style="list-style-type: none"> • Identifies the importance of safety when performing activities • Demonstrates celebrating success with group members and classmates. • Demonstrates appropriate language when addressing others • Demonstrates problem solving techniques. • Identifies the importance of the core concepts by scoring 80% or above on written assessments • Demonstrates correct form when applying sport specific skills • Demonstrates appropriate self talk when performing individual activities • Demonstrates the ability to self officiate games 	<p>2.3.8.PS.1 2.1.8.EH.1 2.1.8.SSH.3 2.2.8.MSC.1 2.2.8.MSC.4 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.LF.1 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6</p>

<p>Bowling 3 Days</p>	<p>Apply proper golf skill to modified game settings</p> <p>Demonstrate safe behaviors and use bowling equipment responsibly</p> <p>Identify lane setup and ability to reset pins</p> <p>Demonstrate a basic understanding of the four step approach</p> <p>Apply proper lane etiquette</p> <p>Demonstrate an understanding of bowling scoring and lingo with use of scorecards.</p>	<p>Bowling:</p> <ul style="list-style-type: none"> • Safety • Approach • Delivery • Modified Games <p>Skill Practice:</p> <ul style="list-style-type: none"> • Four step approach • Release • Pin setup • Arm Swing <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> • Bowling Bingo • B-O-W-L • Bowling top gun • Spare Change • Strike a Match • Regulation 	<p>USA Youth Bowling</p>	
<p>Pickleball 5 Days</p>	<p>Demonstrate safe behaviors and use pickleball equipment responsibly</p> <p>Identify court boundaries and lines</p> <p>Successfully perform a backhand and forehand hit with increasing success.</p>	<p>Pickleball:</p> <ul style="list-style-type: none"> • Safety • Serve • Return • Front hand • Backhand <p>Skill Practice:</p> <ul style="list-style-type: none"> • Serve • Forehand • Backhand <p>Activities/Modified games:</p> <ul style="list-style-type: none"> • 7-11 Pickleball • 3-person 	<p>Pickleball Court Diagram</p> <p>Pickleball Self Assessment</p> <p>Pickleball Performance Rubric</p> <p>Pickleball Vocabulary</p> <p>USA Pickleball</p> <p>Pickleball Lead Up Games</p>	

<p>Badminton 5 Days</p>	<p>Successfully perform a serve.</p> <p>]</p> <p>Demonstrate safe behaviors and use badminton equipment responsibly</p> <p>Identify court boundaries and lines</p>	<ul style="list-style-type: none"> • Skinny singles • Dingles • King of the court • Singles • Doubles <p>Badminton:</p> <ul style="list-style-type: none"> • Safety • Serve • Return • Front hand • Backhand <p>Skill Practice:</p> <ul style="list-style-type: none"> • Serving • Front hand • Backhand • Volleying • Target Rally • Keep it up • Bird in a nest <p>Activities/Modified games:</p> <ul style="list-style-type: none"> • Target Practice • Umbrella Badminton • Singles • Doubles 	<p>Badminton Performance Rubric</p> <p>Badminton Rules</p> <p>Badminton Cues</p> <p>Badminton Vocabulary</p>	
<p>Yard/Leisure games 5 Days</p>	<p>Identify and apply rules of each game</p> <p>Successfully perform specific locomotor skills of each activity</p> <p>Demonstrate safe behaviors and use equipment responsibly</p>	<p>Activities: In the recreational game unit students will learn and participate in a variety of yard games on a rotating basis.</p> <ul style="list-style-type: none"> • Cornhole • Horseshoes • Ladder Golf • Ramp Shot • Bocce • Spikeball • Bottle blitz • Yard Dartz • Washers 	<p>Yard Game Instructions/Scorecards</p>	

<p>Frisbee/Disc Golf 5 Days</p>	<p>Identify playing area and player positioning on course.</p> <p>Begin development and consistency of a powerful throwing technique to maximize disc travel.</p> <p>Demonstrate throwing accuracy over long and short distances</p> <p>Develop an understanding of Disc golf rules and scoring.</p>	<ul style="list-style-type: none"> ● Board Games ● Four Square <p>Frisbee :</p> <ul style="list-style-type: none"> ● Safety ● Throwing ● Disc golf etiquette <p>Skill Practice:</p> <ul style="list-style-type: none"> ● Accuracy ● Distance/Power ● Course strategy ● Scoring <p>Activities/Modified Games:</p> <ul style="list-style-type: none"> ● Horseshoes ● Ultimate ● Disc Golf ● Full course <p>Disc Golf Sample Lesson</p>	<p>Disc Golf Rules</p> <p>Spark PE - Disc Golf</p> <p>Disc Golf Etiquette</p>	
<p>Fitness 10-15</p>	<p>Foster skills in order to promote life-long health and wellness through physical fitness.</p> <p>Help others make healthy decisions and</p>	<p>Fitness Testing</p> <ul style="list-style-type: none"> ● Shuttle run ● Push Up ● 50 yd dash ● Sit ups ● Fitnessgram <p>Cross Country Run</p>	<p>Formal Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Tests <p>Peer Assessments via rubric</p> <p>Self Assessments via rubric</p> <p>Teacher Observation</p> <p>Homework</p> <p>Classwork - Q & A</p>	<p>2.3.8.PS.1</p> <p>2.1.8.EH.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.1</p> <p>2.2.8.PF.2</p> <p>2.2.8.PF.3</p>

	<p>choices regarding personal fitness.</p> <p>Identify the five health related components of physical fitness and apply them to various fitness activities.</p> <p>Identify the major muscle groups of the body</p> <p>Identify and perform exercises for each of the main muscle groups</p> <p>Explain how to increase or decrease intensity of an exercise</p> <p>Research and identify careers in the health industry.</p>	<ul style="list-style-type: none"> .5 mile course around lower fields <p>Fitness Games</p> <ul style="list-style-type: none"> Dice Deck of Cards Circuit training <p>Breakout</p> <ul style="list-style-type: none"> High intensity cooperative tag game <p>Career Fair:</p> <ul style="list-style-type: none"> Health industry jobs including but not limited to gym ownership, personal training, ATC, DPT, Recreational Management, Sports Management etc. 	<p>4 - Consistently 3 - Frequently 2 - Inconsistently 1 - Unsuccessfully</p> <ul style="list-style-type: none"> Identifies the importance of safety when performing activities Demonstrates celebrating success with group members and classmates. Demonstrates appropriate language when addressing others Demonstrates problem solving techniques. Identifies the importance of the core concepts by scoring 80% or above on written assessments Demonstrates correct form when performing fitness tests Able to locate, obtain and record pulse before, during and after exercise Identify personal strengths and weaknesses and how to improve upon those areas of fitness <p>Fitness Vocabulary</p> <p>Fitness Self Assessment</p> <p>Fitness Performance Rubric</p> <p>Muscular System Worksheet</p> <p>Muscle & Exercise Identification Worksheet</p> <p>Darebee Workout Guides</p> <p>PE Teacher Evaluation - Fitness</p> <p>Running Vocabulary</p>	<p>2.2.8.PF.4 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7</p>
<p>Cooperative Activities & Large group games 10-15 Days</p>	<p>Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.</p>	<p>Indoor Cooperative Games:</p> <ul style="list-style-type: none"> Cone Ball Prison Ball Jedi Ball Poison Ball Pin Ball Gaga Ball 	<p>Formal Assessments</p> <ul style="list-style-type: none"> Quizzes Tests <p>Peer Assessments via rubric Self Assessments via rubric Teacher Observation Classwork - Q & A</p>	<p>2.3.8.PS.1 2.1.8.SSH.3 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7</p>

	<p>Demonstrates respect for self and others in activities and games by following the rules, proper etiquette, encouraging others, and playing within the spirit of the game or activity.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding negative talk, and providing support to classmates.</p> <p>Applies various locomotor skills to complex game situations.</p> <p>Demonstrates an understanding of game strategy and proper application during game play.</p>	<ul style="list-style-type: none"> ● Kickball (including kickball variations) ● Castle ball ● Foosball ● Tag Games ● 4 Corners <p>Outdoor Cooperative Games:</p> <ul style="list-style-type: none"> ● Capture the flag ● Capture the creature ● Outdoor coneball ● Four corners ● Kickball ● Breakout <p>Project Adventure Adventure Activities</p>	<p>4 - Consistently 3 - Frequently 2 - Inconsistently 1 - Unsuccessfully</p> <ul style="list-style-type: none"> ● Identifies the importance of safety when performing activities ● Demonstrates celebrating success with group members and classmates. ● Demonstrates appropriate language when addressing others ● Demonstrates problem solving techniques. ● Demonstrates correct form when applying sport specific skills ● Demonstrates appropriate self talk when performing individual activities <p>Game Day Performance Rubric</p> <p>Game Day Vocabulary</p> <p>Adventure Rubric</p> <p>Adventure Vocabulary</p>	
Dance/Rhythmic Movement 10-15 Days	<p>Develop a vocabulary of words and symbols for dance in various styles of movement.</p> <p>Apply correct dance posture/alignment to movement.</p> <p>Implement spatial awareness when performing a phrase of movement.</p> <p>Perform basic dance moves across various time frames</p> <p>Research and perform popular cultural dances</p>	<ul style="list-style-type: none"> ● Skill Practice <ul style="list-style-type: none"> ○ Line Dances ○ Basic 8 counts ○ Basic Movements ● Dance Review/Warm ups: ● Cupid Shuffle Fitness ● YMCA ● Electric Slide ● Macarena ● Instructional Activities/Dances: <ul style="list-style-type: none"> ○ Polka ○ Hora ○ Bhangra ○ Tarentella 	<p>Dance Performance Rubric</p> <p>PE Teacher Evaluation - Dance</p> <p>Dance Videos</p> <p>Dance Vocabulary</p> <p>Dances from Around the World Assignment</p>	<p>2.3.8.PS.1 2.1.8.EH.1 2.1.8.SSH.3 2.1.8.MSC.2 2.1.8.MSC.3 2.1.8.MSC.4 2.1.8.MSC.7 2.2.8.PF.1 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.6</p> <p>National Standards</p> <p>Standard 1 [M1.6-8] Standard 2 [M12.6-8] Standard 2 [M1.6-8]</p>

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Suggested Modifications for Students with Disabilities and 504 plans, At Risk, ML and Gifted Students

Consistent with individual plans, when appropriate. Instruction should be differentiated to meet the needs of all learners.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Unified Program
- Alternate dress as needed
- Peer partner - Students may choose a partner or teacher may choose a partner to work that student is comfortable with
- Access to modified equipment
- Modified rules as needed
- Visual cues and markers (tape, cones etc.)
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read unit tests/quizzes aloud and/or provide hard copies
- Alter assignment lengths on written work

ML Students:

- Visual cues and markers (tape, cones, etc.)
- Teacher/peer demonstrations
- Non verbal communication
- Peer support and buddy system
- Cultural Sensitivity
- Simplify language
- Use of technology for translation
- Language adjusted study guides

[ELL Toolkit for Physical Education](#)

Gift Students:

- Provide advanced challenges
- Encourage leadership roles and student coach opportunities
- Encourage peer mentoring
- Incorporate advanced techniques across activities
- Game design/identify areas of improvement on current games

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- 9.3.LW-SEC.2 Utilize conflict resolution skills to resolve conflicts among individuals.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.