

# Grade 7: Fall PE

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness.</li> <li>Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and other in physically active settings.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>Shape.1 Develops a variety of motor skills.</p> <p>Shape.2 Applies knowledge related to movement and fitness concepts.</p> <p>Shape.3 Develops social skills through movement.</p> <p>Shape.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.</p> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | <p><i>intercept, goaltend, goalie, shooter, defender, kickoff, line of scrimmage, downs, goal kick, throw-in, corner kick, pull, touchdown, pivot, drive, reverse stick, slap shot, free hit/pass, on side, off side, cooperation, competition, warm up, run pace, cardiovascular endurance, stretching, cool down</i></p> | <ul style="list-style-type: none"> <li>• <i>performing the following offensive skills with defensive pressure: pivot, give &amp; go, and fakes.</i></li> <li>• <i>dribbling or dribbling with an implement combined with passing in a variety of practice tasks.</i></li> <li>• <i>shooting on goal with power and accuracy in small-sided game play.</i></li> <li>• <i>sliding in all directions while on defense without crossing feet.</i></li> <li>• <i>executing 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.</i></li> <li>• <i>striking with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.</i></li> <li>• <i>demonstrating the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.</i></li> <li>• <i>transferring weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.</i></li> <li>• <i>forehand and backhand volleying with a mature form and control using a short-handled implement.</i></li> <li>• <i>two-hand-volleying with control in a dynamic environment.</i></li> <li>• <i>striking, with an implement, a stationary object for accuracy and distance in activities such field hockey.</i></li> <li>• <i>catching, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.</i></li> <li>• <i>demonstrating correct technique for a variety of skills in 1 self-selected outdoor activity.</i></li> <li>• <i>demonstrating correct technique for a variety of skills in 1 self-selected individual-performance activity.</i></li> <li>• <i>reducing open space by using locomotor movements (e.g., walking, running, jumping &amp; landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing</i></li> </ul> |
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|  |  | <p><i>distance between player and goal).</i></p> <ul style="list-style-type: none"> <li>• <i>executing at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give &amp; go.</i></li> <li>• <i>creating open space by staying spread on offense, and cutting and passing quickly</i></li> <li>• <i>reducing open space on defense by staying close to the opponent as he/ she nears the goal.</i></li> <li>• <i>reducing open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.</i></li> <li>• <i>transitioning from offense to defense or defense to offense by recovering quickly and communicating with teammates.</i></li> <li>• <i>creating open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.</i></li> <li>• <i>selecting offensive shot based on opponent's location (hit where opponent is not)</i></li> <li>• <i>varying the speed and/or trajectory of the shot based on location of the object in relation to the target</i></li> <li>• <i>selecting the correct defensive play based on the situation</i></li> <li>• <i>analyzing the situation and makes adjustments to ensure the safety of self and others.</i></li> <li>• <i>identifying barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers</i></li> <li>• <i>participating in a variety of lifetime dual and individual sports.</i></li> <li>• <i>participating in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week</i></li> <li>• <i>distinguishing between health-related and skill-related fitness</i></li> <li>• <i>describing and demonstrates the difference between dynamic and static stretches.</i></li> <li>• <i>describing the role of exercise and nutrition in weight management.</i></li> <li>• <i>designing a warm-up/cool-down regimen for a</i></li> </ul> |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</li> <li>• RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</li> <li>• RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</li> <li>• WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> |  | <ul style="list-style-type: none"> <li>• solve problems</li> <li>• think creatively</li> <li>• communicate clearly</li> <li>• collaborate with others</li> <li>• interact effectively with others</li> </ul>                                                                                                                                                                                                                                          |

| Stage 2 - Evidence         |                            |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                     |                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------|
| Summary of Key Learning Events and Instruction              |                                                             |
| <i>Language Arts Integration</i>                            | <i>Mathematics Integration</i>                              |
| <ul style="list-style-type: none"> <li>1.OA.1Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1Use</li> </ul> |
| <i>Technology Integration</i>                               | <i>District Materials</i>                                   |
| <ul style="list-style-type: none"> <li>1.OA.1Use</li> </ul> |                                                             |