

Grade 7: Spring PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence, and positive social interaction in order to lead a healthy lifestyle. - Students will demonstrate the ability to exhibit responsible personal and social behavior in order to respect self and other in physically active settings. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - 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. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> Shape.1 Develops a variety of motor skills. Shape.2 Applies knowledge related to movement and fitness concepts. Shape.3 Develops social skills through movement. Shape.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	<i>Transfer</i>	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS How does an awareness of rules and safety issues in physical activities help you in the future?
	<i>Acquisition</i>	
	Students will know... - basic rules and strategies for invasion games/sports and net games/sports. - if you play by the rules, groups and partners can play together- even when outside of the school settings. - that games and sports can be a fun way to derive fitness benefits. - that, in recreational and practice settings, games/sports can be adapted to allow for players of different abilities to play together. - the basic concepts of safe fitness: warm up, healthy pace, cool down, and proper personal gear, footwear, and clothing. - that it is very important to play in a safe manner – both for the player and for the others playing with him/her. - that using game and sports equipment properly avoids breaking the equipment and injuring self and others. <u>vocabulary:</u> Tchoukball, rebounder, no shooting zone,	Students will be skilled at... - throwing with a mature pattern for distance or power appropriate to the activity in a dynamic environment. - catching with a mature pattern from a variety of trajectories using different objects in small-sided game play. - catching with a mature pattern from a variety of trajectories using different objects in small-sided game play. - throwing, while moving, a leading pass to a moving receiver. - executing at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. - performing the following offensive skills with defensive pressure: pivot, give & go, and fakes. - foot dribbling or dribbling with an implement combined with passing in a variety of practice

	<i>offense, defense, pass, receive, intercept, shooter, defender, pivot, free throw, in bound, double dribble, carry, drive, stick handle, cradle, goalie, cooperation, competition, warm up, run pace, cardiovascular endurance, cool down, eye hand coordination, on base, hits, walks, strikes, outs, homerun, force play and innings. Teamwork, Project Adventure, trust, participate, leadership, role, problem solving, ladder ball, bocce, washer toss</i>	<i>tasks.</i> • <i>shooting on goal with power and accuracy in small-sided game play.</i> • <i>sliding in all directions while on defense without crossing feet.</i> • <i>transferring weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.</i> • <i>executing consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.</i> • <i>striking, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.</i> • <i>striking a pitched ball with an implement to open space in a variety of practice tasks.</i> • <i>catching, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.</i> • <i>demonstrating correct technique for a variety of skills in 1 self-selected outdoor activity.</i> • <i>demonstrating correct technique for a variety of skills in 1 self-selected individual-performance activity.</i> • <i>reducing open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</i> • <i>executing at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.</i> • <i>creating open space by staying spread on offense, and cutting and passing quickly</i> • <i>reducing open space on defense by staying close to the opponent as he/ she nears the goal.</i> • <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> • <i>transitioning from offense to defense or defense to offense by recovering quickly and</i>
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		<i>communicating with teammates.</i> • <i>selecting offensive shot based on opponent's location (hit where opponent is not</i> • <i>varying the speed and/or trajectory of the shot based on location of the object in relation to the target</i> • <i>using a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.</i> • <i>selecting the correct defensive play based on the situation (e.g., number of out)</i> • <i>analyzing the situation and makes adjustments to ensure the safety of self and others.</i> • <i>identifying barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers</i> • <i>participating in a physical activity 2 times a week outside of physical education class</i> • <i>participating in a variety of strength and endurance-fitness activities such as weight or resistance training</i> • <i>participating in a variety of lifetime dual and individual sports.</i> • <i>distinguishing between health-related and skill-related fitness</i> • <i>describing and demonstrates the difference between dynamic and static stretches.</i> • <i>designing a warm-up/cool-down regimen for a self-selected physical activity.</i> • <i>describing how muscles pull on bones to create movement in pairs by relaxing and contracting</i> • <i>designing and implementing a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.</i> • <i>exhibiting responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.</i> • <i>demonstrating both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</i> • <i>providing corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.</i> • <i>demonstrating cooperation skills by establishing</i>
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		<i>rules and guidelines for resolving conflicts.</i> • <i>problem solving with a small group of classmates during adventure activities, small-group initiatives or game play.</i> • <i>demonstrating knowledge of rules and etiquette by self-officiating modified physical activities and games.</i> • <i>generating positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.</i> • <i>identifying why self-selected physical activities create enjoyment</i> • <i>explaining the relationship between self-expression and lifelong enjoyment through physical activity.</i> • <i>demonstrating the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.</i>
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • 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. • 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>. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• solve problems • think creatively • communicate clearly • collaborate with others • interact effectively with others

Stage 2 - Evidence	
<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>
1.OA.1Use	1.OA.1Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1Use	