

Grade 7: Winter PE

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. - 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.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy active lifestyle.	
	Meaning	
	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 the level of your fitness effect, the quality of your life? - How can physical activity hold a key to happiness?
	Acquisition	
	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> volleyball spike, serve, drop shot, set, bump,	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.

pancake, server, offense, defense, pass, receive, dribble, intercept, goaltend, goalie, shooter, defender, pivot, free throw, in bound, double dribble, carry, drive, stick handle, slap shot, puck, cooperation, competition, warm up, run pace, cardiovascular endurance, stretching, cool down, sweat, hydrate, strength, target heart rate, muscle endurance, flexibility, abdominal, bicep, triceps, quadriceps, hamstring, calf muscle, joints, kettle bell, medicine ball, plank, push up, agility ladder, hurdles, therabands, resistance training, gravity, body weight, balance, eye hand coordination, unicycles, stilts, balance board, spinning plate, juggling, routine, diablo, yoyo, juggle sticks, rotation, spin

- dribbling with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
- shooting on goal with power and accuracy in small-sided game play.
- sliding in all directions while on defense without crossing feet.
- executing consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as, volleyball.
- striking with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball.
- demonstrating the mature form of forehand and backhand passes/shots with a long-handled implement in games such as floor hockey.(Floor hockey is a choice activity not everyone is required to play in competitive games)
- executing consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.
- striking, with an implement, a stationary object for accuracy and distance in activities such as floor hockey shooting.
- catching, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.
- demonstrating correct technique for a variety of skills in 1 self-selected outdoor activity.
- 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).

		• executing at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. • creating open space by staying spread on offense, and cutting and passing quickly • reducing open space on defense by staying close to the opponent as he/ she nears the goal. • 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. • transitioning from offense to defense or defense to offense by recovering quickly and communicating with teammates. • selecting offensive shot based on opponent's location (hit where opponent is not • varying the speed and/or trajectory of the shot based on location of the object in relation to the target • selecting the correct defensive play based on the situation (e.g., open team mate) • analyzing the situation and makes adjustments to ensure the safety of self and others. • identifying barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers • participating in a physical activity 2 times a week outside of physical education class • participating in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training. • participating in a variety of strength and endurance-fitness activities such as weight or resistance training
--	--	--

		• participating in a variety of lifetime dual and individual sports. • distinguishing between health-related and skill-related fitness • describing and demonstrating the difference between dynamic and static stretches. • describing the role of exercise and nutrition in weight management. • designing a warm-up/cool-down regimen for a self-selected physical activity. • describing how muscles pull on bones to create movement in pairs by relaxing and contracting • maintaining a physical activity for at least 2 weeks and reflects on activity levels as documented in the log. • exhibiting responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. • demonstrating both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. • providing corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. • demonstrating cooperation skills by establishing rules and guidelines for resolving conflicts. • problem solving with a small group of classmates during adventure activities, small-group initiatives or game play. • demonstrating knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. • independently using physical activity and
--	--	--

		exercise equipment appropriately and safely. - identifying different types of physical activities and describes how each exerts a positive effect on health. - identifying positive mental and emotional aspects of participating in a variety of physical activities - generating positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. - demonstrating the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.
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	