



WELLNESS—PHYSICAL EDUCATION 7TH

Approved by KSD Board of Education: May 18, 2026

Course Description:

7th Grade Physical Education is a year-long physical education course designed to equip students with essential movement skills, a strong understanding of cardiovascular fitness, and the character traits needed to thrive in any physical activity setting. Throughout the year, we will emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection as cornerstones of a positive and productive PE experience. These values will be woven into every unit, helping students develop not only physically but also as responsible and respectful individuals.

Grade Level: 7th Grade

Unit Scope and Sequence

Unit 1: Social Skills and Active Engagement

Unit 2: Fitness

Unit 3: Striking Games

Unit 4: Catch-Play and Invasion Games

Course Enduring Understandings:

- Engaging in physical activity requires a balanced approach that integrates teamwork, sportsmanship, communication, and safe behavior to create a supportive environment where all participants can learn, grow, and enjoy movement.
- Reflection on personal experiences and motivations fosters self-awareness, helping individuals appreciate the intrinsic value of physical activity.
- Developing physical skills—serving, volleying, catching, and offensive tactics—relies on proper technique, whole-body coordination, and consistent practice.
- Understanding the related components of fitness and aligning body mechanics with movement techniques not only improves performance but also decreases the risk of injury, promoting lifelong physical health and wellness.

Course Essential Questions:

- How can teamwork and mutual support enhance performance and help achieve common goals in physical activity?
- How can reflecting on my experiences in physical activity help me identify what motivates me and improve my performance?
- What is fitness, and why is it essential for maintaining overall health and well-being?
- What are key techniques for improving my sports-related skills, and how do I practice and refine these skills?

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Unit 1: Social Skills and Active Engagement

This year-long ongoing unit will be incorporated in all physical activity units. This unit is designed to emphasize the importance of teamwork, sportsmanship, effective communication, and personal reflection in creating positive and productive experiences during physical activities. Students will explore the key components that contribute to a respectful, inclusive, and safe environment where everyone can participate, learn, and enjoy movement. They will develop an understanding of good sportsmanship, discover how to work effectively as part of a team, and reflect on their own personal experiences and motivations to enhance their physical activity engagement.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Teamwork, sportsmanship, and effective communication are essential for positive and productive experiences in physical activity. - Safe and respectful behavior creates a supportive environment where everyone can participate, learn, and enjoy physical activity. - Reflecting on personal experiences and motivations can lead to greater self-awareness and a deeper appreciation for physical activity.	- What does good sportsmanship look like, sound like, and feel like in different situations? - How can we work together as a team to support one another and achieve common goals during physical activity? - In what ways does showing respect and consideration for others enhance the experience and success of a group activity? - How can reflecting on my experiences help me understand what motivates me in physical activity?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Teamwork - Sportsmanship - Inclusion - Communication - Self-advocacy - Safe game play - Gym etiquette	- Maintain safety by keeping hands and body to self and using equipment as instructed . - Positively contribute to class with words and attitude. - Play their part and encourage others to do so as well. - Advocate for themselves when they need support. - Model safe behavior, both emotionally and physically, for other students. - Follow game rules to ensure fair and safe gameplay for all. - Self-assess and reflect on which physical activities increase students' intrinsic motivation and why.

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Unit 1: Social Skills and Active Engagement

Priority Standard 3: Develops social skills through movement

Supporting Standards:

- Demonstrates consideration for others and contributes positively to the group or team (3.8.2).
- Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment (3.8.7).

Priority Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Supporting Standards:

- Participates in a variety of physical activities that can positively affect personal health (4.8.3).
- Connects how choice and personal interests impact individual engagement in physical activity (4.8.4).

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Unit 2: Fitness

This unit takes you beyond basic fitness and dives into the science of heart rate training and its impact on cardiovascular endurance and overall fitness level. Students will learn how different types of exercise impact their heart rate and how to identify and train within their optimal heart rate zones for maximum effectiveness. Students will explore how each skill-related component contributes to overall functional fitness and discover how to effectively integrate them into their training.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Cardiovascular training is enhanced with heart rate monitoring. - Training within one's heart rate zone increases cardiovascular endurance. - A balanced fitness program includes a variety of exercises to enhance different skill-related components of fitness.	- How do various exercises impact my heart rate? - How can I effectively monitor my heart rate before, during, and after a workout? - What does each skill-related component of fitness do for my health? - What type of physical activities are best for improving each skill-related component of fitness?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Resting heart rate - Maximum heart rate - Target heart rate - Heart rate zones - Aerobic vs. anaerobic - Intensity - RPE (rate of perceived exertion) scale - Skill-related fitness components - Reaction time - Agility - Balance - Power - Speed - Coordination	- Measure heart rate using pulse at rest and after exercise. - Assess their rate of perceived exertion (RPE) and relate it to physical activity effort. - Self-select intensity level of physical activity to keep heart rate within the target heart rate zone. - Apply skill-related components of fitness to various fitness activities.

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Identifies and compares the components of health and skill-related fitness (2.8.9).
- Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness (2.8.15).

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Unit 3: Striking Games

This unit focuses on developing the skills and strategies necessary for success in striking games. Students will learn the importance of body positioning, grip, and timing, as well as strategic thinking to make effective decisions. A key component of this unit is understanding the role of the serve and how it can be used strategically to gain an advantage. Students will also refine their ability to accurately and effectively take a shot on goal, learning how to adjust their techniques based on the situation.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Striking games require both physical skills and strategic thinking, including placement, timing, and court awareness. - Students will recognize that a good serve can be a strategic advantage. - Students will learn how decisions such as positioning, serve placement, and returns will affect the outcome within the game. - A shot in gameplay requires different timing, power and technique than a volley during gameplay.	- How does the grip and body positioning affect the trajectory and control of the ball when serving? - What role does the toss play in a successful serve, and how can I improve my toss for both underhand and overhand serves? - How do I adjust my serve for different situations? - How does my body positioning affect my ability to control and direct the ball for a shot on goal?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Underhand serve - Overhand serve - Grip and stance - Swing technique - Balanced positioning - Shot	- Demonstrate an athletic balanced stance. - Properly demonstrate an overhand and underhand serve. - Be aware of others when serving to avoid any injuries. - Demonstrate shots on goal in various situations.

Missouri Learning Standards
Priority Standard 1: Develops a variety of motor skills Supporting Standards: - Demonstrates a proper underhand and overhand serve using a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games (1.8.11). - Demonstrates a shot on goal with or without an implement in a variety of practice tasks and small-sided games. (1.8.17)

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Unit 4: Catch-Play and Invasion Games

In this unit, students will apply the essential elements of catching, from tracking the object, to positioning the body and using "soft hands" to secure a catch. Students will also focus on movement within invasion and other games to increase spatial awareness necessary for successful offensive runs.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Effective catching involves tracking the object visually, positioning the body appropriately, and using the hands correctly to absorb the object's force. - Consistent practice and proper technique are essential for developing reliable catching skills. - Effective movement, both with and without the ball, is crucial for creating and using space on offense.	- What are the key elements of proper catching technique? - How does the specific sport or activity influence the best way to catch (e.g., catching a football vs. a baseball vs. a frisbee)? - How can you build confidence in your ability to catch? - How can I move without the ball to create opportunities to create space for myself and my teammates?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Hand-eye coordination - Tracking "Soft hands"/ force absorption - Hand position - Invasion game - Offense - Spatial awareness - Cutting	- Properly position hands and absorb the force of the ball while catching. - Adapt catching technique based on the specific demands of the game (e.g. catching on the run, while jumping, under pressure from an opponent). - Change direction and speed to get open for a pass or create space in invasion games. - Communicate effectively with teammates, both verbally and non-verbally, to coordinate movements and create space. - Maintain space by ensuring that offensive players are not too close together or too far apart.

Missouri Learning Standards
Priority Standard 1: Develops a variety of motor skills Supporting Standards: - Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games (1.8.8). - Demonstrates a defensive ready position in a variety of practice tasks and small-sided games (1.8.19).