



Pace Charter School  
Physical Education Grade 7

## GRADE 7 PHYSICAL EDUCATION

**Content Area: Physical Education**

**Course & Grade Level: Physical Education, Grade 7**

### Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

The physical education program in Grade 7 places an emphasis on health related fitness and skill related fitness as well as the introduction to individual and team activities/games that foster a life-long commitment to wellness. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development. The activities selected will be appropriate to the season so the students can enjoy participating in school, in organized settings, as well as at home.

### Recommended Pacing

90 days

### New Jersey State Learning Standards for Physical Education

**Standard 2.5** Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

<b>Strand</b>	<b>A. Movement Skills and Concepts</b>
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
<b>Strand</b>	<b>B. Strategy</b>
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
<b>Strand</b>	<b>C. Sportsmanship, Rules, and Safety</b>
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

**Standard 2.6** Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

<b>Strand</b>	<b>A. Movement Skills and Concepts</b>
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
<b>Interdisciplinary Connections</b>	
<b>Standard #</b>	<b>Standard</b>
B-SS 6	Use effective collaboration and cooperation skills
B-SS 2	Create positive and supportive relationships with other students
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
<b>New Jersey Student Learning Standards for 21st Century Life and Careers</b>	
<b>Career Ready Practices</b>	
<b>Standard #</b>	<b>Standard</b>
CRP 1	Acts as a responsible and contributing citizen and employee
CPR 3	Attend to personal health and financial well-being
CRP 4	Communicate clearly and effectively and with reason
<b>9.2 Career Awareness, Exploration and Preparation</b>	
<b>Standard #</b>	<b>Standard</b>
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<b>RULES &amp; SPORTSMANSHIP:</b> <ul style="list-style-type: none"> <li>Rules help keep you safe.</li> <li>Behaving well is as important as playing well. Be accountable for the choices you make.</li> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul> <b>FITNESS:</b> <ul style="list-style-type: none"> <li>You only have one body; take care of it so that you can be your best every day.</li> <li>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status and fitness is a lifetime commitment.</li> </ul> <b>STRATEGY &amp; TECHNIQUE:</b> <ul style="list-style-type: none"> <li>The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.</li> <li>Your mind must know what your body is doing.</li> <li>Think before you start; a good planner knows why and when to make adjustments.</li> <li>Work at your own pace but find a way to make it happen.</li> <li>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> </ul>	

- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

#### **LEADERSHIP & TEAMWORK:**

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

#### **Unit Essential Questions**

##### **RULES & SPORTSMANSHIP:**

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- How does knowing the rules create new opportunities?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do the next time?

##### **FITNESS:**

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?

##### **STRATEGY & TECHNIQUE:**

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?
- Did I incorporate the feedback I received?
- How can I apply this strategy when playing a different sport?

##### **LEADERSHIP & TEAMWORK:**

- What makes a good leader? Am I a good leader?
- Does what I say affect how people play? Can I communicate more effectively?
- What makes a good teammate? Do I possess those qualities?
- What makes a good team? Is our team good? Why?

#### **Objectives**

##### **Students will know:**

##### **RULES & SPORTSMANSHIP:**

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. Basketball, European Handball, Aerobics/Conditioning/Weight Training, Field & Floor Hockey, Frisbee, Football, Gymnastics, Kickball, Net Games, Problem Solving Activities, Racket Sports, Rhythmic Activities, Soccer, Softball, Speedball, Track & Field, Volleyball, Wrestling).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.
- The types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

##### **FITNESS:**

- The components of health-related and skill-related fitness and identify activities that develop each component.

- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

#### **STRATEGY & TECHNIQUE:**

- Skill- and activity-specific vocabulary. (e.g. Basketball, European Handball, Aerobics/Conditioning/Weight Training, Field & Floor Hockey, Frisbee, Football, Gymnastics, Kickball, Net Games, Problem Solving Activities, Racket Sports, Rhythmic Activities, Soccer, Softball, Speedball, Track & Field, Volleyball, Wrestling).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

#### **LEADERSHIP & TEAMWORK:**

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

#### **Students will be able to:**

#### **RULES & SPORTSMANSHIP:**

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- Demonstrate ways to handle and care for equipment safely and responsibly.

#### **FITNESS:**

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

#### **STRATEGY & TECHNIQUE:**

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. Basketball, European Handball, Aerobics/Conditioning/Weight Training, Field & Floor Hockey, Frisbee, Football, Gymnastics, Kickball, Net Games, Problem Solving Activities, Racket Sports, Rhythmic Activities, Soccer, Softball, Speedball, Track & Field, Volleyball, Wrestling).
- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
- Detect, analyze, and correct errors and apply to refine movement skills.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities used to impact individual and team effectiveness and make modifications for improvement.
- Assess the effectiveness of specific mental strategies applied to improve performance.

- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

**LEADERSHIP & TEAMWORK:**

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

**Evidence of Learning**

**Competencies for 21st Century Learners**

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

**Resources**

**Core Text:**

**Suggested Resources:**