



7th Grade Physical Education Curriculum Guide

7th Grade Physical Education Course Outline

Unit #	Name	Timeframe
1	Setting the Stage/Teambuilding	2 weeks
2	Introduction to Fitness/ Goal Setting	5 weeks
3	Mature Volley Skills	3 weeks
4	Mature Soccer Skills	3 weeks
5	Mature Basketball Skills	3 weeks
6	Multicultural Dance	3 weeks
7	Throwing and Catching--Flag Football	4 weeks
8	Throwing and Catching/Striking Skills--Softball	4 weeks
9	Striking Skills--Hockey	3 weeks
10	Striking Skills--Paddle Ball or Racquetball	3 weeks
11	Fitness Testing	2 week
12	Track and Field	3 weeks
13	Create a Game/Reflection	1 week



Physical Education Curriculum Guide

Grade 7

Unit 1: Introduction to Physical Education/Teambuilding

Suggested Time: 2 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Self Responsibility</u> 5.1 Identify appropriate and inappropriate risks involved in adventure, individual and dual physical activities. 5.2 Accept Responsibility for individual and dual physical activities.</p> <p><u>Social Interaction</u> 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.</p> <p><u>Group Dynamics</u> 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity. 5.5 Identify the responsibilities of a leader in physical activity.</p>	<p><u>Week 1:</u> Class Expectations/Procedures (<u>Ready to Use</u>, pg. 2)</p> <ul style="list-style-type: none"> ❖ Get to know you activities (www.ultimatecampresource.com) <ul style="list-style-type: none"> ○ Two Truths and a Lie ○ Ten Fingers ○ Face-to-Face ○ Sets ❖ Rules/Expectations <ul style="list-style-type: none"> ○ <u>Spark</u>, Extra Extra, pgs. 1-3 ○ <u>Spark</u>, Building a Physical Education Foundation pgs. 7-17 ❖ Consequences <ul style="list-style-type: none"> ○ <u>Spark</u>, Building a Physical Education Foundation pg. 13 ○ Re-Focus Station (Appendix) <p><u>Week 2: Introduction to Teambuilding</u></p> <ul style="list-style-type: none"> ❖ Teaching Social Skills (<u>Spark</u>, Building a Physical Education Foundation pgs. 16-17) ❖ Brainstorm verbal and non-verbal positive statements and interactions ❖ Encouragement T-Chart (<u>Spark</u>, Building a Physical Education Foundation pg. 17) ❖ Praise phrases (Appendix) ❖ Trust Walk (<u>Ready to Use</u>, pg. 417) ❖ Tarantula (<u>Ready to Use</u>, pg. 415) ❖ Centipede (<u>Ready to Use</u>, pg. 415) <p><u>Too Good for Drugs Lessons:</u></p> <ul style="list-style-type: none"> ❖ “Communication”, pg. 27 	<ul style="list-style-type: none"> ❖ Rule chart ❖ Expectation chart ❖ Consequence chart T-chart ❖ Tires/Hula hoops ❖ Polyspots/rugs/bases ❖ Ropes ❖ Scooters <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Expectation Consequence Respect Responsibility Responsibility Active listening Encouragement Courtesy Helpfulness Cooperation Trust Self-control Acceptance of personal differences Complementing Positive disagreement Conflict resolution Competition Self-reward</p> </div>
<p>*<u>Additional</u> teambuilding activities to be used throughout the year: The Rock (Appendix), Moon Ball and Group Moon Ball (<u>Spark</u>, Games, pg. 10 of <i>Cooperative Games</i>), Hog Call (Appendix), Triangle Tag (<u>Spark</u>, Games, pg. 10 of <i>Aerobic Games</i>), Trust Fall (<u>Ready to Use</u>, pg. 417), Partner Stand (<u>Spark</u>, Games, pg. 7 of <i>Cooperative Games</i>), Stepping Stones (Appendix)</p>		



Physical Education Curriculum Guide Grade 7

Unit 2: Introduction to Fitness/Goal Setting

Suggested Time: 5 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Fitness</u> 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test 3.2 Compare individual physical fitness results with research-based standards for good health. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition). 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week. 3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.</p>	<p><u>Week 1: Introduction to Fitness</u></p> <ul style="list-style-type: none"> ❖ Define and discuss fitness and its importance <ul style="list-style-type: none"> ○ List benefits of physical activity as a class (<u>Spark</u>, Promoting Activity Outside of Physical Education) ❖ Introduce warm-up and cool-down activities and the importance of each (<u>Spark</u>, Warm-up/Cool-down) ❖ Introduce the components of fitness: <ul style="list-style-type: none"> ○ Cardiovascular ○ Strength and Endurance ○ Muscle Strength ○ Flexibility ○ Body Composition ❖ Demonstrate various activities that improve and test each component <ul style="list-style-type: none"> ○ Fitnessgram components ○ Abdominal exercises (<u>Spark</u>, Strength and Conditioning pg. 2) ○ Upper body exercises (<u>Spark</u>, Strength and Conditioning pg. 4) ❖ Students compile and analyze a log noting the food intake/calories consumed expended through physical activity (Appendix) <p><u>Week 2: Measuring Heart Rate</u></p> <ul style="list-style-type: none"> ❖ Measure the Heart Rate (<u>Ready to Use</u>, pg. 42) <ul style="list-style-type: none"> ○ Resting Heart Rate (RHR) ○ Target Heart Rate (THR) ○ Maximum Heart Rate (MHR) ❖ Practice taking Heart Rate during circuit training <ul style="list-style-type: none"> ○ Fitness Circuits (<u>Spark</u>, Fun and Fitness Circuits pgs. 1-29) ❖ Personal Best Day (<u>Spark</u>, Personal Best Day, pgs.1-6) ❖ Hip-To-Be Fit Fitness Circuits (Appendix) 	<ul style="list-style-type: none"> ❖ Fitnessgram DVD ❖ Fitnessgram CD ❖ Stereo ❖ Goal chart ❖ Cones ❖ Push-up and curl-up mats ❖ Sit & Reach boxes ❖ Flexible rulers ❖ Scale ❖ Height measuring device ❖ Jump ropes

<u>Vocabulary</u>	
Cardiovascular	Body types—
Aerobic capacity	-Mesomorph
Strength and endurance	-Ectomorph
Muscle strength	-Endomorph
Flexibility	Fitnessgram
Body composition	Curl-up
Pull-up	Healthy Fitness Zone
Heart Rate	Frequency
-Resting	Intensity
-Maximum	Time
-Target	Type

3.6 Monitor heart rate intensity during physical activity.

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time and types of physical activities for each component of physical fitness.

Fitness (continued)

4.3 Identify contraindicated exercises and their adverse effects on the body.

4.4 Classify physical activities as being aerobic or anaerobic.

4.5 Explain methods of monitoring heart rate intensity.

4.6 List the long-term benefits of participation in regular physical activity.

4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

Week 3: Introduce FITT Principle; Power Walking & Jogging

- ❖ FITT principle (Frequency, Intensity, Time and Type)
- ❖ Introduce Individual Rope Jumping
 - Review Rules & Basic Jump Instruction (Spark, Jump Rope pgs. 3-4)
 - Rope Challenges (Spark, Jump Rope pgs. 5-10) *Continued.....*
- ❖ Instructional cues for jogging (Spark, Power Walking/Jogging pg. 2)
- ❖ Technique (Spark, Power Walking/Jogging pg. 3)
- ❖ Various Walking & Jogging Activities (Spark, Power Walking/Jogging pgs. 4-29)
 - Card Run pg. 4
 - Partner Jog pg. 5
 - Pass the Ball pg. 6
 - Jump Rope Run pg. 7
 - Dribble Run pg. 7
 - Grab bag Run pg. 8
 - Run USA (with maps included) pgs. 13-26
 - Obstacle Course Runs pgs. 27-29

Weeks 4-5: Fitness Pre-Test/Goal Setting

- ❖ Continue Fitnessgram demonstration
 - Use Fitnessgram DVD and/or physical demonstration
- ❖ Pre-test in all components of fitness
 - Record unofficial Fitnessgram scores and compare to Healthy Fitness Zone Chart (Appendix)
 - Set short-term and long-term goals for each component of fitness (individual and class) (Appendix)
- ❖ Plan moderate to vigorous activities to participate in at least 4 times a week---outline/brainstorm activities together as a class
- ❖ Each student will set his or her own weekly activities and chart all physical activity for a designated time period

Too Good for Drugs Lessons:

- ❖ “The Decision is Yours”, pg. 13
- ❖ “Coping With Stress”, pg. 53



Physical Education Curriculum Guide Grade 7

Unit 3: Mature Volley Skills Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u> 2.2 analyze movement patterns and correct errors. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development. 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills. 2.5 Compare and contrast the effectiveness of practicing skill as whole and practicing skills in smaller parts. 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p>	<p><u>Week 1: The Forearm Bump Pass & Underhand Serve Review</u></p> <ul style="list-style-type: none"> ❖ Review the forearm bump pass ❖ The Bump (<u>Ready to Use</u>, pg. 243) ❖ Lessons 1-3 (<u>Spark</u>, Volleyball pgs. 2-4) <ul style="list-style-type: none"> ○ Use verbal or written partner feedback ❖ Underhand Serve (<u>Spark</u>, Volleyball pgs. 8-10) <p><u>Week 2: The Set and the Strike (Spike)</u></p> <ul style="list-style-type: none"> ❖ The Set (<u>Spark</u>, Volleyball pgs. 5-7) & (<u>Ready to Use</u>, pgs.239-240) ❖ The Strike (<u>Spark</u>, Volleyball pgs. 11-12) & (<u>Ready to Use</u>, pgs. 253-254) <p><u>Week 3: Modified Games (focus on 2 vs. 2 or 3 vs. 3)</u></p> <ul style="list-style-type: none"> ❖ Court Positions (<u>Ready to Use</u>, pg. 248) ❖ Combing Volleyball skills (<u>Spark</u>, Volleyball pg. 14) ❖ Regulation Volleyball (<u>Ready to Use</u>, pg. 258) <ul style="list-style-type: none"> ○ Check current rules online ○ Dual offensive and defensive strategy 	<ul style="list-style-type: none"> ❖ Volleyball nets ❖ Variety of volleyballs (1 for every 2 students—foam, trainer, standard) ❖ Paint for grass or sidewalk chalk (lines) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Set Biomechanics Rebound principle Bump (forearm pass) Striking pattern Impact force Movement pattern Angle of implement Balance</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 4: Mature Soccer Skills

Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combination of Movement Patterns & Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 1.4 Demonstrate body management and object-manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Movement Concepts</u> 2.2 Analyze movement patterns and correct errors. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development. 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills 2.5 Compare and contrast the effectiveness of practicing skills as whole and practicing skills in smaller parts.</p>	<p><u>Week 1: Review: Foot Dribble, Passing, and Trapping</u></p> <ul style="list-style-type: none"> ❖ Basic soccer kicks/passing and trapping (<u>Ready to Use</u> pg. 319) ❖ Pass and Trap (<u>Spark</u>, Soccer pg. 3) ❖ Dribbling and Trapping <ul style="list-style-type: none"> ○ <u>Spark</u>, Soccer pg. 2 ○ <u>Ready to Use</u>, pg. 318 <p><u>Week 2: Review: Defending and Shooting; Sideline Throw-in and Skill Development</u></p> <ul style="list-style-type: none"> ❖ Control dribbling and passing (<u>Ready to Use</u>, pg. 317) ❖ Combination of skills (<u>Spark</u>, Soccer pgs. 4-6) ❖ Get Your Ball (<u>Spark</u>, Soccer pg. 7) ❖ Target kicking challenges <ul style="list-style-type: none"> ○ (<u>Spark</u>, Soccer pg. 11) ○ (<u>Ready to Use</u>, pg. 320) ❖ Shooting Practice (<u>Spark</u>, Soccer pg. 9) ❖ Sideline Throw-in <ul style="list-style-type: none"> ○ <u>Spark</u>, Soccer pg. 10 ○ <u>Ready to Use</u>, pg. 326 ❖ Skill Development Games <ul style="list-style-type: none"> ○ 3 Trap Game (<u>Spark</u>, Soccer pg. 8) ○ Zone Soccer (<u>Ready to Use</u>, pg. 330) <p><u>Week 3: Modified Games</u></p> <ul style="list-style-type: none"> ❖ Many-Goal Soccer (<u>Ready to Use</u>, pg. 330) ❖ Four-A-Side Soccer (<u>Ready to Use</u>, pg. 331) ❖ Six-A-Side Soccer (<u>Ready to Use</u>, pg. 331) 	<ul style="list-style-type: none"> ❖ Soccer balls ❖ Hoops ❖ Cones ❖ Wall target <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Dribbling Trapping Passing Kicks— -Inside -Outside -Toe Defending Force Angle Biomechanics Movement Patterns</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 5: Mature Basketball Skills

Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns; overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 1.4 Demonstrate body management and object-manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Moving Concepts</u> 2.2 Analyze movement patterns and correct errors. 2.3 Use Principles of motor learning to establish, monitor, and meet goals for motor skill development. 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills. 2.5 Compare and contrast the effectiveness of practicing skills as whole and practicing skills in smaller part. 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p>	<p><u>Week 1: Develop Dribbling and Passing Basics (ready position, pivot, hand and foot movement, chest pass, overhead pass, bounce pass)</u></p> <ul style="list-style-type: none"> ❖ Ready Position and Pivot (<u>Spark</u>, Basketball pgs.3-5) ❖ Dribbling (<u>Spark</u>, Basketball pg. 6) ❖ Passing (<u>Spark</u>, Basketball pgs. 7-10) ❖ Dribble Games (<u>Ready to Use</u>, pg. 265) <p><u>Week 2: Introduce the Lay Up and the Set Shot; Continue Give and Go</u></p> <ul style="list-style-type: none"> ❖ Lay Up <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball pg. 13 ○ <u>Ready to Use</u>, pgs. 276-278 ❖ Set Shot <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball pg. 12 ○ <u>Ready to Use</u>, pgs. 281-282 ❖ Give and Go <ul style="list-style-type: none"> ○ <u>Spark</u>, Basketball pgs. 10-11 ○ <u>Ready to Use</u> pg. 272 <p><u>Week 3: Modified Games (focus on 1 vs. 1 and 2 vs. 2)</u></p> <ul style="list-style-type: none"> ❖ 3 Catch Games (<u>Spark</u>, Basketball pg. 17) ❖ 5 Passes (<u>Ready to Use</u>, pg. 289) ❖ Half Court Basketball (<u>Ready to Use</u>, pg. 291) <ul style="list-style-type: none"> ○ Individual and dual offensive and defensive strategy <ul style="list-style-type: none"> ▪ Man-to-Man defense (<u>Ready to Use</u>, pg. 285) <p><u>Too Good for Drugs Lessons:</u> ❖ “Tobacco”, pg. 71</p>	<ul style="list-style-type: none"> ❖ Basketball (1 per student) ❖ Flags ❖ Pinnies ❖ Cones <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Lay-up Set shot Give and go Defense Man-to-man</p> <p><u>Review</u>— Dribble Passing Chest Bounce Overhead Pivot Ready position</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 6: Multicultural Dance

Suggested Time: 3 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Rhythmic Skills</u> 1.2 Perform multicultural dances.</p> <p><u>Movement Patterns and Skills</u> 2.2 Analyze movement patterns and correct errors. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development. 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.</p>	<p><u>Week 1: Introduction to Dance</u></p> <ul style="list-style-type: none"> ❖ Orientation and Expectations (<u>Spark</u>, Dance and Rhythms, pg. 5) ❖ “Pata Pata” (<u>Spark</u>, Dance and Rhythms pg. 21) ❖ “Cotton Eyed Joe” (<u>Spark</u>, Dance and Rhythms pg. 22) <p><u>Week 2: Rhythm, Timing, and Locomotor Skills</u></p> <ul style="list-style-type: none"> ❖ Review “Pata Pata” and “Cotton Eyed Joe” ❖ “The Hora” (<u>Spark</u>, Dance and Rhythms pg. 23) <p><u>Week 3: Practice, Create, and Perform Group Dance*</u></p> <ul style="list-style-type: none"> ❖ Warm-up performing the dances learned ❖ Break students into dance groups ❖ Each group will create a dance, including a variety of moves learned throughout the unit and perform it in front of the class. <ul style="list-style-type: none"> ○ Use rubric (Appendix) <p>*Videotape the performances (students love to watch them and they can be shared at Open House)</p> <p>Refer to <i>Teaching Techniques, Rhythmic Activities and Dances Appropriate for Grades K-8 CD</i></p>	<ul style="list-style-type: none"> ❖ Stereo ❖ Music <ul style="list-style-type: none"> -“Pata Pata” -“Cotton-Eyed Joe” -“The Hora” ❖ Poly spots ❖ Extension cord <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">Aesthetic Rhythm Multicultural</p> </div>



Physical Education Curriculum Guide Grade 7

Unit 7: Throwing and Catching--Flag Football Suggested Time: 4 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns; overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Moving Concepts</u> 2.2 Analyze movement patterns and correct errors. 2.3 Use Principles of motor learning to establish, monitor, and meet goals for motor skill development.</p>	<p><u>Week 1: Flag Football Warm-Up; Ball-Carrying Review; Passing</u> (Ready to Use, pgs. 221-224)</p> <ul style="list-style-type: none"> ❖ Forward Pass Technique pg. 224 ❖ Catching Technique & Practice pg. 224 ❖ Pattern Passing pg. 225 ❖ Review Running and Passing games pg. 226 <ul style="list-style-type: none"> ○ Turn Around ○ Interception <p><u>Week 2: Mature Football Techniques</u> (Ready to Use, pgs. 227-231)</p> <ul style="list-style-type: none"> ❖ Lateral Passing and Catching pg. 227 ❖ Snapping the Ball pg. 228 ❖ Kick-Off and Return pg. 229 ❖ The Hand-Off pg. 231 <p><u>Week 3: Defense; Modified Games</u> (Ready to Use, pgs. 232-234)</p> <ul style="list-style-type: none"> ❖ Defensive Drills ❖ Blocking pg. 232 <ul style="list-style-type: none"> ○ Modify drill in order to avoid contact ○ Focus on staying in front of the offender ❖ Six-Second Football pg. 233 ❖ Bordenball pg. 234 <p><u>Week 4: Positions; Offense; Modified Games</u> (Ready to Use, pgs. 232-234)</p> <ul style="list-style-type: none"> ❖ Name the Positions pg. 232 ❖ Line-up pg. 233 ❖ Continue Bordenball pg. 234 ❖ Introduce Flag Football pg. 235 	<ul style="list-style-type: none"> ❖ Footballs (Nerf and standard) ❖ Flags ❖ Cones <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Blocking Interception Snapping Kick-off Hand-off Lateral pass</p> </div>



Physical Education Curriculum Guide Grade 7

Unit 8: Throwing and Catching/Striking Skills--Softball Suggested Time: 4 Weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns; overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Movement Concepts</u> 2.2 Analyze movement patterns and correct errors. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p>	<p><u>Week 1: Review Mature Overhand/Underhand Throws; Fielding Fly Balls and Grounders</u></p> <ul style="list-style-type: none"> ❖ Throwing and Catching <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball pgs. 1-3 ○ <u>Ready to Use</u>, pg. 333 ❖ 5 Person Throw and Run Softball (<u>Spark</u>, Softball pg. 7) <p><u>Week 2: Practice Throwing and Catching Fundamentals Using Modified Games; Introduce Base Running</u></p> <ul style="list-style-type: none"> ❖ Around the World (<u>Ready to Use</u>, pg. 335) ❖ Continue 5 Person Throw and Run Softball (<u>Spark</u>, Softball pg. 4) ❖ Base Running <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball pg. 8 ○ <u>Ready to Use</u>, pg. 337 <p><u>Week 3: Introduction to Batting</u></p> <ul style="list-style-type: none"> ❖ Hitting Motion <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball pg. 5 ○ <u>Ready to Use</u>, pg. 339 ❖ Hitting Practice <ul style="list-style-type: none"> ○ <u>Spark</u>, Softball pg. 6 ○ <u>Ready to Use</u>, pg. 340 ❖ 5 person Hit and Run Softball (<u>Spark</u>, Softball pg. 7) <p><u>Week 4: Practice Batting Skills Using Modified Games</u> (<u>Ready to Use</u>, pg. 342)</p> <ul style="list-style-type: none"> ❖ Freeze the Runner pg. 342 ❖ Whack-O pg. 343 ❖ Double Scrub pg. 344 	<ul style="list-style-type: none"> ❖ Softball (1 per 2 students) ❖ Hoops ❖ Cones ❖ Bases ❖ Bats ❖ Batting-T <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u> Overhand throw Fly ball Ground ball</p> <p><i>Review</i>— Offense Defense Grip Follow through</p> <p>Grip Stance Swing Strike zone Bunting</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 9: Striking Skills--Hockey

Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p><u>Combinations of Movement patterns and skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns. 1.4 Demonstrate body management and object-manipulation skills needed for successful participating in individual and dual physical activities. 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.2 Analyze movement patterns and correct errors. 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.</p>	<p><u>Week 1: Safety; Stick Handling; Trapping and Dribbling</u> (<u>Spark</u>, Hockey pgs. 2-5) ❖ Grip Stance pg. 2 ❖ Stationary Dribble pg. 2 ❖ Trapping pg. 3 ❖ Walk and Dribble pg. 3 ❖ Jog and Dribble pg. 4 ❖ Dodge and Go pg. 4 ❖ Dribble Keep Away pg. 5</p> <p><u>Week 2: Passing and Receiving</u> (<u>Spark</u>, Hockey pgs. 6-8) ❖ Partner Pass and Receive pg. 6 ❖ Partner Step Back pg. 6 ❖ Pass-Pass pg. 7 ❖ Give and Go pg. 7 ❖ Get Your Ball pg. 8</p> <p><u>Week 3: Shooting; Scoring</u> (<u>Spark</u>, Hockey pgs. 11; 14) ❖ Shot on Goal pg. 11 ❖ Face-Off pg. 11 ❖ Sideline Hockey pg. 14</p>	<p>❖ Sticks (1 per student) ❖ Balls (1 per student) ❖ Cone markers</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Grip Blade Frontside Backside Dribble</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 10/Option #1: Striking Skills--Paddle Ball*

Suggested Time: 3 Weeks

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Racquetball.

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns; overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying</p> <p><u>Combinations of Movement Patterns and Skills</u> 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.2 Analyze movement patterns and correct errors. 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p>	<p><u>Week 1: Handshake Grip; Ready Position; Stroking Techniques</u> ❖ Using a Paddle or Racquet (<u>Ready to Use</u>, pg. 302)</p> <p><u>Week 2: Serving the Ball; Bounce and Drop Serve Techniques</u> ❖ Serving the Ball (<u>Ready to Use</u>, pg. 303)</p> <p><u>Week 3: Lead-up Game; Court Awareness</u> ❖ Paddle Games (<u>Ready to Use</u>, pg. 304) ❖ Tournament (<u>Spark</u>, Extra Extra pg. 4)</p>	<p>❖ Paddles (1 per student) ❖ Balls (1 per student) ❖ Nets</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u> Forehand Backhand Drop serve Bounce serve Ready position</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 10/Option #2: Striking Skills--Racquetball*

Suggested Time: 3 Weeks

*Note: Teachers choose to teach Unit 10 Striking Skills Option #1 Paddle Ball or Option #2 Racquetball.

Standards	Instructional Activities & Resources	Equipment
<p><u>Manipulative Skills</u> 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>1.4 Demonstrate body management and object-manipulation skills needed for successful participating in individual and dual physical activities.</p> <p><u>Manipulative Skills</u> 2.1 Identify and describe key elements in the mature performance of overhand and sidearm, and underarm throwing</p> <p><u>Movement Concepts</u> 2.2 Analyze movement patterns and correct errors.</p> <p>2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills</p>	<p><u>Week 1: Handshake Grip; Ready Position; Stroking Techniques</u> ❖ Using a Paddle or Racquet (<u>Ready to Use</u>, pg. 302)</p> <p><u>Week 2: Bounce and Drop Serve Techniques</u> ❖ Serving the Ball (<u>Ready to Use</u>, pg. 303)</p> <p><u>Week 3: Hand-eye Coordination; Footwork; Dexterity</u> ❖ Hand Paddle Play (<u>Ready to Use</u>, pg. 316)</p>	<p>❖ Rackets (1 per student) ❖ Balls (1 per 2 students)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Vocabulary</u> Forehand Backhand Ready position Drop serve Bounce serve</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 11: Fitness Testing

Suggested Time: 2 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Fitness</u></p> <p>3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test</p> <p>3.2 Compare individual physical fitness results with research-based standards for good health.</p> <p>3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.</p> <p>4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.</p>	<p><u>Weeks 1-2: Fitness Testing; Measure and Evaluate Progress Toward Yearly Fitness Goals</u></p> <ul style="list-style-type: none"> ❖ Test each component and give students options in demonstrating proficiency in order to maximize student success. <ul style="list-style-type: none"> ○ Aerobic capacity (Mile Run or Pacer) ○ Muscle Strength (Curl-up or Trunk Lift) ○ Strength and Endurance (Push-up) ○ Flexibility (Sit and Reach or Shoulder Stretch) ○ Body Composition (Height/Weight) ❖ Students will reflect on their progress throughout the year based on reflection paper written during Unit 2 	<ul style="list-style-type: none"> ❖ Fitnessgram DVD ❖ Fitnessgram CD ❖ Stereo ❖ Goal chart ❖ Cones ❖ Push-up and Curl-up mates ❖ Sit & Reach boxes ❖ Flexible rulers ❖ Scale ❖ Height measuring device <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Vocabulary</u></p> <p>Cardiovascular</p> <p>Aerobic capacity</p> <p>Strength and endurance</p> <p>Muscle strength</p> <p>Flexibility</p> <p>Fitnessgram</p> <p>Body composition</p> <p>Curl-up</p> <p>Pull-up</p> <p>Healthy Fitness Zone</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 12: Track & Field

Suggested Time: 3 weeks

Standards	Instructional Activities & Resources	Equipment
<p><u>Combinations of Movement Patterns and Skills</u></p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills in movement patterns.</p> <p>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</p> <p>1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.</p> <p><u>Manipulative Skills</u></p> <p>2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.</p> <p>2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p>	<p><u>Weeks 1-2: Introduce Sprint, Hurdles, Standing Long Jump, and Baton Passing</u> (<u>Spark</u>, Track and Field pgs. 2-10)</p> <ul style="list-style-type: none"> ❖ Sprint pg. 2 ❖ 20-Yard Sprint pg. 3 ❖ Hurdles pg. 6 ❖ Standing Long Jump pg. 8 ❖ Baton Passing Walk-through pg. 9 ❖ Baton Shuttle Relay pg. 10 <p><u>Weeks 2-3: Refine Skills through Stations</u></p> <ul style="list-style-type: none"> ❖ Station Activity—revisit the above skills by having students practice in stations 	<ul style="list-style-type: none"> ❖ Cones ❖ Hurdle bars ❖ Stopwatch ❖ Batons (1 per 4 students) <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">Sprint Hurdle Relay Baton</p> </div>



Physical Education Curriculum Guide

Grade 7

Unit 13: Create a Game/Reflection

Suggested Time: 1Week

Standards	Instructional Activities & Resources	Equipment
<p><u>Self-Responsibility</u> 5.2 Accept responsibility for individual improvement.</p> <p><u>Combination of Movement Patterns and Skills</u> 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.</p>	<p><u>Week 1: Create a Game; Game Presentations; Self and Class Reflection</u></p> <ul style="list-style-type: none"> ❖ Brainstorm individual or dual game ideas ❖ Use Create a Game criteria (Appendix) and complete game sheet ❖ Present the game ❖ Practice and refine games students created ❖ Assess game using rubric (Appendix) ❖ Question/Reflection Sheet (Appendix) <ul style="list-style-type: none"> ○ Fill out ○ Discuss as a class ❖ Students will reflect on their progress throughout the year and write a one-page fitness reflection paper (Appendix) ❖ Class Activity <ul style="list-style-type: none"> ○ Vote on the most favorite activity of the year ○ Play that activity on the last day 	<p>❖ Miscellaneous equipment (e.g., cones, pins, racquets, goals, mats, poly spots, frisbees, flags, bats)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Manipulative skill Offensive strategy Scoring system Reflection</p> </div>