PHYSICAL EDUCATION

7 Grade Beginning Team Sports

<table>
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<tr>
<th>Concepts:</th>
<th>Quarter 1/3</th>
<th>Last Update August 2016</th>
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</thead>
</table>
| **Strand 1:** Students will achieve a level of competency in motor skills and movement patterns. Students in grade seven develop a solid foundation in skills and competencies. They are still mastering basic manipulative skills, and are ready to engage in lead-up games and drills that provide a progression toward participation in regulation or advanced play. Students will apply skills in modified games, and may be introduced to regulation rules and game play. Instruction includes an introduction to training principals and activities that can enhance health-related fitness as students pursue personal fitness goals. | Skills: Students should demonstrate competency while stationary before advancing to more complex moving athletic environments. Skills should be performed with correct technique and accuracy.  
• Receive, Dribble, Pass, and Score a Basketball, Soccer Ball, & Hockey Puck  
• Throw and Catch a Football  
• Throw and Catch a Softball or Baseball as well as Receive a Ground and Fly Ball  
• Serve, Dig/Bump, & Spike a Volleyball  
• Serve & Return using a Racquet  
• Stretching, Bending, Twisting  
• Sliding, Galloping, Hopping | |
| **Strand 2:** Students will apply knowledge to attain efficient movement and performance. Students will use tactics utilizing space, pathway, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting. | |
| **Strand 5:** Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family. Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction | |

**Key Standards:**

1.5 Identify which aspects of opposition and follow through are common in a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, baseball lay-up).
1.6 Identify aspects of body and target alignment that are common for a variety of skills
2.1 Link skills together (e.g., dribble and pass a basketball, receive and dribble a soccer ball, kick, receive a soccer pass, and kick a goal).
2.2 Perform skills in an increasingly complex environment (e.g., from dribbling to dribbling on the run, from throwing football from a stationary to a moving target, hitting a stationary hockey puck to hitting a moving puck).
2.6 Dribble, pass, and receive a ball while stationary.
5.4 Explain how physical activity can provide enjoyable social interaction.

**Physical Education Key Concepts**

<table>
<thead>
<tr>
<th>Vocabulary students should use</th>
<th>Lessons</th>
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</thead>
</table>
| Lifetime Activity  
Locomotor Skills  
Follow Through  
Weight Transfer  
Body & Target Alignment  
Dribble, Pass, Shoot/Score  
Serve, Volley  
Offence, Defense, Strategy  
Ready Position  
Open Space  
Rules, Regulations  
Team, & Dual Sport  
Self-Expression | • Create an Offensive or Defensive Strategy (Strand 2)  
• Report on Different Types of Offensive and Defensive Schemes (Strand 2)  
• Chart Safe Training Practice for Various Level of Skill (5.6)  
• Student Developed Performance or Visual Art Piece that Reflects or Connects to a Sport or Activity (Strand 5) |

**I can:**

• Perform a variety of athletic skills that allow me to participate in several activities.
• Demonstrate offensive and defensive strategies that allow me to gain advantage.
• Explain the rules of play in several games and activities.
• Perform a variety of dances, such as folk, aerobic, modern, ballroom and line.
• Communicate the many benefits physical activities provide.
• Demonstrate the aspect and commonality of follow through in a variety of skills.
• Identify the uniqueness of physical activity or creative dance for self-expression.
• Identify the appropriate level of challenge to participate in self-selected activity.
• Explain the link and connection of similar movement to a variety of activity.

Assessment Options: Fitness Gram / Activity Gram
### 7 Grade Beginning Team Sports

#### Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.
- Students will identify the components of designing, monitoring, and evaluating physical fitness. They will recognize and apply fitness concepts of personal activities to maintain a lifetime of fitness.

#### Strand 4: Students will develop cooperative skills and positive personal behaviors through communication and respect for self and others.
- Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor in ensuring a safe and enjoyable experience.

### Key Standards:
- 3.1 Assess own fitness level and create personal fitness goals (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).
- 3.3 Monitor progress toward personal fitness goals using a checklist or journal.
- 3.5 Identify activities that can improve each component in health-related fitness (e.g., strength, muscular endurance, cardiovascular endurance, flexibility).
- 3.6 Explain the importance of warm-up and cool-down during exercise.
- 4.2 Recognize the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.
- 4.3 Consider various strategies for resolving personal conflict with sensitivity to the rights and feeling of others.
- 4.4 Understand and apply inclusive rules to include less skilled players. Identify exclusionary behavior that purposely omits students from being included.

### Physical Education Key Concepts

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<th>I can:</th>
<th>Vocabulary students should use</th>
<th>Lessons</th>
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<tbody>
<tr>
<td>Identify activities that will help me improve each component on my fitness.</td>
<td>Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Warm-up / Cool-down, Energy Balance, Inclusive, Exclusionary, Posture, Fitness Journal, Health Related Fitness, Opposing Muscle, Heart rate monitors, Pedometers, Skill Level, Respect, Conflict Resolution, Empathy, Etiquette</td>
<td>Effective Communication, Bullying Prevention, Cultural Understanding, Stereotypes, Understanding Food Labels, Food Pyramid, Dietary Supplements, Report on Community Activity, Availability, Develop Personal Fitness Plan with Improvement Goal, Track At Home Activity, Sports of the World, Popular Fitness Activity</td>
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<tr>
<td>Create personal goals based on fitness assessment results.</td>
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<tr>
<td>Maintain a journal and checklist monitoring my progress to my fitness goals.</td>
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<tr>
<td>Explain the importance of warm-up and cool down during exercise.</td>
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<td>Recognize the role of games, sport, and dance in getting to know and respect others of various cultural backgrounds.</td>
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<td>Understand and apply inclusive rules to include less skilled players.</td>
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<td>Identify exclusionary behaviors that contributes to students being excluded.</td>
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<td>Use technology to monitor and improve my health.</td>
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<td>Explain the concept of energy balance.</td>
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<td>Identify poor food choices and healthy alternatives.</td>
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<td>Identify opposing muscle groups and how they relate to training.</td>
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<td>Demonstrate proper posture.</td>
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### Assessment Options:
- Fitness Gram / Activity Gram