Title of planned course: Physical Education Grade 7

Subject Area: Physical Education

Grade Level: 7th

Course Description: Students will experience a variety of group activities to increase their knowledge of physical fitness based on the PA State Standards.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Mike Falcone
Curriculum Map

August: Introduction to PE

September: Game Strategies Review/Introduction

October: Game Strategies (offense)/Fitness 1

November: Game Strategies (offense)/Fitness 1

December: Cooperative Activities/Fitness 2

January: Cooperative Activities/Fitness 2

February: American Heart Association Activities

March: Net Games/Fitness 3

April: Track and Field 1/Fitness 3

May: Cooperative Diamond/Field Activities

June: Wrap Up

*Warm up activities held throughout the year
Wilson Area School District
Planned Course Materials

Course Title: Physical Education Grade 7

Teacher Resources:
- PA State Standards
- Pocono Mountain School District Curriculum
- Pleasant Valley School District Curriculum
- www.mrgym.com
- www.pecentral.org
- www.peuniverse.com
- “Adventure Curriculum for Physical Education”
- “Follow Me”
- “Outdoor Action Games”
- “Ready-to-Use Secondary P.E. Activities Program”
- “Success Oriented P.E. Activities”
- “Training for Speed, Agility, and Quickness”
Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Warm Up Activities

**Time frame:** Throughout the year

**State Standards:** 10.4.9.C, 10.4.9.F, 10.5.9.A

**Essential content/objectives:** At end of the unit, students will be able to:
- Analyze activities that improve specific parts of their fitness.
- Analyze how group members contribute to their success.
- Utilize skill-related fitness components during activities.

**Core Activities:** Students will complete/participate in the following:
- Tag
- Chase
- Flee activities

**Extensions:**
- Student creation
- Peer assistance

**Remediation:**
- Assistance from peers
- Modifications to activities

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Pinnies
- Belts
- Flags
- Cones
- Spots
- Small equipment such as animals

**Assessments:**
- Observation
Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Game Strategies Review/Introduction

**Time frame:** 4 weeks

**State Standards:** 10.4.9.F, 10.5.6.F, 10.5.9.F

**Essential content/objectives:** At end of the unit, students will be able to:
- Analyze the success of a team based on interactions of the group
- Apply game strategies (give and go, one on one, peer communication to basic activities
- Understand the concept of leading a receiver
- Utilize appropriate offensive strategies to have success

**Core Activities:** Students will complete/participate in the following:
- Grid Invasion activities
- Small sided activities
- 5 pass
- Speedball

**Extensions:** Describing how strategies would work in more complex games

**Remediation:**
- Peer assistance
- Individual help

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Pinnies
- Cones
- Balls
- Flags

**Assessments:**
- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Game Strategies (Offense)

**Time frame:** 3-6 weeks

**State Standards:** 10.5.9.F

**Essential content/objectives:** At end of the unit, students will be able to:
- Successfully throw and catch a frisbee and football
- Understand and apply offensive concept such as leading a receiver, moving without the ball, and faking
- Utilize appropriate offensive strategies to have success in an activity
- Describe how appropriate defensive strategies can be used to stop offenses (zone, man to man)

**Core Activities:** Students will complete/participate in the following:
- Ultimate Frisbee
- Castleball
- Team handball
- Rebound ball (inside only)
- Soccer
- Illinois coneball
- Trash can ball
- Flickerball (inside only)

**Extensions:**
- Students assist fellow classmates
- Describe how strategies apply to other sports

**Remediation:**
- Peer assistance
- Small group help

**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Cones
- Pinnies
- Balls
- Flags
- Polyspots
- Frisbees
- Goals
**Assessments:**
- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Fitness 1

Time frame: 2-3 weeks

State Standards: 10.4.6.C, 10.4.9.C, 10.4.9.D, 10.5.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Understand and apply fitness room procedures
- Safely utilize equipment in the fitness room
- Safely spot fellow students
- Describe and understand the terms repetition and set

Core Activities: Students will complete/participate in the following:

- Fitness room introduction (explain equipment, how to use it, rules in fitness room)
- Diagnostic work on machines (students will be able to work at each machine so they learn how to use them)

Extensions:

- Fitness room poster creation
- Assisting peers

Remediation: Peer assistance

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources: Fitness Room

Assessments:

- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Cooperative Activities

Time frame: 3-5 classes


Essential content/objectives: At end of the unit, students will be able to:
- Analyze the body’s cardio respiratory response to activities
- Understand how social benefits can impact activities, and how individuals respond to them
- Examine the success of an activity based on the group’s interactions
- Apply specific motor skills to cooperative activities, and analyze their impact

Core Activities: Students will complete/participate in the following:
- Hockey
- Relay Races
- Kinball
- Alaskan Baseball
- Bowling
- Team Tag Activities
- Toxic Waste Transfer
- Tarp Moving
- Head Honcho
- Rob the Nest
- Spoons/24
- Everybody Under
- Collective Long Jump
- Toss and Go Behind
- Move the World
- Wheel Deal
- Football Bingo
- 007
- Palmball
- Touchdown
- Swedish Meetball
- Ships/Sailors
- Switch/Change/Rotate
- Mixers
- Great Communicator
- Neutral Zone

Extensions:
- Students create activities
- No speaking during group activities (charades)
• Assistance of peers

**Remediation:**
• Additional verbal assistance
• Assistance from peers
• Extra teacher hints during activities

**Instructional Methods:**
• Lecture
• Demonstration
• Participation
• Cooperative learning

**Materials & Resources:**
• Sticks
• Pucks
• Balls
• Tarps
• Cards
• Flags
• Belts
• Cones
• Spots
• Kinball/Matball
• Ropes
• Buckets

**Assessments:**
• Observation
• Question and answer
• Worksheets
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Fitness 2

Time frame: 2-3 weeks

State Standards: 10.4.9.C, 10.5.9.A, 10.5.9.D

Essential content/objectives: At end of the unit, students will be able to:
- Analyze the body’s response to muscular strength and endurance activities based on their fitness status
- Understand how power and coordination will help in activities
- Understand the basics of specificity and how it relates to muscular strength and muscular endurance

Core Activities: Students will complete/participate in the following:
- Legs/back/bicep exercises
- Chest/shoulders/triceps exercises
- Muscular endurance (doing sets of 10-12) and muscular strength

Extensions:
- Peer assistance
- Students teach different exercises (i.e. different push ups)

Remediation:
- Assistance from peers
- Small group help
- Modified exercises

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources: Fitness Room

Assessments:
- Observation
- Question and answer
- Worksheets (activity log)
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: American Heart Association Activities

Time frame: 3-5 weeks


Essential content/objectives: At end of the unit, students will be able to:
- Explain how regular participation in physical activities benefits the cardiovascular system, and how it can help prevent heart diseases
- Describe the body’s cardio respiratory response to various activities
- Explain how authentic practice of a skill helps learn the skill, and progress through the various stages

Core Activities: Students will complete/participate in the following:
- Basketball activities (Hoops for Heart)
- Jump rope activities
- Cardio in fitness room (ellipticals, bikes, step up boxes)
- Tag/chase/flee games
- Pacer test

Extensions:
- Peer assistance
- Students create cardio games
- Increase intensity

Remediation:
- Assistance from peers
- Modified activities

Instructional Methods:
- Lecture
- Demonstration
- Participation

Materials & Resources:
- Basketballs
- Jump ropes
- Fitness room
- Step up boxes
- Balls
- Flags
- Belts
- Cones
- Pacer CD
Assessments:
- Observation
- Question and answer
- Worksheets (heart rate checks)
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Net Games

Time frame: 3-5 weeks

State Standards: 10.4.9.F, 10.5.9.A, 10.5.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Explain how group dynamics led to the success of their team.
- Apply the components of skill-related fitness to an activity.
- Utilize practice strategies to improve skills.
- Learn how to serve and hit for control

Core Activities: Students will complete/participate in the following:

- Volleyball
- Tennis
- Badminton

Extensions: Students create activities

Remediation:

- Beach Balls
- Softer/larger balls
- Lowered nets
- Peer assistance

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Nets
- Balls
- Rackets
- Tape
- Hoops
- Tarp

Assessments:

- Observation
- Question and answer
- Worksheets
Curriculum Scope & Sequence

**Planned Course**: Physical Education Grade 7

**Unit**: Fitness 3

**Time frame**: 2-3 weeks

**State Standards**: 10.4.9.C, 10.5.9.A, 10.5.9.D

**Essential content/objectives**: At end of the unit, students will be able to:
- Analyze the body’s response to selected activities.
- Utilize skill-related fitness components in activities
- Utilize circuit and interval training to benefit their overall fitness

**Core Activities**: Students will complete/participate in the following:
- Circuit training - students will rotate through a fitness circuit, with each station focusing on the skill related fitness components.
- Interval training - activities will be anaerobic

**Extensions**:
- Peer assistance
- Students’ creation of activities

**Remediation**:
- Modifications to activities
- Assistance from peers

**Instructional Methods**:
- Lecture
- Demonstration
- Participation

**Materials & Resources**:
- Fitness room
- Mats
- Step boxes
- Ladders
- Medicine balls
- Jump ropes

**Assessments**:
- Observation
- Question and answer
- Worksheets
- Activity logs
Curriculum Scope & Sequence

Planned Course: Physical Education Grade 7

Unit: Track and Field 1/ Speed and Agility

Time frame: 2-3 weeks

State Standards: 10.5.9.C, 10.5.9.E

Essential content/objectives: At end of the unit, students will be able to:
- Identify different aspects of a track meet.
- Utilize practice strategies to improve specific skills.
- Understand how scientific/biomechanical principles applies to track activities, and how they translate to other activities.

Core Activities: Students will complete/participate in the following:
- Z-Ball activities
- Track events (sprints/hurdles/jumps)
- Speed/agility movements (jumps, quickness drills, tag games)

Extensions:
- Peer assistance
- Student creation of activities

Remediation:
- Assistance from peers
- Modifications of activities
- Round ball instead of z-ball

Instructional Methods:
- Lecture
- Demonstration
- Participation
- Activity Log

Materials & Resources:
- Z-balls
- Polyspots
- Cones
- Hurdles
- Tape
- Flags
- Belts

Assessments:
- Observation
- Question and answer
- Worksheets
• Timings
Curriculum Scope & Sequence

**Planned Course:** Physical Education Grade 7

**Unit:** Cooperative Diamond/Field Activities

**Time frame:** 3-5 weeks

**State Standards:** 10.4.9.F, 10.5.9.A, 10.5.9.C

**Essential content/objectives:** At end of the unit, students will be able to:
- Analyze how group dynamics contributed to the success of their group
- Analyze how the skill-related components of fitness helped them succeed
- Utilize practice strategies to improve their skill set

**Core Activities:** Students will complete/participate in the following:
- Colony ball
- Super hooper
- Kickball and more
- Kickball basketball
- 3-ball
- Bucket chuck It
- Alaskan kickball
- Matball
- German kickball
- Everyone for self
- Bean bag grab
- Tandem tag
- Flag grab
- Chaos
- Fistball
- Wiffleball
- One Base
- Home Run
- Gotcha Ball
- Pinball
- Steal the treasure

**Extensions:**
- Peer assistance
- Student created activities

**Remediation:**
- Assistance from peers
- Equipment modifications
**Instructional Methods:**
- Lecture
- Demonstration
- Participation

**Materials & Resources:**
- Kickballs
- Bases
- Flags
- Belts
- Cones
- Pinnies
- Balls
- Bats
- Mats

**Assessments:**
- Observation
- Question and answer
- Worksheets
PE Facility Schedule
Grade 7

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Anne</th>
<th>Kathy</th>
<th>Mike</th>
<th>Joe</th>
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<td>Cafe</td>
<td>Gym</td>
<td>Pool (just to speak) Gym</td>
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- In beginning and end of year, classes may go outside if weather permits
- Activities will be different per class (i.e. Net games may be volleyball, badminton, etc. activities) will be different per grade (i.e. 7th badminton, 8th volleyball)
- If a teacher in the cafe does not have a class, another teacher from gym may come down