

Wilson Area School District Planned Course Guide

Title of planned course: Physical Wellness

Subject Area: Health and Physical Education

Grade Level: 7

Course Description: Physical Wellness will focus on teaching and describing fitness concepts through movement and activities. It will create challenges and provoke curiosity in a fun and enjoyable setting.

Time/Credit for this Course: One time per week, 40 minutes per class

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Curriculum Map

August: Personal Fitness Goals

September: Personal Fitness Goals

October: Personal Fitness Goals

November: Effects of Activities on Health

December: Factors Affecting the Response of Body Systems During Physical Activities

January: Skill Related Fitness

February: Principles of Training

March: Principles of Training

April: Cooperative Activities

May: Cooperative Activities

June: Cooperative Activities

Wilson Area School District Planned Course Materials

Course Title: Physical Wellness

Teacher Resources:

- PA State Standards
- Pocono Mountain School District Curriculum
- Pleasant Valley School District Curriculum
- www.mrgym.com
- www.pecentral.org
- www.peuniverse.com
- <https://physedgames.com/>
- *“Adventure Curriculum for Physical Education”*
- *“Follow Me”*
- *“Outdoor Action Games”*
- *“Physical Best Activity Guide”*
- *“Physical Education for Lifelong Fitness”*
- *“Ready to Use Secondary P.E. Activities Program”*
- *“Success Oriented P.E. Programs”*
- *“Teaching Children Physical Education”*
- *“Teaching Sport Concepts and Skills”*
- *“Training for Speed, Agility, and Quickness”*

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Personal Fitness Goals

Time frame: 10 classes

State Standards 10.4.9.A

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

- Identify and apply practice strategies for skill improvement
- Describe physical activities that are developmentally and individually appropriate
- Engage in physical activities that are developmentally and individually appropriate
- Describe physical activities that support the achievement of personal fitness goals
- Engage in physical activities that support the achievement of personal fitness goals
- Describe factors that impact physical activity preferences of adolescents (skill competence, social benefits, previous experience, activity confidence)
- Describe factors that impact the relationship between regular physical activity and motor skill improvement (personal choice, developmental difference, amount of physical activity, authentic practice)

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

- Fit 5
- Fitness Room activities
- Fitness Challenges that target various parts of overall health (cardio, strength, endurance, flexibility)
- Tag/Chase/Flee activities
- General and Specific Goal setting for personal health

Extensions:

- Assist their peers
- Poster creation
- Extracurricular personal goal creation
- Further research on personal fitness activities

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Mats
- Pacer test CD
- Journals/logs

Assessments:

- Observation
- Q & A
- Worksheets
- Self-assessments/reflections

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Effects of Activities on Health

Time frame: 4 classes

State Standards 10.4.9.B

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

- Describe the effects of moderate to vigorous physical activities on stress management
- Describe the effects of moderate to vigorous physical activities on disease prevention
- Describe the effects of moderate to vigorous physical activities on weight management

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

- Learning about stress management
- Disease prevention
- Weight management concepts
- Various cardio and physical activities (tag/chase/flee, cooperative games, walking/running/pacing, Fitness Room activities, Jump Ropes, Fit 5's)

Extensions:

- Assist their peers
- Poster creation
- Extracurricular personal goal setting
- Further research on the effects of physical activity on stress management, disease prevention, and weight management

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Stress/Disease/Weight information

Assessments:

- Observation
- Q & A
- Worksheets
- Self-assessments/reflections

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Factors affecting the response of body systems during physical activities

Time frame: 4 classes

State Standards 10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

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

- Describe factors affecting the response of body systems during physical activity:
 - Exercise (climate, altitude, location, temperature)
 - Healthy fitness zone
 - Individual fitness status (cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)
 - Drug/substance use/abuse
- Describe factors that affect the body systems during exercise
- Describe fitness status and its affect on exercise
- Describe how substance use and abuse impacts exercise

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

- Various invasion, net/wall, diamond, dodging/fleeing and fitness inspired games.

Extensions:

- Assist their peers
- Poster creation
- Extracurricular personal goal setting
- Further research on the factors affecting the response of body systems during physical activities

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Information on exercise, healthy fitness zone, individual fitness status, drug/substance use/abuse

Assessments:

- Observation
- Q & A, worksheets
- Self-assessments/reflections

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Skill Related Fitness

Time frame: 6 classes

State Standards 10.5.9.A

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

- Describe and demonstrate skill related components of fitness:
 - Agility
 - Balance
 - Coordination
 - Power
 - Reaction time
 - Speed
- Identify the components of skill related fitness.
- Describe the components of skill related fitness.

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

- Various invasion, net/wall, diamond, dodging/fleeing activities and fitness inspired games

Extensions:

- Assist their peers
- Poster creation
- Extracurricular personal goal setting
- Further research on the effects of physical activity on stress management, disease prevention, and weight management

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Information on agility balance, coordination, power, reaction time, speed

Assessments:

- Observation
- Q & A
- Worksheets
- Self-assessments/reflections

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Principles of Training

Time frame: 6 Classes

State Standards 10.5.9.D

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

- Identify the principles of training from the 10.5.9.D standard using proper vocab
- Describe the principles of training from the 10.5.9.D standard using proper vocab

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

- Fit 5
- Fitness Room activities
- Fitness Challenges that target various principles of training (ie. repetitions/ sets)
- Tag/Chase/Flee activities
- General and Specific Goal setting as it applies to principles of training

Extensions:

- Assist their peers
- Poster creation
- Extracurricular personal goal creation
- Further research on personal fitness activities

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation
- Cooperative Learning

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Mats
- Pacer test CD
- Journals/logs

Assessments:

- Observation
- Q & A
- Worksheets
- Self-assessments/reflections

Curriculum Scope & Sequence

Planned Course: Physical Wellness

Unit: Cooperative Activities

Time frame: 6 Classes

State Standards: 10.4.9.F, 10.5.9.B, 10.5.9.F

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

- Describe the effects of positive interactions of adolescent group members in physical activities
- Describe the effects of negative interactions of adolescent group members in physical activities
- Describe how response selection affects the quality of complex movements
- Describe appropriate response selection to complex movements
- Describe offensive strategies in physical activities and complex games
- Describe defensive strategies in physical activities and complex games

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

- Fit 5's
- 007
- Touchdown
- Kinball
- Alaskan/German Baseball and Kickball
- British Warm Up
- Neutral Zone
- RPS activities
- Toxic River
- Maze
- Cooperative Tag Activities
- Partner Challenges
- Various other PE activities/challenges

Extensions:

- Assist their peers
- Poster creation
- Extra-curricular group activity research

Remediation:

- Assistance from peers/aides
- Modifications to physical or cognitive assessments

Instructional Methods:

- Lecture
- Demonstration
- Participation

Materials & Resources:

- Fitness room
- Various P.E. equipment
- Journals/logs

Assessments:

- Observation
- Q & A, worksheets
- Self-assessments/reflections