

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education 7

Curriculum writing committee:

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Grade Level: 7

Date of Board Approval: _____2020_____

Course Weighting: Physical Education 7

Preparation	20%
Participation	40%
Performance and Application	40%
Total	100%

Curriculum Map

Overview: The students will participate in a variety of physical activities such as team, individual, and lifetime sports as well as physical fitness activities. The students will learn teamwork, respect for others, rules and regulations, and care of equipment. Through Physical Education, the students will gain knowledge of their body and an enhanced health level. They will recognize the importance of physical activity and fitness throughout their lives to enhance their health. Activities and instructional strategies are geared toward the development of adolescents physically, cognitively, and affectively.

The students will learn the critical elements of each of the skills involved in these activities, the fundamental offensive and defensive strategies, and the basic rules. The students will learn how to facilitate a game or variations of activities in order to stay active outside of class and to encourage lifelong fitness and activity. The students will calculate their target heart rate zone and will record pre, post and recovery heart rates.

Goals: The goals of the middle school physical education program are to prepare students to lead a physically active lifestyle and to understand that keeping their bodies healthy (physically, mentally, socially and) will contribute to their longevity. Team sports that can be included are flag football, soccer, softball, Ultimate Frisbee, basketball, volleyball, team handball, and floor hockey. The individual/dual sports unit can include badminton, pickleball, wallyball, racquetball and table tennis. Interactive and cooperative games units will include a variety of activities that enhance leadership and interpersonal skills. The lifetime activities can include walking, swimming, lawn games, dance, strength training, and fitness activities. Correct walking/running form and dance steps associated with square dance, aerobics, Zumba, folk, social, modern and country line dance can be introduced as well.

Big Ideas:

1. Students are responsible for safety during organized group activities.

2. Describe and apply game strategies to complex games and physical activities including offensive strategies, defensive strategies and time management.
3. Analyze the effects of positive and negative interactions of adolescent group members in physical activity.
4. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Textbook and Supplemental Resources: No textbook, equipment needed for sports/activities.

Curriculum Plan

Unit: Team and Individual Sports

Time/Days: 46 min/50 days

PA Academic Standards: 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9C, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9A, 10.5.9B, 10.5.9C, 10.5.9F

Eligible Content:

- Rules are put into place to allow everyone to be able to participate safely.
- Activities in this unit can be modified from their original form in order to increase participation and include all ability levels.
- All defensive and offensive strategies are directly related to one another (i.e. give and go, zone and man defenses, occupying a set area on the court or field).
- Application of effective negotiation and assertive behavior are an asset in communication and teamwork.
- Application of anger management, peer mediation, and reflective listening skills can create a healthy environment and help to solve conflicts.
- Team and Individual sports can be used to increase personal fitness, wellness, and health.

Objectives:

1. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
2. The students will be able to summarize the critical elements of the activity. (DOK Level 2)
3. The students will differentiate between the offensive and defensive strategies that are necessary for competition. (DOK Level 3)
4. The students will analyze the benefits that regular participation in an activity has on their bodies. (DOK Level 4)
5. The students will assess their heart rates at the beginning and end of the activity as well as during a 2-4 minute recovery period. (DOK Level 3)
6. The students will compare game strategies across activities. (DOK Level 3)
7. The students will describe what factors influence their physical activity preferences. (DOK Level 1)
8. The students will critique sportsmanship during activities. (DOK Level 4)
9. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)

10. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
11. The students will predict how practice strategies can improve their skills. (DOK Level 2)
12. The students will recognize how muscular strength, muscular endurance, and cardio respiratory endurance affects the activities in this unit. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Practice style, Reciprocal style, Self-check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be instructed on the rules for the given activity and area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Description of physical fitness components. (health related or skill related)
5. Heart rate monitoring.
6. Individual practice drills of the critical elements.
7. Partner practice drills of the critical elements and offensive and defensive strategies.
8. Lead up games with rules explanation.
9. Modified game play with rules explanation.
10. Regulation and/or tournament game play with rules/scoring explanation
11. Writing/journal assignment and/or completion of Activity Response sheets

Assessments:

- **Diagnostic:** Skills and game concept observation. Teacher may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.

Unit: Interactive and Cooperative Games

Time/Days: 46 min/10 days

PA Academic Standards: 10.1.9A, 10.2.9D, 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9E

Eligible Content:

- Rules are put into place to allow everyone to be able to participate safely.
- Activities in this unit can be modified from their original form in order to increase participation and include all ability levels.
- Application of effective negotiation and assertive behavior are an asset in communication and teamwork.
- Application of anger management, peer mediation, and reflective listening skills can create a healthy environment and help to solve conflicts.
- Everyone has something to contribute to the group and to the activity.
- Each person has unique qualities and aptitudes.

Objectives:

1. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
2. The students will be able to summarize the critical elements of the activity. (DOK Level 2)
3. The students will analyze the benefits that regular participation in an activity has on their bodies. (DOK Level 4)
4. The students will assess their heart rates at the beginning and end of the activity as well as during a 2-4 minute recovery period. (DOK Level 3)
5. The students will apply social and interpersonal strategies to each activity. (DOK Level 4)
6. The students will describe what factors influence their physical activity preferences. (DOK Level 1)
7. The students will critique sportsmanship during activities. (DOK Level 4)
8. The students will identify negative interactions within a group and describe ways to overcome these types of interactions. (DOK Level 1)
9. The students will identify skills from one activity that could be transferred to another activity. (DOK Level 1)
10. The students will predict how practice strategies can improve their skills. (DOK Level 2)
11. The students will recognize how muscular strength, muscular endurance, and cardiorespiratory endurance affects the activities in this unit. (DOK Level 1)
12. The students will identify what a group initiative is and what debriefing an initiative is. (DOK Level 1)

13. The students will identify and describe the importance of self-respect and respect for the diversity of others during a group initiative. (DOK Level 1)
14. The students will analyze the importance of communication in group initiatives. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Guided Discovery, Self-Check, Practice style, Reciprocal style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative learning.

1. The students will be instructed on the rules for the given activity area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Description of physical fitness components (health related or skill related).
5. Heart rate monitoring.
6. Lead up games/activities with rules explanation.
7. Modified game/activity play with rules explanation.
8. Teacher explanation of the importance of communication and debriefing.
9. Student cooperation and participation in group initiatives.
10. Student cooperation and participation in debriefing activities (reflection).
11. Writing assignment/journal assignment and/or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teachers may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.

Unit: Lifetime Fitness

Time/Days: 46 min/15 days

PA Academic Standards: 10.3.9A, 10.3.9C, 10.3.9D, 10.4.9A, 10.4.9B, 10.4.9C, 10.4.9D, 10.4.9E, 10.4.9F, 10.5.9A, 10.5.9B, 10.5.9C, 10.5.9D

Eligible Content:

- Rules are put into place to allow everyone to be able to participate safely.
- Activities in this unit can be modified from their original form in order to increase participation and include all ability levels.
- Application of effective negotiation and assertive behavior are an asset in communication and teamwork.
- Application of anger management, peer mediation, and reflective listening skills can create a healthy environment and help to solve conflicts.
- There are five components of health-related fitness: Flexibility, Muscular Strength, Muscular Endurance, Cardiorespiratory Endurance, and Body Composition.
- There are six components of skill related fitness: agility, balance, reaction time, speed, power, and coordination.
- The F.I.T.T. principle (Frequency, Intensity, Time, and Type) is a simple set of rules for getting the most out of an exercise program.
- Physical activity is a major component of a healthy lifestyle and can contribute to longevity.
- For health benefits, physical activity should be moderate or vigorous intensity.
- Sufficient physical activity is defined as at least 60 minutes of moderate-intensity aerobic physical activity daily and 3 days per week of muscle-strengthening activity for youth.

Objectives:

1. The students will identify the basic skills needed to execute participation in the selected activity. (DOK Level 1)
2. The students will apply a combination of basic movement skills and concepts in various fitness activities. (DOK Level 1)
3. The students will use internal and external feedback to analyze modify movement during their performances. (DOK Level 4)
4. The students will recognize that lifetime fitness activities can provide for positive social interaction. (DOK Level 4)
5. The students will analyze why certain rules and etiquette are important for participation in lifetime fitness activities. (DOK Level 1)

6. The students will differentiate between the five components of fitness. (DOK Level 3)
7. The students will design a regular exercise routine that incorporates the components of fitness. (DOK Level 4)
8. The students will analyze their heart rate multiple times during the period (pre, post, and recovery from the activity). (DOK Level 4)
9. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

The following instructional methods can be used with each core activity based on the teacher choice of style: Command style, Practice style, Reciprocal style, Self-Check style, Inclusion style, Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be instructed on the rules for the given activity and area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Warm up and cool down activities.
4. Description of physical fitness components. (health related or skill related)
5. Heart rate monitoring.
6. Individual/Partner practice drills of the critical elements.
7. Creation of a fitness routine.
8. Writing assignment/journal assignment and/or completion of Activity Response sheets.

Assessments:

- **Diagnostic:** Skills and game concept observation. Teacher may interview various students.
- **Formative:** Teacher will conduct a question and answer session following selected activities.
- **Summative:** Writing/Journal Assignment, completion of Activity Response Sheets, structured observation and performance tasks.

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