

## Seventh Grade, Physical Education, Quarter 1

### Big Ideas/Key Concepts:

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: FITNESS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p><b>MS.1 Invasion Games/ Throwing</b> MS.1.7. Using a mature overhand pattern, throws to a partner at varying distances.</p> <p><b>MS.2 Invasion Games/Catching</b> MS.2.7 Using a mature pattern, catches at different levels and extensions with passive defense.</p> <p><b>MS.3 Invasion/ Receiving</b> MS.3.7. Passes/receives with hands/feet/implement while passing against a defender (small group).</p> <p><b>MS.4 Invasion Games/Passing and Receiving</b> MS.4.7 Passes and receives utilizing various pathways with a single defender  (small group).</p>	<p><b><u>MS.1</u></b> I can throw overhand to a partner at various distances.</p> <p><b><u>MS.2</u></b> I can catch a ball at different levels.</p> <p><b><u>MS.3</u></b> I can catch a ball while guarded or unguarded at different levels.</p> <p><b><u>MS.4</u></b> I can pass or receive a pass while being defended.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.17 Fitness (types of activities)</b> MS.17.7 Participates in a variety of strength and endurance activities (weight training, resistance training, free-weights).</p> <p><b>MS.18 Fitness (intensity)</b> MS.18.7 Participates in moderate to vigorous strengthening activities.</p> <p><b>MS.19 Fitness (flexibility)</b> MS.19.7 Uses correct techniques for dynamic stretching to improve flexibility</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.1.7 Evaluates a peer's performance using the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.</p> <p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p>	<p><b><u>MS.17</u></b> I can participate in a variety of strength and endurable activities.</p> <p><b><u>MS.18</u></b> I can participate in moderate to vigorous activities.</p> <p><b><u>MS.19</u></b> I can use correct technique to improve flexibility thru dynamic stretching.</p> <p><b><u>CC.1</u></b> I can describe and analyze the critical elements of an activity performed by my peers.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><b><u>PSR.1</u></b> I can display good sportsmanship.  I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><b><u>PSR.2</u></b> I can identify the rules and etiquette in all physical activities.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p><b>PSR.4 Cooperation</b> PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p><b>VPA.1 Appreciation</b> VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p><b>VPA.2 Challenge</b> VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><b><u>PSR.3</u></b> I can describe rules and guidelines for resolving conflict in physical activity.</p> <p><b><u>PSR.4</u></b> I can use various strategies to include everyone.  I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b> I can identify and engage in physical activities as an opportunity for social and group interaction and communication. I can create a physical activity plan that fits my daily schedule.</p> <p><b><u>VPA.2</u></b> I can recognize physical activity as a positive opportunity for social and group interaction and communication. I can give input on activities that will our fitness level.</p>

## Seventh Grade, Physical Education, Quarter 2

### Big Ideas/Key Concepts:

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS**

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION**

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE**

Standards	Student Friendly "I Can" Statements
<p><b>MS.5 Invasion Games/ Offensive Skills</b> MS.5.7 With defensive pressure, performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space.</p>	<p><b><u>MS.5</u></b> I can perform several offensive skills to create open space while guarded.</p>
<p><b>MS.6 Invasion Games/Sports Ball Control</b> MS.6.7 Demonstrates dominate and non-dominant side (hand or foot) dribble while changing directions.</p>	<p><b><u>MS.6</u></b> I can dribble a ball using dominate and non-dominant hand or foot while changing directions.</p>
<p><b>MS.7 Invasion Games/Sports Ball Control</b> MS.7.7 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement with a</p>	<p><b><u>MS.7</u></b> I can dribble and pass using the inside and outside of my foot while guarded or unguarded.</p>

Standards	Student Friendly "I Can" Statements
<p>defender.</p> <p><b>MS.8 Invasion Games/ Sports Shooting on Goal</b> MS.8.7 Shoots on goal with appropriate force and accuracy with a defender.</p> <p><b>MS.9 Invasion Games/Sports Defensive Skills</b> MS.9.7 Performs a defensive slide without crossing feet.</p> <p><b>MS.24 Outdoor Pursuits (Optional)</b> MS.24.7 Demonstrates correct technique for basic skills in 2 selected outdoor activities (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course)</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.1.7 Evaluates a peer's performance using the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.</p> <p><b>CC.3 Games/Sports Creating Space</b> CC.3.7 Creates open space by staying spread on offense.</p> <p><b>CC.4 Games/Sports Reducing Space</b> CC.4.7 Executes the correct defensive position and movement based on the</p>	<p><b><u>MS.8</u></b> I can shoot effectively at a goal while defended.</p> <p><b><u>MS.9</u></b> I can demonstrate a defensive slide without crossing my feet.</p> <p><b><u>MS.24</u></b> I can demonstrate correct technique in Hiking and Biking.</p> <p><b><u>CC.1</u></b> I can describe and analyze the critical elements of an activity performed by my peers.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><b><u>CC.3</u></b> I can create space by staying wide on offense.</p> <p><b><u>CC.4</u></b> I can execute the correct defensive position and movement</p>

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<p>situation.</p> <p><b>CC.5 Games/Sports Denial</b> CC.5.7 When appropriate, denies the pass or catch to work toward deflection</p> <p><b>CC.6 Games/Sports Transition</b> CC.6.7 Successfully transitions quickly from offense/defense and defense/offense while communicating with team mates and maintaining proper spacing.</p> <p><b>CC.7 Games/Sports Tactics/Shots</b> CC.7.7 Executes appropriate shots to open space based on opponents location.</p> <p><b>CC.10 Outdoor Pursuits Movement Concepts</b> CC.10.7 Analyzes and makes adjustments based on variables (e.g., skill, fitness, conditions, equipment).</p> <p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p>	<p>based on offense moves</p> <p><b><u>CC.5</u></b> I can position myself to deflect or intercept a pass.</p> <p><b><u>CC.6</u></b> I can transition quickly from offense to defense or defense to offense.</p> <p><b><u>CC.7</u></b> I can take shots to open space based on opponent location.</p> <p><b><u>CC.10</u></b> I can analyze and make adjustments based on a variety of variables.</p> <p><b><u>PSR.1</u></b> I can display good sportsmanship.  I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><b><u>PSR.2</u></b> I can identify the rules and etiquette in all physical activities.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p><b>PSR.4 Cooperation</b> PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p><b>VPA.1 Appreciation</b> VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p><b>VPA.2 Challenge</b> VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><b><u>PSR.3</u></b> I can describe rules and guidelines for resolving conflict in physical activity.</p> <p><b><u>PSR.4</u></b> I can use various strategies to include everyone. I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b> I can identify and engage in physical activities as an opportunity for social and group interaction and communication.  I can create a physical activity plan that fits my daily schedule.</p> <p><b><u>VPA.2</u></b> I can recognize physical activity as a positive opportunity for social and group interaction and communication. I can give input on activities that will our fitness level.</p>

## Seventh Grade, Physical Education, Quarter 3

### Big Ideas/Key Concepts:

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: RHYTHM, DANCE, & EDUCATIONAL GYMNASTICS

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: AQUATICS (OPTIONAL)

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p><b>MS.10 Games /Sports- Serving (Net/Wall)</b> MS.10.7 Performs a serve (underhand/overhand) with a mature pattern to a predetermined target.</p> <p><b>MS.11 Games /Sports- Striking (Net/Wall)</b> MS.11.7 Strikes with an overhand pattern with appropriate distance and force during challenge activities.</p> <p><b>MS.13 Net/wall Games/Sports Volley</b> MS.13.7 Executes a forearm volley with</p>	<p><b><u>MS.10</u></b> I can serve underhand/overhand to a specific spot with little difficulties.</p> <p><b><u>MS.11</u></b> I can perform an overhand serve with appropriate force and distance during challenging activities.</p> <p><b><u>MS.13</u></b> I can perform a forearm volley with</p>

Standards	Student Friendly "I Can" Statements
<p>accuracy.</p> <p><b>MS.20 Rhythms &amp; Dance</b> MS.20.7 Demonstrates proper sequence of a dance with at least 32 counts in 2 or more dances.</p> <p><b>MS.21 Rhythms &amp; Dance</b> MS.21.7 Performs a partner dance to varying tempos.</p> <p><b>MS.22 Educational Gymnastics</b> MS.22.7 Creates and demonstrates an educational gymnastics routine with at least 4 elements.</p> <p><b>MS.23 Aquatics (Optional)</b> MS.23.7 Demonstrates basic floating technique (front and back) and treading water.</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.1.7 Evaluates a peer's performance using the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.</p> <p><b>FPA.1 Physical Activity Knowledge</b> FPA.1.7 Defines the importance of daily physical activity.</p>	<p>accuracy.</p> <p><b><u>MS.20</u></b> I can demonstrate a sequence in a dance with at least 32 counts.</p> <p><b><u>MS. 21</u></b> I can demonstrate and perform a partner dance using various tempos.</p> <p><b><u>MS.22</u></b> I can create and demonstrate a gymnastics routine with at least 4 elements.</p> <p><b><u>MS.23</u></b> I can demonstrate floating technique and treading water.</p> <p><b><u>CC.1</u></b> I can evaluate my classmate's performance using the critical elements of an activity.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate my peer's performance of a skill.</p> <p><b><u>FPA.1</u></b> I can define and list the benefits of being physical activity on a daily basis.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p><b>PSR.4 Cooperation</b> PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p><b>VPA.1 Appreciation</b> VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p><b>VPA.2 Challenge</b> VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><b><u>PSR.1</u></b> I can display good sportsmanship. I can work cooperatively with a group to achieve a common goal in a competitive, as well a cooperative setting.</p> <p><b><u>PSR.2</u></b> I can identify the rules and etiquette in all physical activities.</p> <p><b><u>PSR.3</u></b> I can recognize potential conflict and how to prevent it. I can resolve potential conflict with sensitivity to the rights and feelings of others.</p> <p><b><u>PSR.4</u></b> I can use various strategies to include everyone.  I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b> I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><b><u>VPA.2</u></b> I can recognize physical activity as a positive opportunity for social and group interaction and communication. I can analyze my personal fitness level defined by the Pacer Test. I can identify and choose activities to improve my fitness levels.</p>

## Seventh Grade, Physical Education, Quarter 4

### Big Ideas/Key Concepts:

COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS

COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: FITNESS KNOWLEDGE

COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: ASSESSMENT & PLANNING

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE

COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION

COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE

Standards	Student Friendly "I Can" Statements
<p><b>MS.12 Games /Sports Forehand/ Backhand</b> MS.12.7 Using either a short or long handled implement successfully rallies with a partner.</p> <p><b>MS.14 Game /Sports- Target ( Striking)</b> MS.14.7 Strikes a stationary object with an implement with accuracy from varying distances</p> <p><b>MS.15 Games /Sports Field(Strike)</b> MS.15.7 Strikes a pitched ball with an implement with force and accuracy.</p> <p><b>MS.16 Games/Sports Field (Fielding)</b> MS.16.7 Catch (field) an object from</p>	<p><b><u>MS.12</u></b> I can demonstrate proper technique in a forehand and backhand volley with a partner.</p> <p><b><u>MS.14</u></b> I can strike a stationary object with accuracy.</p> <p><b><u>MS.15</u></b> I can hit a pitched ball with a bat with great force and accuracy.</p> <p><b><u>MS.16</u></b> I can catch an object from different</p>

Standards	Student Friendly "I Can" Statements
<p>different directions and force.</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b>            CC.1.7 Evaluates a peer's performance using the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b>            CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.</p> <p><b>CC.8 Games/Sports Shot Selection</b>            CC.8.7 Controls speed and/or trajectory of the shot based on the location of the target or opponent</p> <p><b>CC.9 Games/Sports Offensive Strategies</b> CC.9.7 Explains intended location and provides a description of shot selection (lob, high arc, line drive).</p> <p><b>FPA.2 Fitness Knowledge</b>            FPA.2.7 Differentiates between health related (cardiovascular; muscular strength, muscular endurance, body composition, flexibility) and skill related fitness.</p>	<p>directions.</p> <p><b>CC.1</b>            I can evaluate my classmate's performance using the critical elements of an activity.</p> <p><b>CC.2</b>            I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><b>CC.8</b>            I can identify and execute an appropriate club or shot needed based on my target.</p> <p>I can control the speed and/or trajectory to execute a shot based on the location of the target or opponent.</p> <p><b>CC.9</b>            I can explain the intended location of a shot selection on goal.</p> <p>I can provide a description of shot selection toward the intended location of a shot on goal.</p> <p><b>FPA.2</b>            I can identify the differences between health related and skill related fitness.</p>

Standards	Student Friendly "I Can" Statements
<p><b>FPA.3 Fitness Knowledge</b> FPA.3.7 Interprets the Rate of Perceived Exertion (RPE) scale as it relates to intensity</p> <p><b>FPA.4 Fitness Knowledge</b> FPA.4.7 Explains how the FITT principle relates to fitness and physical activity</p> <p><b>FPA.5 Fitness Knowledge</b> FPA.5.7 Identifies the major muscles used in selected physical activity</p> <p><b>FPA.6 Assessment &amp; Planning</b> FPA.6.7 Designs a plan to improve one health-related component based on the results of fitness log and fitness test data</p> <p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.7 Recognizes potential conflicts and demonstrate</p>	<p><b><u>FPA.3</u></b> I can interpret the Rate of Perceived Exertion (RPE) scale as it relates to intensity.</p> <p><b><u>FPA.4</u></b> I can define, incorporate, and use the FITT principle into physical activity to improve my personal fitness level.</p> <p><b><u>FPA.5</u></b> I can identify major muscles used in selected physical activities.</p> <p><b><u>FPA.6</u></b> I can design and maintain a personal fitness log to meet personal fitness goals.</p> <p><b><u>PSR.1</u></b> I can display good sportsmanship.</p> <p>I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><b><u>PSR.2</u></b> I can identify the rules and etiquette in all physical activities.</p> <p><b><u>PSR.3</u></b> I can describe rules and guidelines for resolving conflict in physical activity.</p>

Standards	Student Friendly "I Can" Statements
<p>proactive ways to prevent conflict.</p> <p><b>PSR.4 Cooperation</b> PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p><b>VPA.1 Appreciation</b> VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p><b>VPA.2 Challenge</b> VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p>I can recognize potential conflict and how to prevent it.</p> <p><b><u>PSR.4</u></b> I can use various strategies to include everyone.</p> <p>I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b> I can engage in various physical activities as an opportunity for social and group interaction and communication.</p> <p>I can identify both physically and emotionally the benefits of participation in physical activity.</p> <p><b><u>VPA.2</u></b> I can recognize physical activity as a positive opportunity for social and group interaction and communication. I can analyze my personal fitness level defined by the Pacer Test. I can identify and choose activities to improve my fitness levels.</p>