

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

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

Standards	Student Friendly "I Can" Statements
<p>PSR.3 Rules & Etiquette PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p>PSR.4 Cooperation PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p>VPA.1 Appreciation VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p>VPA.2 Challenge VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><u>PSR.3</u> I can describe rules and guidelines for resolving conflict in physical activity.</p> <p><u>PSR.4</u> I can use various strategies to include everyone. I can demonstrate the acceptance of others skills and abilities.</p> <p><u>VPA.1</u> 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><u>VPA.2</u> 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>MS.5 Invasion Games/ Offensive Skills MS.5.7 With defensive pressure, performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space.</p>	<p><u>MS.5</u> I can perform several offensive skills to create open space while guarded.</p>
<p>MS.6 Invasion Games/Sports Ball Control MS.6.7 Demonstrates dominate and non-dominant side (hand or foot) dribble while changing directions.</p>	<p><u>MS.6</u> I can dribble a ball using dominate and non-dominant hand or foot while changing directions.</p>
<p>MS.7 Invasion Games/Sports Ball Control 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><u>MS.7</u> 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>MS.8 Invasion Games/ Sports Shooting on Goal MS.8.7 Shoots on goal with appropriate force and accuracy with a defender.</p> <p>MS.9 Invasion Games/Sports Defensive Skills MS.9.7 Performs a defensive slide without crossing feet.</p> <p>MS.24 Outdoor Pursuits (Optional) 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>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.1.7 Evaluates a peer's performance using the critical elements.</p> <p>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers) CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.</p> <p>CC.3 Games/Sports Creating Space CC.3.7 Creates open space by staying spread on offense.</p> <p>CC.4 Games/Sports Reducing Space CC.4.7 Executes the correct defensive position and movement based on the</p>	<p><u>MS.8</u> I can shoot effectively at a goal while defended.</p> <p><u>MS.9</u> I can demonstrate a defensive slide without crossing my feet.</p> <p><u>MS.24</u> I can demonstrate correct technique in Hiking and Biking.</p> <p><u>CC.1</u> I can describe and analyze the critical elements of an activity performed by my peers.</p> <p><u>CC.2</u> I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><u>CC.3</u> I can create space by staying wide on offense.</p> <p><u>CC.4</u> I can execute the correct defensive position and movement</p>

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

Standards	Student Friendly "I Can" Statements
<p>PSR.3 Rules & Etiquette PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p>PSR.4 Cooperation PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p>VPA.1 Appreciation VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p>VPA.2 Challenge VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><u>PSR.3</u> I can describe rules and guidelines for resolving conflict in physical activity.</p> <p><u>PSR.4</u> I can use various strategies to include everyone. I can demonstrate the acceptance of others skills and abilities.</p> <p><u>VPA.1</u> 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><u>VPA.2</u> 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>MS.10 Games /Sports- Serving (Net/Wall) MS.10.7 Performs a serve (underhand/overhand) with a mature pattern to a predetermined target.</p> <p>MS.11 Games /Sports- Striking (Net/Wall) MS.11.7 Strikes with an overhand pattern with appropriate distance and force during challenge activities.</p> <p>MS.13 Net/wall Games/Sports Volley MS.13.7 Executes a forearm volley with</p>	<p><u>MS.10</u> I can serve underhand/overhand to a specific spot with little difficulties.</p> <p><u>MS.11</u> I can perform an overhand serve with appropriate force and distance during challenging activities.</p> <p><u>MS.13</u> I can perform a forearm volley with</p>

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

Standards	Student Friendly "I Can" Statements
<p>PSR.1 Personal and Social Responsibility PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p>PSR.2 Rules & Etiquette PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p> <p>PSR.3 Rules & Etiquette PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.</p> <p>PSR.4 Cooperation PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p>VPA.1 Appreciation VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p>VPA.2 Challenge VPA.2.7 Uses positive coping strategies in a group setting.</p>	<p><u>PSR.1</u> 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><u>PSR.2</u> I can identify the rules and etiquette in all physical activities.</p> <p><u>PSR.3</u> 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><u>PSR.4</u> I can use various strategies to include everyone. I can demonstrate the acceptance of others skills and abilities.</p> <p><u>VPA.1</u> I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><u>VPA.2</u> 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>MS.12 Games /Sports Forehand/ Backhand MS.12.7 Using either a short or long handled implement successfully rallies with a partner.</p> <p>MS.14 Game /Sports- Target (Striking) MS.14.7 Strikes a stationary object with an implement with accuracy from varying distances</p> <p>MS.15 Games /Sports Field(Strike) MS.15.7 Strikes a pitched ball with an implement with force and accuracy.</p> <p>MS.16 Games/Sports Field (Fielding) MS.16.7 Catch (field) an object from</p>	<p><u>MS.12</u> I can demonstrate proper technique in a forehand and backhand volley with a partner.</p> <p><u>MS.14</u> I can strike a stationary object with accuracy.</p> <p><u>MS.15</u> I can hit a pitched ball with a bat with great force and accuracy.</p> <p><u>MS.16</u> I can catch an object from different</p>

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

Standards	Student Friendly "I Can" Statements
<p>FPA.3 Fitness Knowledge FPA.3.7 Interprets the Rate of Perceived Exertion (RPE) scale as it relates to intensity</p> <p>FPA.4 Fitness Knowledge FPA.4.7 Explains how the FITT principle relates to fitness and physical activity</p> <p>FPA.5 Fitness Knowledge FPA.5.7 Identifies the major muscles used in selected physical activity</p> <p>FPA.6 Assessment & Planning 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>PSR.1 Personal and Social Responsibility PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.</p> <p>PSR.2 Rules & Etiquette PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.</p> <p>PSR.3 Rules & Etiquette PSR.3.7 Recognizes potential conflicts and demonstrate</p>	<p><u>FPA.3</u> I can interpret the Rate of Perceived Exertion (RPE) scale as it relates to intensity.</p> <p><u>FPA.4</u> I can define, incorporate, and use the FITT principle into physical activity to improve my personal fitness level.</p> <p><u>FPA.5</u> I can identify major muscles used in selected physical activities.</p> <p><u>FPA.6</u> I can design and maintain a personal fitness log to meet personal fitness goals.</p> <p><u>PSR.1</u> I can display good sportsmanship.</p> <p>I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><u>PSR.2</u> I can identify the rules and etiquette in all physical activities.</p> <p><u>PSR.3</u> 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>PSR.4 Cooperation PSR.4.7 Cooperates respectfully with peers in a small group.</p> <p>VPA.1 Appreciation VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.</p> <p>VPA.2 Challenge 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><u>PSR.4</u> I can use various strategies to include everyone.</p> <p>I can demonstrate the acceptance of others skills and abilities.</p> <p><u>VPA.1</u> 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><u>VPA.2</u> 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>