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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## 7th Grade Physical Education Curriculum

**Course Description:** This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. This course cannot be repeated.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Foundations of Fitness	Topic 1: Fitness Assessment Topic 2: FITT Principle
Ongoing	Sports and Recreation	Topic 1: Team Sports Topic 2: Individual/Dual Sports Topic 3: Lifetime/Recreational Activities

## Unit 1: Foundations of Fitness

**Subject:** Physical Education

**Grade:** 7

**Name of Unit:** Foundations of Fitness

**Length of Unit:** Ongoing

**Overview of Unit:** Students will measure each component of health-related fitness and compare individual scores to the healthy fitness zone. Students will then analyze scores and create personal, smart goals for spring post-test. Students will enhance their personal fitness goal according to the components of the FITT principle.

**Priority Standards for unit:**

- PA1C7a Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise
- PA1A7a Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both

**Supporting Standards for unit:**

- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- PA1D7a Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)	Explain	Communicate	4
the FITT principle (frequency, intensity, time, type) and how it relates to exercise	Identify	Apply	4
activities to determine whether they promote health-related fitness, skill-related fitness, or both	Analyze	Analyze	4

**Essential Questions:**

1. How do we measure the five components of health-related fitness?
2. How is my personal health-related fitness (according to the healthy fitness zone)?
3. How can we use the FITT principle to enhance a workout or fitness goal?

**Enduring Understanding/Big Ideas:**

1. Being physically fit enhances quality of life.
2. Fitness assessments allow each individual to identify their personal fitness level.
3. Recognizing weaknesses in health-related fitness allows individuals to assess and set goals to improve overall health.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Strategy Goal Measure Resistance	Health-related Fitness Muscular Strength Muscular Endurance Flexibility Cardiovascular Endurance Body Composition FITT Principle Frequency Intensity Time Type

## Topic 1: Fitness Assessment

### **Engaging Experience 1**

**Title:** Fitness Testing

**Suggested Length of Time:** 2-4 days per test (Fall and Spring)

### **Standards Addressed**

*Priority:*

- PA1A7a Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both

*Supporting:*

- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- PA1D7a Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)

**Detailed Description/Instructions:** Students will measure components of health-related fitness by completing the following fitness test: Mile Run and/or Pacer, Push-up, Curl-up, Sit and Reach

**Bloom's Levels:** Communicate, Analyze

**Webb's DOK:** 4

## Topic 2: FITT Principle

### **Engaging Experience 1**

**Title:** Fitness enhancement

**Suggested Length of Time:** 1-2 weeks

### **Standards Addressed**

*Priority:*

- PA1C7a Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise

*Supporting:*

- ISTE-EMPOWERED LEARNER1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- PA1D7a Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)

**Detailed Description/Instructions:** Students will enhance their personal fitness goals according to the FITT principle.

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will record fitness test scores into their personal fitness portfolio and compare scores to the healthy fitness zone. Students will choose one component/test and create strategies for improvement. After the completion of post-testing (toward the end of the year), students will reflect on whether they did or did not meet their goal and why.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Fitness Assessment	Fitness Testing	Students will measure components of health-related fitness by completing fitness test.	2-4 days per test
FITT Principle	Fitness enhancement	Students will enhance their fitness goals according to the FITT Principle	1-2 weeks

## Unit 2: Sports and Recreation

**Subject:** Physical Education

**Grade:** 7<sup>th</sup>

**Name of Unit:** Sports and Recreation

**Length of Unit:** Ongoing

**Overview of Unit:** For each topic, students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice).

### **Priority Standards for unit:**

- MP2B7a Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports
- MP2D7a Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2B7b Apply basic offensive and defensive strategies in a modified game setting
- MP2C7a Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities

### **Supporting Standards for unit:**

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals. /
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- PA3A7a Identify proper protective equipment used in physical activities

- PA2A7a Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)
- MP1E7a Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)	Select	Apply	4
proper protective equipment used in physical activities	Identify	Perform	1
critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)	Apply	Perform	3
terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports	Apply	Apply	1
an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Demonstrate	Perform	3
basic offensive and defensive strategies in a modified game setting	Apply	Analyze	3
terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities	Apply	Apply	1

**Essential Questions:**

1. Why are the basic rules necessary for team, individual/dual, and recreational sports and games?
2. Why are fundamental skills are required for successful participation in each sport/game?
3. How can a person strategize for success on offense/defense?

**Enduring Understanding/Big Ideas:**

1. Team, individual/dual, and recreational sports/games have specific skills necessary for successful participation.
2. Rules are an essential element in team, individual/dual, and recreational sports/games.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Team Fundamental skills Sportsmanship Strategy Success	Offense Defense

## Topic 1: Team Sports

### **Engaging Experience 1**

**Title:** Football, Volleyball, Basketball, Soccer

**Suggested Length of Time:** 4-7 days per sport

### **Standards Addressed**

#### *Priority:*

- MP2B7a Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports
- MP2D7a Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2B7b Apply basic offensive and defensive strategies in a modified game setting

#### *Supporting:*

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals. /
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- PA3A7a Identify proper protective equipment used in physical activities
- PA2A7a Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)
- MP1E7a Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 2: Individual/Dual Sports

### **Engaging Experience 1**

**Title:** Archery, Paddleball, Tennis

**Suggested Length of Time:** 4-7 days per sport

### **Standards Addressed**

#### *Priority:*

- MP2B7a Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports
- MP2D7a Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2B7b Apply basic offensive and defensive strategies in a modified game setting

#### *Supporting:*

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals. /
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- PA3A7a Identify proper protective equipment used in physical activities
- PA2A7a Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)
- MP1E7a Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, and/or Tennis.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Topic 3: Lifetime/Recreational Activities

### **Engaging Experience 1**

**Title:** Volley tennis, Ultimate Frisbee/Football

**Suggested Length of Time:** 4-7 days per sport

### **Standards Addressed**

#### *Priority:*

- MP2D7a Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)
- MP2B7b Apply basic offensive and defensive strategies in a modified game setting
- MP2C7a Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities

#### *Supporting:*

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals. /
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.17: Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- PA2A7a Select appropriate conflict resolution skills in a physical activity setting (e.g., self-control, respect, peer influence)
- PA3A7a Identify proper protective equipment used in physical activities
- MP1E7a Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)

**Detailed Description/Instructions:** Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis and/or Ultimate Frisbee/Football.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)  
Students will demonstrate knowledge of game rules and fundamental skills in a tournament.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Team Sports	Football, Volleyball, Basketball, Soccer	Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include football, volleyball, basketball, and/or soccer.	4-7 days per sport
Individual/ Dual Sports	Archery, Paddleball, Tennis	Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Archery, Paddleball, and/or Tennis.	4-7 days per sport
Lifetime/ Recreational Activities	Volley tennis, Ultimate Frisbee/ Football	Students will begin with game rules and fundamental skill practice in small groups. Students will then demonstrate skills in a lead-up game and then in a large-group competitive or recreational game (based on student choice). Games may include Volley tennis and/or Ultimate Frisbee/Football.	4-7 days per sport/game

## Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.