

GRADE 7: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
<p>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</p>	<p>1. Students will demonstrate beginning strategies for net and invasion games.</p>	<p>In a group of three, demonstrate pass, set, spike for volleyball. Rally using forehand and backhand strokes with 2-3 different racquets/paddles. Demonstrate the give and go in basketball. Using a modified game of 4-square, play a game of tennis using only the 4 service courts. A drop serve is used to practicing serving diagonally. The intent is to be able to serve to the proper court and using forehand and backhand hits, keep the ball in play.</p>	
	<p>2. Students will adapt and combine skills to meet the demands of increasingly complex situations of selected movement forms.</p>	<p>Demonstrate shots on a soccer goal from various positions on the field. Determine where to throw a softball from right field with runners on bases in various configurations. Demonstrates folk dances with variations. Create and perform a 10 skill tumbling routine with smooth transitions. Playing a 3 on 3 game of volleyball, using a pass to receive the serve. Uses basic offensive and defensive strategies in a modified game of tennis (4-square).</p>	
<p>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</p>	<p>1. Students will recognize general characteristics of movement that can be applied to specific settings.</p>	<p>Compare an overhand throw and a tennis serve. Compare and contrast walking and running. Compare and contrast an underhand pitch and bowling form. Choose a favorite activity and analyze the health related fitness and motor components that affect performance.</p>	
	<p>2. Students will identify the characteristics of higher skilled performance in a few movement forms.</p>	<p>Observe two swimmers of different skill level doing the front crawl. Critique each and determine which has more skill; and explain how you made this decision. Teach an intermediate skill to another student.</p>	

GRADE 7: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
	3. Students will demonstrate discipline specific knowledge.	Choose an advanced skill in an activity, describe each phase of the skill, list common errors and corrections, and explain when and how this skill could be used in the activity.	
	4. Students will apply principles of practice and conditioning that enhances performance.	Choose an activity that you would like to improve and create a plan for self-improvement including goal, practice schedule, types of conditioning, drills, etc. Design a conditioning program for a selected activity and use it to improve performance.	
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify critical aspects of a healthy lifestyle.	List 4 aspects of a healthy life-style and tell how each contributes to a health life-style. Interview an adult who regularly participates in physical activity. Ask what they do, how often, why, when they began and what motivates them to be active. Write a summary of what you learn.	
	2. Students will establish personal physical activity goals.	Set a performance goal for each unit/activity during a marking period. Set a goal and work to improve one facet of over-all fitness	
	3. Students will participate daily in some form of health-enhancing physical activity.	Record daily physical activity participation on a weekly calendar for one month. Using a pedometer or digiwalker, accumulate a specified number of steps each day. Calculate stride length to determine actual miles covered in a day. Keep a Pedometer Walking Log using CIA (cover it all) method of counting total footsteps throughout and entire day for 3 days.	
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.	Participate in an activity at their target zone for 20 minutes. Choose 3 of the following activities to participate in during a week: mile run, endurance swim for 20 min, play 3-on-3 basketball for 30 min., square dance for 40 min., etc. Compare body responses to each of three different vigorous physical activities.	

GRADE 7: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
	2. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	Compare the calories burned per time-frame for 10 activities. Using a fitness assessment as your baseline, design a 4-week plan to improve your fitness level on one component. Using fall scores from Fitness gram Physical fitness tests, student will identify strengths and areas that need improvement. List the components of health related fitness and how they relate to their fitness status.	
	3. Students will begin to develop personal fitness goals independently.	Design a workout using each health related component. They will describe and model an activity/exercise for each component. Assess you fitness level using a nationally normed fitness test battery. Work to meet fitness standards as defined by a nationally normed fitness test battery.	
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow appropriate rules, procedures and etiquette that are safe and effective for specific activity situations.	Demonstrates rule following during a physical activity. Demonstrate safe participation during a physical activity. List 3-5 rules of etiquette for playing soccer. Demonstrate dance etiquette in class. Stays on task without close teacher monitoring.	
	2. Students will work in a group to achieve group goals in cooperative and competitive settings.	Demonstrate supportive behavior toward a teammate and toward an opponent. Describe a situation where you used conflict resolution during physical activity. Discuss what good teamwork is.	
	3. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	Journal examples of positive and negative behavior you exhibited during physical activity and identify results of the behaviors. Journal examples of positive and negative behavior that you observed during physical activity and identify results of the behaviors Plays within the rules of an activity. Uses appropriate problem solving techniques to resolve a conflict.	

GRADE 7: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
<p>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</p>	<p>1. Students will enjoy participation in physical activities.</p>	<p>Students can identify both positive and negative behaviors of a sports celebrity. While participating in a team challenge the student uses only positive comments and encouragement of peers. Describe or write about your favorite physical activity telling why you enjoy it.</p>	
	<p>2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behavior.</p>	<p>Have students watch a professional sport and identify (by making a list) both positive and negative displays of sportsmanship. List 5 rules of etiquette for a team activity. Explain the importance of etiquette rules to a chosen physical activity.</p>	
	<p>3. Students will recognize the social benefits of participation in a variety of physical activities.</p>	<p>List the social benefits of participation in physical activity. Compare the social opportunities for team and individual activities. Identify how cooperation and communication were used during a team challenge.</p>	
	<p>4. Students will communicate feelings towards others in a socially acceptable manner.</p>	<p>Identify a negative comment that you made toward a teammate and tell what you could have said instead to make your comment more socially acceptable. Have students identify personal emotions experienced during an activity.</p>	