

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

7th Grade Physical Education

DATE: April 2008

SUBJECT AREA: Physical Education

COURSE TITLE: 7th Grade Physical Education

COURSE LENGTH: One Year

PROPOSED GRADE LEVEL(s): 7

NUMBER OF CREDITS: Not Applicable

GRADING: A-F

PREREQUISITES: None

BRIEF COURSE DESCRIPTION:

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance.

GENERAL GOALS/PURPOSES:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

STUDENT READING COMPONENT:

Students will:

- Read unit specific syllabus identifying rules, history, and terminology
- Read assignments related to health and sport issues
- Read and take written tests

STUDENT WRITING COMPONENT:

Students will:

- Take written tests
- Complete writing assignments assessing understanding of reading material

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in group activities that foster positive responsible personal and social behaviors.
- Participate in daily class discussions

LAB FEE, IF REQUIRED: None

DETAILED UNITS OF INSTRUCTION:

Content areas may vary by school site due to facilities and scheduling. Additionally, timing of units taught is dependent on weather, equipment and facilities.

- Course offerings for sixth grade students may include lead-up games to team sports such as: flag football, volleyball, basketball, soccer, softball, speedball, lacrosse, hockey, Frisbee, disc golf, over-the-line and team handball. Racket sports offered may include tennis, badminton, speedminton, Pickle ball, and paddle ball. Additionally, individualized units of instruction may include dance, yoga, cooperative games, Martial Arts, self-defense, wrestling, gymnastics/tumbling, track and field, jump rope, weight training, aerobics, first aid, health and nutrition.
- The President's Challenge and Fitnessgram are fitness tests that may be used to determine the fitness level and health level of students.
- Course offerings may vary by school site due to facilities and scheduling.
- Differentiation of units of instruction is delineated in the standards.

Each student will experience a minimum of one activity from each content area.

1. Dynamic Health

- a.
- b.

2. Mechanics of Body Movement

- a.
- b.

3. Aquatics

- a.
- b.

4. Gymnastics and Tumbling

- a.
- b.

5. Individual and Dual Sports

- a.
- b.

6. Rhythms and Dance

- a.
- b.

7. Team Sports

- a.
- b.

8. Combatives

- a.
- b.

Movement Skills and Movement Knowledge

STANDARD 1

Manipulative Skills

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punching; striking; trapping; dribbling (hand and foot); and volleying.

Rhythmic Skills

- 1.2 Perform multicultural dances.

Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, loco motor, and non loco motor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and loco motor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

STANDARD 2

- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Combination of Movement Patterns and Skills

- 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

STANDARD 3

- Students assess and maintain a level of physical fitness to improve health and performance.
 - 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
 - 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
 - 3.3 Develop individual goals, from researched-based standards, for each of the five components of health-related physical fitness.
 - 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
 - 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
 - 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

STANDARD 4

- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 - 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
 - 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
 - 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
 - 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
 - 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
 - 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
 - 4.7 Explain progression, overload, and specificity as principles of exercise.
 - 4.8 Discuss the effect of extremity growth rates on physical fitness.

STANDARD 5

- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self –Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.3 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.4 Identify the responsibilities of a leader in physical activity.

Evaluation and Grading:

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80% - 89%; C = 70%-79%; D = 60%-69%; F = Below 60%

The following grading procedure will be used:

- Participation
- Physical fitness assessments
- Concepts and written work
- Learning and performance of physical activities

DISTRICT ESLRs TO BE ADDRESSED:

- **Self Directed Learners:** Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so requires intrinsic motivation which is the essence of self-direction.

- **Effective Communicators:** Students will demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, from the locker room to the movement activity in class.
- **Constructive Thinkers:** Students will understand how and why they move in a variety of situations and use this information to enhance their own skills. They will also understand that physical activity provides opportunities for enjoyment, challenge, and self-expression. Critical/constructive thinking is required to grasp these concepts.
- **Quality Producers/ Performers:** Students will be competent in many movement activities.
- **Collaborative Workers:** The very nature of any organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards that goal.
- **Responsible Citizens:** Students will demonstrate responsible personal social behavior while participating in movement activities.