

**Van Buren Intermediate School District
Physical Education Curriculum
Seventh Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

- Standard
- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
 - 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
 - 3 Participates regularly in lifelong physical activity. (M)
 - 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
 - 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
 - 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.06.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 06** - Sixth Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

The standards illustrated above are parallel with those adopted by the National Association for Sport and Physical Education (2003). These are further delineated into strands that represent domains of learning. Motor skills and concepts are illustrated in Strand 1 (Standard 1); Cognitive Skills or Knowledge is illustrated in Strand 2 (Standard 2); Physical Fitness and Nutrition is illustrated in Strand 3 (Standards 3,4) and Personal Social Skills are illustrated in Strand 4 (Standards 5,6).

The chart below illustrates the articulation of the standards, strands and domains

Strands			
<u>M</u> otor Skills and Movement Patterns (M)	Content <u>K</u> nowledge (K)	Fitness and Physical <u>A</u> ctivity (A)	Personal/Social <u>B</u> ehaviors and Values (B)
(Standard 1)	(Standard 2)	(Standards 3, 4)	(Standards 5, 6)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 20px;">- Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <li style="padding-left: 20px;">Space Awareness <li style="padding-left: 20px;">Effort <li style="padding-left: 20px;">Relationships - Motor Skills (MS) <li style="padding-left: 20px;">Non-Locomotor <li style="padding-left: 20px;">Locomotor <li style="padding-left: 20px;">Manipulative <li style="padding-left: 20px;">- Aquatics (AQ) <li style="padding-left: 20px;">- Outdoor Pursuits (OP) <li style="padding-left: 20px;">- Target Games (TG) <li style="padding-left: 20px;">- Invasion Games (IG) <li style="padding-left: 20px;">- Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social

Grades 6-7 Content

Soccer	Softball	Cooperative Games
Frisbee	Bowling	Health Related Fitness
Basketball	Volleyball	Lacrosse
Flag Football	Floor Hockey	Basic Nutrition
Rhythmic Activity	Circuit Fitness	Weight Training

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

**Michigan Department of Education Physical Education
Grade Level Content Expectations
7th Grade**

Strand 1- Grade Level Content Expectation Motor Skills and Movement Patterns	Content	Instructional Objective
<p>Movement Concepts M.MC.07.01 Demonstrate mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw), overhead throw in modified dynamic settings.</p>	<p>Lacrosse</p>	<p>Student will demonstrate the lacrosse scoop (TA form) to field a ball thrown 10 feet from a partner four out of five times.</p> <p>Student will demonstrate the lacrosse scoop (TA form), during an adapted “non-contact lacrosse” game, four out of five times.</p> <p>Student will demonstrate the overhead pass (TA form) 15 feet to a partner four out of five times.</p>

<p>Motor Skills</p> <p>M.MS.07.04</p> <p>Demonstrate all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in controlled settings.</p>	<p>Frisbee Soccer Volleyball Softball Shuffleboard</p>	<p>Student will demonstrate T.A. form to catch Frisbee from partner 30 feet away successfully 4 of 5 times.</p> <p>Students will dribble (TA Form) through cones 3 feet apart for 40 feet with the non-dominant foot 2 of 3 times.</p> <p>Students will kick (TA Form) a soccer ball through a 3m x 3m target from 30 ft away 4 of 5 times.</p> <p>Students will execute the four most critical points of the overhand serve (TA Form) over the net and in bounds from a distance of 20 feet 4 out of 5 times.</p> <p>Students will demonstrate proper batting (TA form) by hitting an underhand pitched ball from 30 feet away 4/5 times.</p> <p>The student will demonstrate the shuffleboard serve (TA form), from behind the shuffleboard court, successfully placing three of the four discs on the scoring area during three attempts.</p>
<p>M.MS.07.05</p> <p>Demonstrate all elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolation.</p>	<p>Basketball Football Volleyball</p>	<p>The student will execute a football punt (TA form) that will land within a 30 foot radius of a 5 foot tall stationary target.</p> <p>The student will execute a chest pass with TA technique to a 2x2 target from 15 feet 2 of 3 times.</p>

<p>M.MS.07.06 Perform a four element movement sequence (e.g., rhythmic, aerobic, tumbling activities) with flow in a controlled setting.</p>	<p>Aerobics</p>	<p>The student will execute a bounce pass with TA technique to a 2x2 target from 15 feet 2 of 3 times.</p> <p>The student will execute a basketball dribble (TA Form) using a cross-over maneuver for length of basketball court 2 of 3 times.</p> <p>Student will execute an overhead set (TA Form) to a partner from a distance of 15 feet four out of five times.</p> <p>Student will execute four simple steps (i.e., march time, grapevine, side shuffle and high knees) for three consecutive repetitions during two of three attempts.</p>
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		

<p>Aquatic Skills</p> <p>M.AQ.07.01 Demonstrate elements of mature form for the basic aquatic skills of front crawl and backstroke and breaststroke in controlled settings.</p> <p>M.AQ.07.02 Demonstrate selected elements of mature form of safe water entry by jumping into mid-depth water in controlled settings.</p> <p>M.AQ.07.07 Demonstrate selected elements of how to assist a distressed swimmer in controlled settings.</p> <p>M.AQ.07.08 Demonstrate selected elements of how to get help and how to assist a choking victim in controlled settings.</p>		
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<p>Outdoor Pursuits</p> <p>M.OP.07.02 Demonstrate elements of mature for in balance, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or water based outdoor pursuits in controlled settings.</p> <p>M.OP.07.03 Demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions with external feedback in controlled/supervised settings.</p> <p>M.OP.07.04 Demonstrate selected elements of ability to safely manipulate or use equipment and/or accessories related to selected outdoor pursuits in controlled settings.</p> <p>M.OP.07.05 Demonstrate selected elements of ability to make minor repairs one equipment and/or accessories related to selected outdoor pursuits in controlled settings.</p>	<p>Frisbee Lacrosse</p>	<p>The student will demonstrate use of movement concept while executing a lacrosse pass (TA form) from a moving position to a partner fifteen feet away four out of five times.</p> <p>Student will demonstrate use of locomotor skills while executing a Frisbee throw (T.A. form) to pass Frisbee to a moving partner 30 feet away successfully 3 of 5 times.</p> <p>Student will demonstrate the capacity to distinguish among varying sizes of Frisbees and select the appropriately sized implement for long and short throws during selected class periods.</p> <p>Student will demonstrate the proper goaltending mechanics utilizing TA form, four out of five times.</p> <p>Student will demonstrate the capacity to assist in the set up of a Frisbee fitness challenge course under the direction of the teacher on selected class periods.</p>
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<p>Target Games</p> <p>M.TG.07.01 Demonstrate use of mature form of tactical skills such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set-up routine modified unopposed target games).</p> <p>M.TG.07.02 Demonstrate incomplete and inconsistent use of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement, modifying flight pattern, spin) during modified 1 vs. 1 unopposed target games.</p>	<p>Shuffleboard</p>	<p>Student will demonstrate the shuffleboard serve (TA form), from behind the shuffleboard court, successfully placing three of the four discs on the scoring area in response to the location of partner's discs three out of five times.</p> <p>Student will demonstrate the shuffleboard serve (TA form), from behind the shuffleboard court, successfully displacing an opponent's disc while placing two of the four discs three out of five times.</p>
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<p>Invasion Games</p> <p>M.IG.07.01</p> <p>Demonstrate use of tactical problems including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting and restarting play during modified invasion games (e.g., small-sided games such as 4 vs.4).</p> <p>M.IG.07.02</p> <p>Demonstrate elements of tactical problems including on-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting and restarting play during modified invasion games (e.g., small-sided games such as 4 vs.4).</p>	<p>Floor Hockey Soccer Basketball Flag Football</p>	<p>Student will execute a bounce pass with (TA Form) to a moving partner from 20 feet 2 of 3 times while being defended.</p> <p>During a 4 on 4 floor hockey game, the student will perform defensive duties against offensive players by stopping 2 of 3 offensive pass attempts without making physical contact with offensive players.</p> <p>The student will execute TA form of catching a football, obstructed (while being guarded by a classmate), above the waist from a distance of 30 feet 2 of 3 times.</p> <p>The student will execute a set shot (TA Form) from 20 feet 2 of 3 times on a regulation height basketball hoop while being defended.</p> <p>Student will elude a partner to gain open position to receive a pass from a partner 20 feet away on two of three trials.</p>
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<p>Net/Wall Games</p> <p>M.NG.07.01 Demonstrate selected elements of tactical problems including off-the-object problems of scoring (e.g., maintaining a rally setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games such as 1 vs. 1 to 3 vs. 3)</p> <p>M.NG.07.02 Demonstrate elements of tactical problems including on-the-object movements of scoring (e.g., maintaining a rally setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games such as 1 vs. 1 to 3 vs. 3)</p>	<p>Volleyball</p>	<p>During a three on three volleyball game, student will move to a position to receive a ball hit by an opponent across the net to execute an overhead pass (TA Form) during two of three trials.</p> <p>During a three on three volleyball game, student will attempt a block (TA Form) to prevent the ball from crossing the plane of the net during two of three trials.</p>
<p>Striking/Fielding Games</p> <p>M.SG.07.01 Demonstrate elements of selected infield and outfield tactical problems including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communication/ umpiring during modified field/run games</p>	<p>Softball Lacrosse</p>	<p>Student will advance to the second base when a teammate hits a ground ball two of three trials.</p> <p>Student will demonstrate the proper goaltending mechanics (TA form) during an adapted “non-contact” lacrosse game preventing scoring during four out of five times.</p>

(e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second)		
Rhythmic Activities M.RA.07.01 Create rhythmic movement patterns with pathways with a partner to different musical rhythms.	Aerobics	Working with a partner, student will create a series of four continuous even and uneven rhythmic movement using straight, curved and zig pathways repeating the pattern during 2 of 3 repetitions.

Strand 2- Grade Level Content Expectation Knowledge	CONTENT	Instructional Objective
Feedback K.FB.07.01 Apply selected internal (prior knowledge) and external feedback to improve motor skill and movement patterns, fitness, and physical activities in controlled settings.	Class Discussion	Student will apply knowledge from previous experience and cues from the teacher and peers to improve personal performance of movement patterns, fitness and physical activities during selected class sessions.
Movement Concepts K.MC.07.01 Apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhead throw in modified dynamic settings.	Lacrosse	<p>Student will apply knowledge of mature form and function of all space awareness movement concepts while executing the lacrosse scoop (TA form) to field a ball thrown 10 feet from a partner four out of five times.</p> <p>Student will apply knowledge of mature form and function of all space awareness movement concepts while executing the lacrosse scoop (TA form), during an adapted “non-contact lacrosse” game, four out of five times.</p> <p>Student will apply knowledge of mature form and function of all space awareness movement concepts while executing overhead pass (TA form) 15 feet to a partner four out of five times.</p>

<p>K.MC.07.03 Apply knowledge of selected movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and field/run modified games and outdoor activities in a modified dynamic setting.</p>	<p>Soccer Softball Shuffleboard Flag Football Volleyball</p>	<p>Student will apply knowledge of selected movement concepts while executing a football punt (TA form) that will land within a 30 foot radius of a 5 foot tall stationary target.</p> <p>Students will apply knowledge of selected movement concepts while executing a soccer dribble (TA Form) through cones 3 feet apart for 40 feet with the non-dominant foot 2 of 3 times.</p> <p>Students will apply knowledge of selected movement concepts while executing a soccer kick (TA Form) through a 3m x 3m target from 30 ft away 4 of 5 times.</p> <p>Students will apply knowledge of selected movement concepts while executing the overhand serve (TA Form) over the net and in bounds from a distance of 20 feet 4 out of 5 times.</p> <p>Students will apply knowledge of selected movement concepts while executing proper batting (TA form) by hitting an underhand pitched ball from 30 feet away 4/5 times.</p> <p>Students will apply knowledge of selected movement concepts while executing the shuffleboard serve (TA form), from behind the shuffleboard court, successfully placing three of the four discs on the scoring area during three attempts.</p>
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<p>Motor Skills K.MS.07.05 Apply knowledge of movement concepts and skills to design (plan) a four element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in a modified dynamic setting.</p>	<p>Aerobics</p>	<p>Student will apply knowledge of selected movement concepts while executing a four simple steps (i.e., march time, grapevine, side shuffle and high knees) for three consecutive repetitions during two of three attempts.</p>
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		
<p>Aquatics K.AQ.07.01 Apply knowledge of selected critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.</p>		
<p>K.AQ.07.02 Apply knowledge of selected critical elements of safe water entry and exit in controlled settings.</p>		
<p>K.AQ.07.03 Apply knowledge of selected critical elements of assisting a distressed swimmer in controlled settings.</p>		
<p>K.AQ.07.04 Apply knowledge of selected critical elements of assisting a choking victim in controlled settings.</p>		
<p>K.AQ.07.05 Apply knowledge of selected critical elements of how to get help in simulated emergency in controlled settings.</p>		
<p>Outdoor Pursuits K.OP.07.01 Apply knowledge of selected</p>	<p>Lacrosse Frisbee</p>	<p>Student will apply knowledge of selected elements of the Leave No Trace principles while</p>

aspects of the seven principles of Leave No Trace (Adult Version) in dynamic settings.		participating in outdoor pursuits.
K.OP.07.02 Describe selected aspects of the nomenclatures of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.	Lacrosse	When called on by the instructor, the student will describe the parts of a lacrosse stick and safety equipment during selected class periods.
K.OP.07.03 Apply knowledge of selected aspects of the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.	Frisbee	Student will distinguish among the features of different size Frisbees to select the appropriate implement for a specific purpose (short range, long range throws) during participation in Frisbee challenge course.
K.OP.07.04 Apply knowledge of selected aspects of safety features of land or water-based outdoor pursuits in controlled settings.	Lacrosse	Student apply knowledge of safety features of goalie equipment while executing the proper goaltending mechanics utilizing TA form, four out of five times.
K.OP.07.05 Apply elements of decision making related to engaging in outdoor pursuits in uncontrolled settings.	Lacrosse Frisbee	When randomly called on by the instructor, student will identify selected elements of decision-making skills related to engaging in outdoor pursuits.
K.OP.07.06 Identify several governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.		On a fitness calendar, the student will identify governmental, non-profit, and/or private areas in the community that may be used for outdoor pursuits.
K.OP.07.07 Distinguish between selected appropriate and inappropriate resources related behaviors in selected outdoor pursuits in		When randomly called on by the instructor, student will explain appropriate behavior that supports the preservation of natural resources associated

controlled settings.		with outdoor pursuits.
K.OP.07.08 Apply knowledge of selected Leave No Trace principles while performing selected outdoor pursuits in controlled settings.		
K.OP.07.09 Apply knowledge of selected safety and decision-making while performing selected outdoor pursuits in a controlled setting.	Lacrosse Frisbee	Student will apply knowledge of safety and decision-making by following class rules during participation in lacrosse and Frisbee activities during selected class activities.
K.OP.07.10 Identify key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.	Class Discussion	When randomly called on by the instructor, student will identify key behaviors which exemplify safe outdoor practices during selected class activities.
Target Games K.TG.07.01 Describe all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified 1 vs. 1 unopposed target games. K.TG.07.02 Describe selected elements of tactical problems, such as accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified 1 vs. 1 unopposed target games.	Shuffleboard	When randomly called on by the instructor, student will describe the tactical problems needed to successfully place three of the four discs on the scoring area in response to the location of partner's discs three out of five times. When randomly called on by the instructor, student will describe the tactical problems needed to successfully displace an opponent's disc while placing two of the four discs three out of five times.

<p>Invasion Games K.IG.07.01 Describe all elements of tactical problems including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting and restarting play during modified invasion games (e.g., small-sided games such as 4 vs. 4).</p> <p>K.IG.07.02 Described selected elements of tactical problems including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games such as 4 vs. 4).</p>	<p>Floor Hockey Soccer Basketball Flag Football</p>	<p>When randomly called on by the instructor, student will describe all elements of tactical problems necessary to execute a bounce pass with (TA Form) to a moving partner from 20 feet 2 of 3 times while being defended.</p> <p>When randomly called on by the instructor, student will describe all elements of tactical problems necessary to perform defensive duties against offensive players by stopping 2 of 3 offensive pass attempts without making physical contact with offensive players.</p> <p>When randomly called on by the instructor, student will describe all elements of tactical problems necessary to execute TA form of catching a football, obstructed (while being guarded by a classmate), above the waist from a distance of 30 feet 2 of 3 times.</p> <p>When randomly called on by the instructor, student will describe all elements of tactical problems necessary to execute a set shot (TA Form) from 20 feet 2 of 3 times on a regulation height basketball hoop while being defended.</p> <p>When randomly called on by the instructor, student will describe all elements of tactical problems necessary to elude a partner to gain open position to receive a pass from a partner 20 feet away on two of three trials.</p>
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<p>Net/Wall Games K.NG.07.01 Distinguish among selected elements of tactical problems including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games such as 1 vs. 1 to 3 vs. 3).</p> <p>K.NG.07.02 Distinguish among selected elements of tactical problems including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack) during modified net/ wall games (e.g., small-sided games such as 1 vs. 1 to 3 vs. 3).</p>	<p>Volleyball</p>	<p>Student will distinguish among selected elements of tactical problems while participating in a three on three volleyball game, to move to a position to receive a ball hit by an opponent across the net to execute an overhead pass (TA Form) during two of three trials.</p> <p>Student will distinguish among selected elements of tactical problems while participating in a three on three volleyball game to attempt a block (TA Form) to prevent the ball from crossing the plane of the net during two of three trials.</p>
<p>Striking/Fielding Games K.SG.07.01 Distinguish among elements of infield tactical problems including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfielders, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified field/run games (e.g., 6 vs. 6,</p>	<p>Softball Lacrosse</p>	<p>Student will distinguish among elements of infield tactical problems to advance to the second base when a teammate hits a ground ball two of three trials.</p> <p>Student will distinguish among elements of tactical problems while demonstrating the proper goaltending mechanics (TA form) during an adapted “non-contact” lacrosse game preventing scoring during four out of five times.</p>

<p>outfielders with shortstop and second base person, focusing on the runner).</p>		
<p>Rhythmic Activities K.RA.07.01 Assess complex, creative rhythmic formations, positions, and steps.</p>	<p>Aerobics</p>	<p>Working with a partner, student will assess rhythmic formation while creating a series of four continuous even and uneven rhythmic movement using straight, curved and zig pathways repeating the pattern during 2 of 3 repetitions.</p>
<p>Physical Activity and Nutrition K.AN.07.01 Evaluate the effects of physical activity and nutrition on the body with teacher guidance.</p>	<p>Class Discussion</p>	<p>Given information about the FITT Principle and MyPyramid.gov, student will evaluate personal nutrition and physical activity patterns during selected class activities.</p>
<p>K.AN.07.02 Applies the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart monitors train in target heart rate zones) with teacher guidance.</p>	<p>Heart Rate Monitors</p>	<p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p>

<p>Personal Social Behavior K.PS.07.01 Identify key behaviors which exemplify some of the following personal/social character traits: responsibility, best effort, cooperation, and compassion in dynamic unsupervised settings.</p> <p>K.PS.07.02 Use behaviors which exemplify some of the following personal/social character traits: constructive competition and initiative in controlled supervised settings</p> <p>K.PS.07.03 Analyzes the benefits of exemplify the following personal/social character traits of responsibility, best effort, cooperation, compassion, and leadership when in controlled/supervised settings.</p> <p>K.PS.07.04 Use behaviors which exemplify some of the personal/social character traits of responsibility, best effort, cooperation, and compassion when in controlled settings.</p>	<p>Class Discussion Class Rules</p> <p>Class Participation</p> <p>Class Discussion</p> <p>Class Participation</p>	<p>When randomly called on by the instructor, student will identify key behaviors which exemplify some of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p> <p>Student will demonstrate constructive competition and initiative while participating in all class activities.</p> <p>Given scenarios posed by the instructor, student will analyze the benefits of responsibility, best effort, cooperation, compassion, and leadership and respond to questions posed in class discussions.</p> <p>Student will demonstrate responsibility, best effort, cooperation, and compassion while participating in class activities throughout the school year.</p>
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<p>Regular Participation K.RP.07.01 Choose to participate in activities that are personally challenging in dynamic settings</p> <p>K.RP.07.02 Explain why to choose to participate in physical activity regularly outside of physical education for personal enjoyment and benefit in dynamic settings.</p>	<p>Fitness Calendar</p> <p>Fitness Journal</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks.</p> <p>In a fitness journal, student will explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.</p>
<p>Social Benefits K.SB.07.01 Often use physical activity as a positive opportunity for social interaction in dynamic settings.</p>	<p>Fitness Calendar</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.</p>
<p>Individual Differences K.ID.07.01 Choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>K.ID.07.02 Examine a limited number of differences between idealized body images and elite performance portrayed by the media and their own personal characteristics and skills in controlled settings.</p> <p>K.ID.07.03 Choose to participate in activities that allow for self-expression in dynamic settings.</p>	<p>Class Activities</p> <p>Class Discussion</p> <p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p> <p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>

<p>Feelings K.FE.06.01 Examine some indicators of enjoyment for the aesthetic and creative aspects of skilled performance when in dynamic settings.</p>	<p>Class Discussion</p>	<p>Given scenarios posed by the instructor, student will distinguish among some indicators of enjoyment for the aesthetic and creative aspects of skilled performance during selected class periods.</p>
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<p>Strand 3- Grade Level Content Expectation Fitness and Physical Activity</p>	<p>Content</p>	<p>Instructional Objectives</p>
<p>Participation During Physical Activity A.PE.07.01 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities inside physical education.</p>	<p>Soccer Softball Cooperative Games Frisbee Bowling Health Related Fitness Basketball Volleyball Lacrosse Flag Football Floor Hockey Rhythmic Activity Circuit Fitness Weight Training</p>	<p>Student will monitor performance levels by using heart rate monitors and palpating the carotid (six second count-add a zero) to determine intensity and time on target during selected class periods.</p>
<p>Participation Outside of Physical Education A.PA.07.01 Accumulate time in physical activities that are moderate to vigorous in intensity level (ie., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while</p>	<p>Fitness Journal</p>	<p>Student will record physical activity outside physical education class using the PELOGIT.org site for two weeks during selected intervals across the school year.</p>

<p>participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p>		
<p>Health-Related Fitness A.HR.07.02 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-mile run, Walk test, Handcycle test, etc.).</p> <p>A.HR.07.03 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).</p> <p>A.HR.07.04 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).</p> <p>A.HR.07.05 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic weighing).</p>	<p>PACER</p> <p>Curl-ups</p> <p>Pushups</p> <p>Sit and Reach</p> <p>Height Weight Body Mass Index</p>	<p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p>

<p>A.HR.07.06 Develops a plan for improving or maintaining their health-related fitness status, with assistance from the teacher.</p> <p>A.HR.07.07 Self-assess his/her own health-related fitness status for muscular strength and endurance, flexibility and body composition, with teacher guidance.</p> <p>A.HR.07.08 Describe the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>FITT Principle Healthy Heart Zone MyPyramid.gov PELOGIT.org FitnessGram Results</p> <p>Curl-ups Push-ups Sit and Reach Body Mass Index</p> <p>FITT</p>	<p>Given class information, student will complete a worksheet that outlines a plan for improving or maintaining health-related fitness status.</p> <p>Given a class worksheet, student will conduct a self assessment during station activities.</p> <p>Student will identify the terms associated with the acronym FITT on a multiple choice test.</p> <p>When randomly called on by the instructor, student will identify 4 of the 5 components of fitness when given a list of terms.</p>
<p>Physical Activity and Nutrition</p> <p>A.AN.07.01 Monitors the effects of physical activity and nutrition on the body, with teacher guidance.</p> <p>A.AN.07.02 Applies the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using</p>	<p>MyPyramid.gov Class Activities</p> <p>Heart Rate Monitors</p>	<p>Using class information, student will log food consumption on the MyPyramid.org website for two weeks.</p> <p>Given a worksheet, students will identify selected muscles and locations on the body.</p> <p>Given a quiz, student will match food groups and impact on growth and physiological condition.</p> <p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p> <p>During selected time periods specified</p>

<p>compassion, and leadership when in controlled settings.</p> <p>B.PS.07.04 Exhibit behaviors which exemplify some of the personal/social character traits of responsibility, best effort, cooperation, and compassion when in controlled settings.</p> <p>B.PS.07.06 Identify some exhibited key behaviors which exemplify the personal/social characteristic traits of leadership in isolated settings.</p>	<p>Class Participation</p> <p>Class Discussion</p>	<p>Student will demonstrate responsibility, best effort, cooperation, and compassion while participating in class activities throughout the school year.</p> <p>When randomly called on by the instructor, student will identify some exhibited key behaviors which exemplify the personal/social characteristic traits of leadership during selected class activities.</p>
<p>Regular Participation B.RP.07.1 Choose to participate in activities that are personally challenging in dynamic settings.</p> <p>B.RP.07.02 Choose to participate in physical activity regularly outside of physical education for personal enjoyment and benefit in dynamic settings.</p>	<p>Fitness Calendar</p> <p>Fitness Journal</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks.</p> <p>In a fitness journal, student will explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.</p>
<p>Social Behavior B.SB.07.01 Often recognizes physical activity as a positive opportunity for social interaction in dynamic settings.</p>	<p>Fitness Calendar</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.</p>

<p>Individual Differences B.ID.07.01 Participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>B.ID.07.02 Accept a limited number of differences between idealized body images and elite performance portrayed by the media and their own personal characteristics and skills in controlled settings.</p> <p>B.ID.07.03 Choose to participate in activities that allow for self-expression in dynamic settings.</p>	<p>Class Activities</p> <p>Class Discussion</p> <p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p> <p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>
<p>Feelings B.FE.07.01 Exhibits some indicators of enjoyment for the aesthetic and creative aspects of skilled performance when in controlled settings.</p>	<p>Class Participation</p>	<p>Student will demonstrate indicators of personal enjoyment of skilled performance during selected class periods.</p>

Assessment Plan

As previously mentioned, the assessment process can be a powerful tool for learning when students are actively involved in the process (MDE, 2007). Beyond informing the student, assessment also educates the parents and community about quality and depth of the program. In addition, assessment informs the teacher and administrators about the effectiveness of the program.

All four aspects or domains of performance will be assessed: Motor Skills, Fitness Skills, Cognitive Skills or Knowledge and Personal-Social Skills. The focus of the assessments will be process and improvement-based. The intent of the assessment is to provide students with the feedback necessary to facilitate skill acquisition.

All students will be assessed utilizing the FitnessGram protocols which include the Pacer Test (Cardio-Vascular Endurance), Curl-ups (Abdominal Strength), Push-ups (Upper Body Strength), Back-Saver Sit and reach (Flexibility) and Body Mass Index (Body Composition). This information will be used as a basis for personal fitness programs. The level of performance

will NOT be graded. However, the improvement of performance will be factored into the student's final grade. Students and parents will receive print-outs that offer norm-referenced scores based on "zones" of performance: Exceeds Expectations, Target Zone and Focus Needed. The zones are based on the analysis of the performance of thousands of students during the past 30 years across the United States. Cooper's Aerobic Institute has provided and updated the norms throughout this time period.

All motor skills included in each content area have been task analyzed. Teachers will focus on the process and improvement of skill performance minimizing the product. The task analyses are posted on the project website for quick access.

High school students are expected to complete written assignments that focus on fitness skills and knowledge. Tests, quizzes and worksheets will also be assessed throughout the semester.

The following generic structure will be followed by the county physical educators:

Motor Skills	40-60%
Physical Skills	
Fitness Performance	
Cognitive Performance	20% (10-30%)
Personal Social Skills	20-40% (20-50%)