

# 7th Grade PE and Health

Content Area: **Health and Physical Education**  
Course(s): **PE 7**  
Time Period: **Marking Period 1**  
Length: **Full Year**  
Status: **Published**

## Course Pacing Guide

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All plans are subject to change based on weather and shared space accommodations.

Unit	MP/Trimester		Weeks
Frisbee	1	2	
Soccer/Football	1	4	
Cooperative Games and Dance	1	5	
Fitness Testing	1	2	
Basketball	2/3	2	
Pillow Polo	2/3	3	
Team Handball	2/3	2	
Pickleball	2/3	2	
Volleyball	2/3	3	
Invasion Games	2/3	1	
HEALTH-Substance Abuse	2/3	2	
HEALTH-Alcohol and Other Drugs	2/3	7	
HEALTH-Vaping	2/3	1	
HEALTH-Opioids	2/3	1	
HEALTH-Substance Abuse Project	2/3	2	
Badminton	4	2	
Lacrosse	4	2	
Recreational Games	4	4	
Softball	4	2	
Fitness	4	3	

## Unit Overview

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## **PHYSICAL EDUCATION:**

In the Physical Education Units, a focus will be on skill development, understanding of the game and rules, and participating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into lifetime fitness. Students will be exposed to a variety of activities to suit the needs of each student.

## **HEALTH:**

Promoting the skills of critical thinking, decision making, problem solving, and communication for students to make informed health decisions about drugs and medicines as they relate to personal wellness and the wellness of others.

### **Enduring Understandings**

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- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.
- Substance abuse is caused by a variety of factors that are personal and environmental.
- Determine the potential health risks of personal abuse of prescription and over-the-counter medicine.
- Explain the impact of alcohol and other drugs on the body and brain and how it affects behavior judgment, and memory.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, treatment, and support of family, friends, and others.

### **Essential Questions**

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- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?
- What are the dangers of misusing or mixing of prescription medication?
- What are the long and short-term effects of substance abuse?
- What are the treatments for substance addiction and dependency?

## **Instructional Strategies & Learning Activities**

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### **PHYSICAL EDUCATION:**

**Frisbee:** Students will develop skills associated with Frisbee. They will learn several different ways of throw and catch a Frisbee. Students will be given instruction on the rules and strategy of the game Ultimate Frisbee. They will be able to play a game of Ultimate Frisbee.

**Soccer:** Students will further develop skills associated with Soccer. They will learn several different ways of dribble, pass and kick a soccer ball. Students will be given instruction on the rules and strategy of the game Soccer. They will be able to play a game of Soccer.

**Football:** Students will further develop skills associated with Football . They will learn how to throw and catch a football. Students will be able to have a pass with a football. Students will be given instruction on the rules and strategies of the game of Ultimate and Flag Football. They will be able to play a game of Ultimate and Flag Football.

**Cooperative Games:** Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of group activities. Some will be large group activities and others will be small groups.

**Fitness/ Fitness Testing:** Students will be introduced to the concepts of overall physical health and well being. Students will perform fitness stations to improve their flexibility, upper body strength, lower body strength, core strength, and aerobic capacity. Students will perform a Pacer Test to measure their endurance. They will be able to identify the areas of fitness that they need to improve on.

**Basketball:** Students will be re-introduced to the game of basketball. They will be re-introduced to the skills of dribbling, passing and shooting, as well as learning the rules of basketball. They will practice the skills and then will integrate them into a games of basketball and knockout.

**Pillow Polo:** Students will be re-introduced to the game of pillow polo. They will be re-introduced to the rules of pillow polo. They will integrate rules and skills into games of pillow polo.

**Team Handball:** Students will be re-introduced to the game of handball. They will be re-introduced to the rules of handball. They will integrate rules and skills into games of handball.

**Pickleball:** Students will be re-introduced to the game of pickleball. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of pickleball. They will practice the skills and then will integrate them into a games of pickleball.

**Volleyball:** Students will be introduced to the game of volleyball. They will be introduced to the skills of bumping, setting and serving, as well as learning the rules of volleyball. They will practice the skills and then will integrate them into a game of volleyball and the adapted game of 4 Square Volleyball.

**Invasion Games:** Students will be focusing on spacial awareness, agility and leadership skills. Students will be engaging in several types of group activities and challenges.

**Badminton:** Students will be re-introduced to the game of badminton. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of badminton. They

will practice the skills and then will integrate them into a games of badminton.

**Lacrosse:** Students will be re-introduced to the game of lacrosse. They will be re-introduced to the skills of passing, catching and scooping, as well as learning the rules of lacrosse. They will practice the skills and then can integrate them into games of lacrosse.

**Recreational Games:** Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of recreational activities. Some will be large group activities and others will be small groups.

**Softball:** Students will be re-introduced to the game of softball. They will be re-introduced to the skills of throwing, catching, fielding and batting, as well as learning the rules of softball. They will practice the skills and then can integrate them into a game of softball.

**Dance:** Create dance studies based on specific stimuli while utilizing the elements of dance. Critique other dance studies focusing on choreographic devices.

## **HEALTH:**

**Breast self-examination** - students will receive guidance on self-examination

**Substance Abuse:** Students will discuss what substance abuse is and how substance abuse effects the user and those around them. Students will learn how drugs can change a person and thier life.

**Alcohol & Other Drugs:** Students will learn classification of drugs, how they effect the body, the side effects and the addictive qualites of various drugs, alcohol, and prescription medications.

**Vaping:** Students will talk about the prevalence of vaping in schools and with school age kids. Students will learn the lack of long term data and information on use. Students will discuss stragies for educating on the dangers of vaping use.

**Opiods:** Students will focus on addictive qualities of these drugs and the side effects of thier use. Students will learn how deadly these drugs can be.

**Substance Abuse Project:** Students will research, organize information and present in an individual or group project based off of a drug they choose.

**Dating Violence-** Class will discuss healthy and unhealthy relationships.

**Breast Self Exam-** This is covered during wellness day with a guest presenter.

## **Differentiated Instruction**

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- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play

- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Game-Based Learning
- Grouping
- Rubrics
- Mentoring
- Student Interest & Inventory Data

## **Formative Assessments**

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- Teacher Assessment of student participation
- Group participation
- Self Assessment
- Homework

## **Summative Assessment**

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- Health Project Grading Rubric
- Health Test

## **Benchmark Assessments**

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- Pretest

## **Alternate Assessments**

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- Health notes completion
- Kahoot

## **Resources & Technology**

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- Google Classroom

- Discovery Education
- Nutrition Videos
- Pacer Test

## **BOE Approved Texts**

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## **Closure**

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- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.

- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Show a model of the end product of directions.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Modified physical activity.

## 504

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- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Behavior management support
- Verbal testing
- Occupational or physical therapy

## At Risk

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies

## **Gifted and Talented**

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- Offer choice
- Speak to Student Interests
- Allow G/T students to work together