

**Belvidere Cluster Wide
Physical Education Curriculum
Grade 7
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Physical Education, Wellness, Gr. 7

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **September**
Length: **30 days**
Status: **Published**

Enduring Understanding

In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.

Essential Questions

Why is it so difficult to become healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

New Jersey Student Learning Standards

HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

Student Learning Objectives

Identify the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.

Identify and explain body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity).

Explain how advances in technology may be used to improve personal fitness using the primary principles of training (FITT).

Compare different techniques in addressing body composition.

Collect health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles.

Identify the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical).

Instructional Activities

Fitness Activities (Exercise Stations- sit-ups, jumping jacks, windmills, and etc.)

Stations (Skill V. Health)

Jump Rope Stations (Single Rope, Double Rope, Teamwork, and partner)

Student lead FITT Presentation (Grp 1- F, Grp 2-I, Grp 3-T, Grp 4-T)

Heart Rate Monitors/Pedometers- Data collection for Gr. 7 and 8

Steroid Group Discussion

Interdisciplinary Connections

Math: Data collection

Assessment

SMART Presentation
Health Related and Skill Related Fitness Testing/Scores
Jump Rope Technique Video Evaluation
Steroids Opinion Paper
Create your own fitness test

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

<http://www.teachpe.com/drugs/steroids.php>
<http://www.lessonplanet.com/lesson-plans/setting-fitness-goals/al>
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=927#.V3FFzPkrLIU>
<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/>
http://www.thephysicaleducator.com/blog/files/smart_goals.html
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8093#.V3FFtfrLIU>

Unit #2, Physical Education, Movement Education/Rhythm, Gr. 7

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **November**
Length: **30 days**
Status: **Published**

Enduring Understanding

Safe, efficient, and effective movement is part of developing and maintaining a healthy, active lifestyle.

Essential Questions

How can understanding movement concepts improve my performance?

How can I make movement more interesting, fun, and enjoyable?

How does my use of movement influence that of others?

New Jersey Student Learning Standards

HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

Student Learning Objectives

Explain how movement skills learned in practice settings and transition them into applied settings.

Apply concepts of force and motion (weight transfer, power, speed, agility) and identify how it effects performance.

Demonstrate a planned movement sequence that is predetermined that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).

Demonstrate movement skills that and evaluate them.

Explain the influence of culture on at least one game, sport, or dance.

Instructional Activities

Practice Drills- Skill development into gameplay (Ex- foot drills building to small sided soccer games)

Analyze a video of a classmate performing a skill and identify force and motion aspects within the video.

Participate and perform a line dance that encourages change in motion and tempo.

Research Project- influence of culture on a game or sport.

Interdisciplinary Connections

ELA: Research project

Fine Arts: Line dance

Assessment

Student Observation Checklist

Video Analyzation Worksheet

Teacher Observation of Line Dance

Critical Components Exit Slip

Research Project Rubric

Peer observation of critical components (Throwing, kicking, hitting, etc.)

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

<http://archives.lessoncorner.com/28b03546d499ac86d.pdf>

Youtube.com (Professional Athletes)

<https://www.youtube.com/watch?v=1lhk7-elGBA>

https://www.google.com/search?q=tactical+gpai&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiPytPu2MjNAhVFcj4KHWjQApYQ_AUICSgC&biw=638&bih=639#imgrc=3O_qxgpQEDgtQM%3A

<http://www.pdesas.org/module/content/resources/13323/view.ashx>

<http://activeafterschool.ca/resource/active-life%E2%80%99s-fundamental-movement-skill-lesson-plans>

Unit #3, Physical Education, Cooperative Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January**
Length: **30 days**
Status: **Published**

Enduring Understanding

When participating in cooperative games students are individually accountable for their work, and the work of the group as a whole.

Essential Questions

How will working as a team enhance play for all students?

What strategies can be utilized during game play to improve team success?

How will practicing appropriate and safe behaviors enhance participation and safety for all?

New Jersey Student Learning Standards

HPE.2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

HPE.2.5.8.B.2

Assess the effectiveness of specific mental strategies applied to improve performance.

HPE.2.5.6.B.3

Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Student Learning Objectives

Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sport, dance).

Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports.

Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities.

Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement.

Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance.

Instructional Activities

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet and etc.)

Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)

Group Goal Setting (Use Cooperative Games as vehicle)

Critical Thinking Activities (Mind Puzzles/Riddles)

Research a cooperative game that is played in another country, create a report, and teach the game to the class.

Interdisciplinary Connections

ELA: Research a cooperative game

Assessment

Teamwork Group Self Assessment

Homework (Critical Thinking Activities- Ex. Rebus Puzzles)

Personal Behavior Journaling of Positive and Negative behaviors

Critical Thinking Steps Class Presentation

Decision Making Skills Class Generated List

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals
Skill Labs
Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

<http://www.milkeneducatorawards.org/connections/articles/view/10-team-building-activities-for-the-first-week-of-school>

<https://www.pinterest.com/explore/goal-setting-activities/>

<http://www.thesource4ym.com/teambuilders/>

http://www.workshopexercises.com/Goal_setting.htm

<http://oureverydaylife.com/team-building-activities-middle-schoolers-33454.html>

Unit #4, Physical Education, Individual Activities, Gr. 7

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **March**
Length: **30 days**
Status: **Published**

Enduring Understanding

Individual sports combine physical fitness with mental development.

Essential Questions

- What are the key principles necessary to enhance and maintain personal fitness?
- How do mental strategies combine with personal fitness to enhance personal performance?
- How can individual sports impact life-long fitness?
- What impact will improved mental development have on cooperative strategies and team activities?

New Jersey Student Learning Standards

HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

Student Learning Objectives

- Identify and demonstrate critical thinking skills necessary to design effective offensive and defensive strategies.
- Provide fair and honest skill specific feedback to a partner which will be integrated into game play. (tennis, pickle ball, badminton).
- Compare and contrast the different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities.
- Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities.
- Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play.
- Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities.
- Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities.

Instructional Activities

- Individual Games (Tennis, Ping Pong, Golf, Pickle Ball, Badminton, Gymnastics, Martial Arts, Track and Field, Weightlifting, and etc.
- Individual Skill Practice (Depending on what sport you choose from above)
- Fitness Stations (Jumping Jacks, Sit Ups, Sit and Reach, Mountain Climbers, Leg Lifts, Squats, and etc.)
- Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)
- Jump Rope Skills

Dance (Group, Line, and etc.)

Interdisciplinary Connections

Math: Data collection for fitness stations

Assessment

Offense and Defense Peer Checklist

Strategy Goal Setting Journal

Individual Strategy Matching Exit Slip

Graffiti Wall- Similarities and Differences in Strategy in Individual Activities

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

<https://www.pinterest.com/linds042388/individual-activities-to-make/>

<http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx>

<http://www.westosha.k12.wi.us/teachers/mzwirgzdas/documents/Syllabus%20PE%20Individual.pdf>

<https://sites.google.com/a/kent.edu/skill-analysis/home/target-field-games-course/competancy-2>

https://www.google.com/search?q=defensive+gpai&biw=638&bih=639&source=lnms&tbm=isch&sa=X&ved=0ahUKEwixyviI48jNAhUFjz4KHTdhCcQQ_AUICCGD

Unit #5, Physical Education, Team Activities, Gr. 7

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **May**
Length: **30 days**
Status: **Published**

Enduring Understanding

Team activities provide students important lessons on personal values.

Essential Questions

How is sportsmanship connected to safety and team cohesiveness?
What strategies can be utilized during game play to improve team success?
How do personal values affect teamwork?

New Jersey Student Learning Standards

HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

Student Learning Objectives

Analyze individual play, defined by role responsibility, in team activities and games.
Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance.
Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports.
Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics.
Explain the purpose of certain equipment that focuses on safety.
Identify and conduct a self and peer / team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers.

Instructional Activities

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Trust Fall, Magic Carpet and etc.)
Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)
Group Discussion- Rules and Safety

Interdisciplinary Connections

Math: Score keeping

Assessment

GPAI- Invasion Games Strategies

GPAI- Net/Wall Activities

GPAI- Striking and Fielding

Positive and Negative Sportsmanship T Chart

Strategy Journaling (Ex. Basketball, Baseball, and Soccer)

Exit Slip- Safety Equipment

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

<https://www.pinterest.com/sportingfaith/hpe-invasionterritory-activities/>

<https://www.youtube.com/watch?v=Zi3NqQ34oQI>

<http://tgfu.wikifoundry.com/page/Invasion+Games>

http://challonge.com/tournament/bracket_generator

<http://www.pcentral.org/lessonideas/searchresults.asp?category=53>